

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Senior Deputy Superintendent, Educational Services

DISTRIBUTION:	All Secondary Schools and Offices	<u>ROUTING</u>
SUBJECT:	BULLETIN NO. BUL-721 (Rev.) EIGHTH GRADE STANDARDS- BASED PROMOTION POLICY, PARENT NOTIFICATION, DOCUMENTATION AND APPEAL PROCESS	Local District Superintendents Local District Directors of Instruction Local District Directors of Support Services Local District School-Based Promotion/Intervention Coordinators Local District Secondary Literacy Coordinators Local District Coordinators, English Learners Local District Special Education Coordinators Local District Math Coordinators Principals Assistant Principals Assistant Principals, SCS Literacy/Math Coaches EL Coordinators School Administrative Assistants UTLA Chapter Chairs
DATE:	December 17, 2003	
OFFICE:	Beyond The Bell Branch	
APPROVED:	John Liechty, Associate Superintendent	

For further information, please contact Local District Standards-Based Promotion Coordinators. (See Local District Staff Directory, Attachment A). For assistance with Secondary SIS, contact (213) 241-4850.

This revision replaces the Bulletin No. M-102 (Rev.), Parent Notification and Appeal Process for Eighth Grade Standards-Based Promotion, issued April 3, 2003 and Bulletin No. M-6, Standards-Based Promotion Policy dated March 17, 2003 from the Office of the Senior Deputy Superintendent, Educational Services. The content has been revised to reflect changes in the Standards-Based Promotion Policy for eighth grade.

I. BACKGROUND

In September 1998, the Los Angeles Unified School District developed the Standards-Based Promotion Policy in accordance with Education Code 48070.5(1) (d), which was passed into law in September 1998. The Standards-Based Promotion (SBP) policy adopted by the Board of Education requires students in grades 2, 3, 4, 5/6 (highest elementary grade) and grade 8 to meet minimum identified criteria using multiple measures in order to promote to the next grade. The Standards-Based Promotion policy

mandates retention in grades 2, 3, 4, 5/6 and 8 for students not meeting identified criteria, unless teachers recommend promotion with mandatory intervention (Attachment B).

The SBP policy also provides for systematic parent notification when students are at risk of not meeting promotion standards (Attachment C). It further states that an appeal process must be implemented when parents disagree with the promotion determination of a student.

A student may be retained at any grade level K-12 if written approval from the parent/guardian is obtained. Documentation of retention must be kept in the student's cumulative file, as well as entered in the Elementary/Secondary Student Information Systems (SIS) as a voluntary retention.

II. PURPOSE

The purpose of this bulletin is to explain the Standards-Based Promotion Policy as it pertains to grade 8 and to delineate the process for parent notification, documentation, and appeal.

III. CRITERIA FOR 8th GRADE PROMOTION

Students will promote to the 9th grade if they meet the minimum criteria given below in each of the following subjects.

A. Reading

1. At or above the 21st percentile on the CAT/6 Reading **OR**
2. Degrees of Reading Power (DRP) score at or above 52 **OR**
3. Spring Final Report Card English grade of D or above

B. Mathematics

1. A score of "Basic" or above on California Standards Test (CST) from previous school year **OR**
2. Spring final report card mathematics grade of D or above

C. English Learners

1. Pass Fall or Spring ESL block **OR**
2. Overall CELDT score as follows:

<u>Students enrolled in</u>	<u>Minimum CELDT score for promotion</u>
ESL 1A/1B	1
ESL 2A	2
ESL 2B/ESL 3	3
ESL 4	4

English Learners in the Spanish Bilingual Program must meet the criteria given in Section C-2 and a minimum score of 36 on the Aprenda. If the Aprenda score is not available then a SABE score of 36 is required.

D. Special Education

Students with disabilities in grade eight are expected to meet grade-level standards, follow the same matriculation requirements as students in the core program, as outlined in Section J of the Individualized Education Program (IEP). Through the IEP process, the individual needs of students are described and appropriate accommodations and/or modifications for instruction, assessment, and/or evaluation are determined.

IV. IDENTIFICATION OF STUDENTS

Secondary SIS will provide directions to schools to generate the following information:

1. Identification of students not meeting the criteria for promotion.
2. "Exceptions list" of students who cannot be screened because they are missing essential scores or grades.
3. Documentation of promotion/intervention recommendation(s) made by the teacher to be entered into SIS.

V. OPTIONS FOR 8th GRADE STUDENTS NOT MEETING THE CRITERIA FOR PROMOTION

- A. The options for 8th grade students who do not meet the criteria for promotion will include the following:
 1. Retention **OR**
 2. Promotion with mandatory intervention(s) as recommended in writing by the teacher (Attachments G and H)
- B. Intervention options for specific subjects are given below:
 1. Reading
 - a. *Developing Readers and Writers Course (DRWC)*, Level 1 and 2, is offered during the academic school year and is focused on developing the foundations for reading and writing including phonemic awareness phonics, decoding, encoding, vocabulary, and comprehension. This course is a two period instructional course offering. Students promoted to the 9th grade and placed in *DRWC*, Level 1 or 2 will receive credit for 9th grade English and an English elective, Strategic Literacy (230141/42).
 - b. The *Developing Readers and Writers English-Language Arts (DRW-ELA)* course Level 1 and 2, is offered during the summer/intersession as a two hour

block. This course focuses on English content standards, literature and writing activities to further prepare students for grade level work. (*DRW-ELA*, Level 1, is not an appropriate placement for students who have not completed *DRWC*, Level 1).

2. Mathematics

- a. A district-mandated algebra intervention course is offered during summer/intersession.
- b. Placement in Grade 9 mathematics course-Algebra, Geometry, Algebra 2 will be dependent upon mark earned in summer/intersession.

3. English Learners

- a. The District mandated 120 hour ESL course is offered during summer/intersession. Participation will be determined by student need and will address English Language Development (ELD) standards, with state approved materials.
- b. Placement in subsequent double block ESL course will be dependent upon mark earned during summer/intersession.

4. Students with disabilities

- a. General education programs, if meeting the District criteria
- b. Extended School Year/Intersession

If a student with a disability is not progressing toward grade-level standards or the goals and objectives established in the IEP, then an IEP meeting must be convened to consider the need for and benefit of retention. The IEP team should consider and discuss the following:

- 1) Does the current IEP appropriately address the student's academic, linguistic, social, emotional, and behavioral needs?
 - 2) Are all the necessary accommodations identified in the IEP?
 - 3) Were the accommodations administered in accordance with the IEP?
- Appeals of retention decisions must be addressed through Special Education procedures.

VI. PARENT NOTIFICATION

A. Standards-Based Promotion Policy Notification

As early as possible in the school year, schools shall provide parent(s)/guardian(s) with a SBP Parent Brochure (Attachment D) and Letter to Accompany Parent Brochure (Attachment E) that explains:

1. The criteria used to identify students at risk of not meeting promotion standards.

2. The process used to inform parents of their child's progress toward meeting the standards.
 - a. The services and school personnel available to support students.
 - b. Process that parents may use to appeal the final decision to retain their child.

B. Fall/Spring Notification Regarding At-Risk Students

1. Parents of eighth grade students at risk of retention shall be notified in writing using the Standards-Based Promotion/Intervention Grade 8 Parent Notification Form (Attachment F) that their child is not meeting grade level standards for promotion. At each reporting period, teachers should use the comments available in Secondary SIS when students do not meet the standards and requirements of the course.
2. English Learners who do not have minimum tests scores required for ESL (CELDT) and Spanish Bilingual program students (Aprenda/SABE) **and** have a Fall failing mark in ESL classes are at risk of retention if they receive a second fail at the end of the Spring semester. Parents should be notified immediately when the fifteen week/required progress report indicates that a student has a fail or comments that suggest the student will not meet promotion standards at the end of the year (Attachment F).
3. Students with disabilities expected to meet grade-level standards in English/Reading and mathematics should be screened if they meet the criteria outlined above.

C. Final Notification of Retention or Promotion with Mandatory Intervention

1. No later than two weeks before the end of the regular school year, parents of identified students will receive SBP End of School Year Promotion/ Retention Letter (Attachment G) that will explain one of the following:
 - a. Student does not meet criteria for promotion; however the teacher recommends promotion and completes the Justification for Promotion Form (Attachment H). Student is promoted to the ninth grade and is recommended for mandatory intervention(s).
 - b. Student is retained. Final determination for promotion/retention is re-evaluated upon completion of mandated Summer School/Intersession (requirement for English Learners and algebra students).
2. If a student with disabilities is not meeting grade-level standards or the goals and objectives established in the IEP, then an IEP meeting must be convened before a determination of retention is made. The IEP team must consider the following:
 - a. Does the current IEP appropriately address the student's academic, linguistic, social, emotional, and behavioral needs?
 - b. Are all the necessary accommodations identified in the IEP?

- c. Were the accommodations administered in accordance with the IEP?
- d. If yes is the answer to the questions above, the IEP team should carefully consider, discuss, and document the need for and benefit of retention.

VII. DOCUMENTATION

Secondary schools must document all decisions related to retention and promotion with mandatory intervention. The principal shall designate a staff member (e.g. assistant principal, SCS) responsible for maintaining the following records and documents:

- A. Red folders (kept in the cumulative record) for students identified at-risk of not meeting standards for promotion. The following documents should be placed in the folder:
 1. Parent Notifications
 - a. The Fall/Spring Parent Notification with the signature of the administrator (Attachment F).
 - b. The End of School Year Promotion/Retention Determination Letter (Attachment G).
 - c. Justification for Promotion Form (Attachment H).
 2. *Secondary Standards-Based Promotion Log*- (Attachment I).
 3. Any forms or correspondence related to the Appeal Process if the parent appeals.
- B. Enter data into Secondary SIS for students who are retained, promoted or promoted with mandatory intervention.

VIII. APPEAL PROCESS

Parents/guardians are granted the right to appeal decisions to retain or promote with mandatory interventions. During the appeals process, the child shall remain in the District-assigned placement until an appeal decision is reached. Students with disabilities with an existing IEP shall remain in their current placement until the IEP team reaches a decision or a decision is reached through special education due process procedures. Appeals to retention decisions for students with disabilities must be addressed through Special Education procedures. Please see Section IV-C, page 26 and 27 of the Special Education Compliance Guide, Publication # 966 121 8565.

Procedures for appeal meetings are outlined below:

- A. At the school level:
 1. If parents/guardians do not agree with the decision to retain or promote with mandatory intervention, they may appeal the decision by completing the Request for Standards-Based Promotion Appeal Meeting (Attachment J).

2. Within three school days, the Standards-Based Promotion (SBP) Appeal Team, consisting of the principal/designee and a teacher, shall notify parents of an appeal meeting at the school. This meeting should occur within seven school days after receipt of the request.
 3. The SBP Appeal Team shall render a decision within three school days after the meeting has occurred. The principal/designee shall notify parents/guardians in writing of this decision on the Notification of School-Site Standards-Based Promotion Appeal Decision form. (Attachment K).
- B. At the Local District level:
1. If parents/guardians do not agree with the school's decision, they may request a Local District-level meeting by completing the Request for Standards-Based Promotion Appeal Meeting at the Local District Level (Attachment L). This form should be submitted to the school principal.
 2. Within three school days, the school will forward the request and pertinent information to the Local District SBP Coordinator.
 3. Within five school days of receipt of the request, Local District personnel shall notify parents of an appeal meeting scheduled at the Local District Office. This meeting should occur within seven school days after receipt of the request.
 4. Parents/guardians will be notified in writing of the Local District appeal decision within five school days after the meeting occurs. (Attachment M). The Local District decision shall be final. A copy of the Local District decision will be sent the school. The principal/designee shall make any necessary changes in the student's current status or educational program and update all student records.

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