

Grades K-2 Promotion/Retention Student Evaluation

Student Name	<input style="width: 90%;" type="text"/>	Grade	<input style="width: 80%;" type="text"/>	Date Completed	<input style="width: 90%;" type="text"/>
Teacher Name	<input style="width: 90%;" type="text"/>	School Name	<input style="width: 90%;" type="text"/>		
		Check one box:			
		<input type="checkbox"/> EO, English only			
		<input type="checkbox"/> FEP - I Initial, date _____			
		<input type="checkbox"/> FEP - Reclassified, date _____			
		<input type="checkbox"/> EL, level _____, date _____			

Codes for Student Scoring

1) Achievement Grade at the end of grading period			Achievement	
Above Standard	= 4 points	(Including RESULTS Assessments)	*Reading/Language Arts 1	Math 1
At Standard	= 3 points		<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
Below Standard	= 2 points			
Significantly Below Standard	= 1 point			

2) Performance Task Average			Performance Tasks	
Above Standard	= 6 points	(Includes writing assessment and math tasks)	*Reading/Language Arts 2	Math 2
At Standard	= 4 points		<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
Approaching Standard	= 2 points			
Below Standard	= 1 points			
Did Not Attempt	= 0 points			

3) Student Attendance			Attendance	
Above Standard	= 96% - 100%	3 points	*Reading/Language Arts 3	Math 3
At Standard	= 92% - 95%	2 points	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
Below Standard	= 87% - 91%	1 points		
Significantly Below Standard	= 0% - 86%	0 points		

EL students will not be retained if meeting Academic Success Index benchmarks.	*Total Points R/LA	Total Points Math
	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>

Above Standard 11 points to 15 points - Student recommended for promotion.

At Standard 8 points to 10 points - Student recommended for promotion.

Below Standard 0 points to 7 points - Recommended for remediation program,
or
 (Complete Student Intervention/Accommodation Record) Recommended for remediation as a condition of promotion
or
 Recommended for both remediation and retention.

(If a K student, complete E 5123 (f) Agreement to Continue in Kindergarten.)

*In K-2 Primary consideration will be Reading and Language Arts.
 Notify parents if student is at-risk. E 5123(c,d,e,f)

Grades 3-11 Promotion/Retention Student Evaluation

Student Name	<input style="width: 90%;" type="text"/>	Grade	<input style="width: 80%;" type="text"/>	Date Completed	<input style="width: 90%;" type="text"/>
Teacher Name	<input style="width: 90%;" type="text"/>	School Name	<input style="width: 90%;" type="text"/>		
		Check one box:			
		<input type="checkbox"/>		EO, English only	
		<input type="checkbox"/>		FEP - I Initial, date _____	
		<input type="checkbox"/>		FEP - Reclassified, date _____	
		<input type="checkbox"/>		EL, level _____, date _____	

Codes for Student Scoring

1) Achievement Grade at the end of grading period

			Achievement	
Above Standard	= 4 points	(Including Results Assessments Grades 3-6)	Reading/Language Arts 1	Math 1
At Standard	= 3 points		<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
Below Standard	= 2 points			
Significantly Below Standard	= 0 point			

2) Performance Task Average

			Performance Tasks	
Above Standard	= 3 points		Reading/Language Arts 2	Math 2
At Standard	= 2 points		<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
Below Standard	= 1 points			
Did Not Attempt	= 0 points			

3) Student Attendance

			Attendance	
Above Standard	= 96% - 100%	3 points	Reading/Language Arts 3	Math 3
At Standard	= 92% - 95%	2 points	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
Below Standard	= 87% - 91%	1 points		
Significantly Below Standard	= 0% - 86%	0 points		

4) STAR Assessment

			Score	
Content Standards Test			English/Language Arts 4	Math 4
Advanced	= 12 points		<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
Proficient	= 10 points			
Basic	= 8 points			
Below Basic	= 4 points			
Far Below Basic	= 0 points			

EL students will not be retrained if meeting Academic Success Index benchmarks.

	Total Points R/LA	Total Points Math
	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>

- Above Standard 18 points to 22 points - Student recommended for promotion.
- At Standard 11 points to 17 points - Student recommended for promotion.
- Below Standard 0 points to 10 points - Recommended for remediation program, or
 (Complete Student Intervention/Accommodation Record) Recommended for remediation as a condition, or
 *In grades 2-3 primary consideration will be Reading and Language Arts. Notify parents if student is at risk of retention. Recommended for both remediation and retention.



CALAVERAS UNIFIED SCHOOL DISTRICT^{E 5123c}
Promotion / Retention Parent Notification

Student Name _____ Grade _____

Teacher Name _____ School _____

Attach a current copy of:

- 1) CUSD Promotion / Retention Student Evaluation
- 2) CUSD Student Intervention / Accommodation Record
- 3) CUSD Promotion / Acceleration / Retention Board Policy 5123, AR 5123

Dear Parent(s),

As your child's classroom teacher (and with accordance with our district Social Promotion / Retention Policy BP 5123), I have determined that your child is performing below the minimum standard for promotion.

_____ I / We do believe that retention is an appropriate intervention for your student's academic deficiencies. Your child will remain in grade _____.

Or

_____ I do not believe retention is an appropriate intervention for your student's academic deficiencies as per Board Policy 5123;

Specific reasons that retention is not appropriate are as follows:

Recommendations for further interventions, other than retention, to assist the student in attaining acceptable levels of academic achievement are as follows:

SST / Teacher signature

Parent signature

Date of Conference

Principal signature

Yellow copy to Parent, Pink copy to Teacher, White copy to file in Student Cumulative Record

April 23, 2002

Student Intervention/ Accommodation Record K-6

Student Name _____ School Site _____

Teacher _____ School Year _____ Grade _____

History:

Date of birth _____, Years at school site _____, Years in CUSD _____, Attendance _____

Interventions prior to CUSD: _____

Classroom Accommodations:

Physical Arrangement of Room:

_____ seating student near the teacher _____ seating student away from other students

_____ seating student near a positive role model _____ avoiding distracting stimuli

_____ increasing the distance between the desks

_____ standing near the student when giving directions or presenting lessons

_____ other accommodations: _____

Lesson Presentation:

_____ pairing students to check work _____ teaching through multi-sensory

_____ writing key points on the board _____ allowing student to tape record lessons

_____ providing peer tutoring _____ having child review key points orally

_____ providing visual aides _____ using computer-assisted instruction

_____ making sure directions are understood _____ small flexible grouping

_____ other accommodations: _____

Assignments / Worksheets:

_____ giving extra time to complete tasks _____ not grading handwriting

_____ simplifying complex directions _____ reducing homework assignments

_____ handing worksheets out one at a time _____ reducing the reading level of the assignment

_____ requires fewer correct responses to achieve grade

_____ allowing student to tape record assignments/homework

_____ shortening assignments; breaking work into small segments

_____ allowing computer printed assignments

_____ other accommodations: _____

Tests:

_____ taking exam orally _____ allowing extra time for exam

_____ giving take home tests _____ reading test item to student

_____ giving frequent short quizzes _____ allowing students to give answers on tape recorder

_____ other accommodations: _____

Organization:

_____ providing peer assistance with organizational skills

_____ assigning volunteer homework buddy

_____ sending daily/weekly progress reports home

_____ developing a reward system for in-school and homework completion

_____ providing student with a homework assignment notebook

_____ other accommodations: _____

Behaviors:

E 5123 (e)

- _____ praising specific behaviors
- _____ using self monitoring strategies
- _____ giving privileges and rewards
- _____ keeping classroom rules simple and clear
- _____ allowing for short breaks between assignment
- _____ marking student's correct answers, not his mistakes
- _____ implementing a classroom behavior management system
- _____ allowing student time out of seat to run errands, etc.
- _____ allowing more flexibility in following classroom rules
- _____ adjust class schedule, shorten day
- _____ other accommodations: _____

- _____ allowing legitimate movement
- _____ contracting with a student
- _____ increasing the immediacy of rewards
- _____ implementing time-out procedures
- _____ cueing student to stay on task (nonverbal signals)

Intervention Strategies:

- _____ CST dates _____
- _____ 504 Plan
- _____ Parent Compact
- _____ Kindergarten teacher tutor
- _____ Parent/ Community volunteer tutor
- _____ Americorp tutor
- _____ Resource Specialist Program
- _____ Resource Specialist, unidentified
- _____ Homework club
- _____ After school tutor
- _____ Intersession
- _____ Summer school
- _____ Class tutorials
- _____ Saturday School
- _____ Peer tutor
- _____ Crossage tutor
- _____ Mentoring
- _____ Parenting Instruction
- _____ Extra practice packets
- _____ Special Friends Program
- _____ TUPE counseling
- _____ Computer Assisted Instruction
- _____ Reading/Math Lab
- _____ Retention date: _____
- _____ Parent conference/ Goal Setting conference _____
- _____ Other Agency involvement _____
- _____ other interventions: _____

Comments:

_____ Copy to Parent, _____ Copy to Teacher, _____ Copy to file in cum record bw4/3/00

000063

California Department of Education

Kindergarten Continuance Form Parental Agreement for Pupil to Continue in Kindergarten

Reflects amendments to California *Education Code* sections 46300 and 48011, effective January 1, 1992

Name of Pupil: _____

Kindergarten Attendance Anniversary Date _____

Name of School Official Approving for District _____

Information for parent of guardian

California law provides that after a child has been lawfully admitted to a kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to having the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is formal agreement to have him or her continue in kindergarten. Because kindergarten-age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until near the anniversary of a child's admittance to kindergarten.

I agree to having my child (named above) continue in kindergarten until _____
(date)

(May not be more than one year beyond anniversary)

Signature of
Parent/Guardian _____ Date: _____

Printed/typed name of
Parent/Guardian _____

Address: _____

Telephone Number _____



3304B Hwy 12
P.O. Box 788
San Andreas, CA 95249
(209) 754-3504

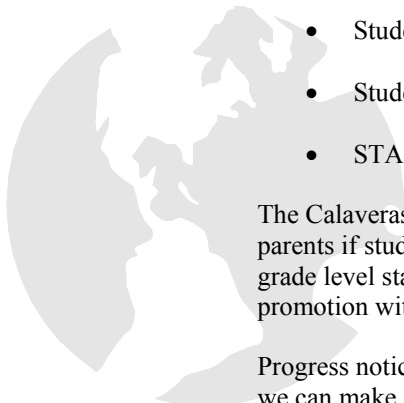
Calaveras Unified School District

Date: _____

To the parents/guardians of _____:

At this time your child has been identified as not meeting district/state adopted grade level standards in either language arts or mathematics. State and district standards require that students demonstrate proficiency at their current grade level before advancing to the next grade. This determination has been made using the following criteria:

- Student Grades
- Student Performance Tasks
- Student Attendance
- STAR Assessment



The Calaveras Unified School District Promotion and Retention Policy requires notification to parents if students are not meeting grade level standards. At this time, your child is not meeting grade level standards and by the end of the school year may be recommended for retention or promotion with interventions.

Progress notices and report cards are early notification to alert you of our concern. Working together, we can make a difference in your child's success. If you have any questions about student standards, please call your child's school.

Sincerely,

School Site Administrator

Grade level: _____ School: _____ Teacher: _____
C: Student cum folder

Exhibit To Board: 4/23/02

E 5123 (g)

