

# ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 4766

PAGE: 1 OF 10

CATEGORY: Instruction, Academic Achievement

EFFECTIVE: 1-13-88

SUBJECT: Placement/Articulation, 9-12

REVISED: 6-08-2001

## A. PURPOSE AND SCOPE

1. To outline administrative procedures governing implementation of policies concerning placement and student grade-level classification.
2. **Related Procedures:**

Matriculation guidelines, programs for students with severe handicaps .....	4233
Graduation from senior high schools .....	4770
Classroom grouping practices and counseling procedures .....	6020
Preregistration and registration, 7-12 .....	6123
Attendance accounting, 7-12 .....	6166
Cumulative recordkeeping, secondary .....	6510

## B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: A-4000, F-2000, F-7000, F-7030, F-7100, F-7400, F-8400; Education Code Section 48070.
2. **District Policy**
  - a. The policy of San Diego Unified School District is to ensure the academic success of every student. Students are expected to meet grade-level standards and shall receive the necessary instructional support to enable them to be successful.<sup>1</sup>
  - b. Students shall be assigned to classes or sections of a course in such a manner that, in gender and ethnicity, each class or section is representative of the total population of students meeting the criteria for placement in each grade level, class or course (Procedure 6020).

## C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Standards, Assessment, Accountability, and Compliance Department, Institute for Learning.

<sup>1</sup> This policy and this administrative procedure does not apply to students with the curriculum designation of alternative standards (nondiploma-bound students). Achievement of the Individualized Education Program (IEP) goals and objectives should be used to report as per state and district requirements. See Administrative Procedure 4233.

## 2. **Definitions**

- a. **Accelerated program:** An intensive program of study designed to accelerate the pace of student learning.
- b. **At-risk student:** Student identified as at risk of not meeting grade-level standards, either through district-designated assessments, teacher judgment, and/or California High School Exit Exam results.
- c. **Home/School Compact:** Documentation that delineates the roles and responsibilities of each stakeholder in the learning process (teacher, principal, school board, parent/guardian, and student).
- d. **Individualized Education Program (IEP):** A written statement developed by a team that delineates and ensures appropriate instruction and services for students with disabilities.
- e. **Individual Service Plan (ISP):** A written statement developed by a team that delineates the aids, accommodations, and services to be provided to children with disabilities who qualify under Section 504 of the Rehabilitation Act of 1973.
- f. **Learning Contract:** Documentation that serves as an agreement among classroom teacher(s)/counselor, parent/guardian, and student outlining the responsibilities of each stakeholder in the intervention process. Documentation includes student academic performance, required interventions, and potential consequences. Contract attests to the school site's provision of, and the student's participation in, the identified interventions.
- g. **Monitoring:** Ongoing evaluation of student's academic progress as outlined in student's Learning Contract.
- h. **Placement:** Assignment of a student to a specific grade and class.
- i. **Performance criteria:** Performance levels associated with the identification of students at risk, and placement of students in specific courses or interventions.
- j. **Semester credit:** Credit earned by a student who successfully completes 90 hours of instruction in an approved course. If a student is working toward credit and demonstrates knowledge using IEP-required accommodations and/or adapted method(s), the student receives credit, irrespective of the method used for that demonstration.

### 3. **Identification and Monitoring of At-Risk Students**<sup>2</sup>

a. **Identification.** Students are identified as at risk if:

- (1) The student is performing below or significantly below grade level based on results from district reading/language arts and/or mathematics assessments, or teacher judgment.
- (2) The student has not passed one or both sections of the California High School Exit Exam by the end of tenth grade.

**Note:** A student who has not earned enough credits to move to the next grade level at the end of the school year or who has a cumulative weighted GPA below 2.0 is at risk of not meeting graduation requirements. Refer to Procedure 4770 for appropriate actions to be taken.

b. **Notification.** Parent(s)/guardian(s) of at-risk students must receive written notification as early as possible and no later than the tenth week of enrollment. Acceptable written notification may include one of the following: six- or nine-week progress report card with at risk comment included, parent conference with documentation, or a Learning Contract, if completed by the tenth week of enrollment.

c. **Learning Contract.** A Learning Contract must be developed for all students identified as at risk of not meeting grade level standards.<sup>3</sup>

- (1) Learning Contracts should be developed for at-risk students within four (4) weeks following the end of the nine- or twelve-week grading period. For students who enroll after the first nine weeks, the Learning Contract should be developed within four (4) weeks following identification.
- (2) The teacher(s) will develop the Learning Contract for students at risk due to reading and/or mathematics performance.
- (3) The contract will include the intervention programs and strategies that the teacher/counselor and school will provide to help the student succeed, what the student and parent/guardian will work on at home, and how the teacher/counselor will inform the parent/guardian of the student's progress. The contract shall specify each party's responsibilities and

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<sup>2</sup> This procedure applies only to diploma-bound students.

<sup>3</sup> The IEP will serve as the Learning Contract for special education students enrolled in special day classes.

potential outcomes. A copy of the contract shall be mailed to the parent/guardian.

- d. **Parent/guardian meeting.** The principal shall invite the parents/guardians of students at risk to attend a general meeting. The principal, teachers, and counselors will be present at the meeting and will explain the need for the Learning Contract, recommended interventions, the roles and responsibilities of all stakeholders, and the possible consequences. Parent(s)/guardian(s) who would like an individual conference may request one at this time.
- e. **School site monitoring of at-risk students**
  - (1) **Principal**
    - (a) Monitor development of Learning Contracts and communication with parents/guardians.
    - (b) Monitor student participation in intervention programs.
    - (c) Monitor students' academic progress by reviewing student achievement results and meeting with teachers during the year to discuss specific plans for instruction.
    - (d) Coordinate compliance with the guidelines and timelines outlined in this procedure.
  - (2) **Classroom teachers** will monitor the academic progress of students throughout the school year, base their instruction on student needs, implement appropriate interventions, and communicate student progress to the parent/guardian.
  - (3) **Counselors** will place students in appropriate support classes and programs, monitor student participation in available interventions, monitor the academic progress of students throughout the school year, and communicate with parent(s)/guardian(s).
  - (4) **Instructional leader.** During school visits, the instructional leader will discuss with the principal the progress of at-risk students and monitor the overall improvement of achievement at the school site.

4. **Performance Criteria and Guidelines.** Student performance criteria have been defined based on common, districtwide assessment measures in literacy and mathematics. Cut-points have been set which identify student performance as above/at/close to, below, or significantly below grade level. An annual administrative circular will be distributed to schools specifying performance cut-points to identify students for support/intervention and course placement.<sup>4</sup>
5. **Placement Decision**
- a. **Students at-risk due to reading and/or mathematics performance**
- (1) **Year-end evaluation.** Within the last six (6) weeks of instruction, each student identified as at risk due to reading and/or mathematics performance must be reevaluated. The assigned classroom teacher(s), using the district designated assessments, will determine if the student meets the specified performance criteria (as provided in the annual administrative circular). The teacher will complete the “Student Placement and Support: Grades 9-12” form and submit it to the counselor for student placement. The teacher may decide that a student is:
- (a) **Above/at/close to grade level** – no further intervention at this time.
- (Note: Students who score above/at/close to grade level but received a “D” or “F” in their English course should attend summer school to make up the “D” or “F” grade.)
- (b) **Below grade level** – with interventions/support programs identified.
- (c) **Significantly below grade level** – with interventions/support programs identified.
- (2) **Discussion/communication with parent(s)/guardian(s).** The teacher’s evaluation concerning the student’s performance level, progress, and recommended placement for the following year shall be discussed with the parent/guardian. The discussion may occur via a conference, telephone call, general parent meeting, or home visitation. When possible, the discussion is to be conducted in the primary language of the parent/guardian.

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<sup>4</sup> Refer to administrative circular for specific criteria for fluent English-speaking students and for English learners.

- (3) **Decision and placement.** The counselor makes the decision about the student's literacy or mathematics course placement for the following year based upon the teacher-initiated "Student Placement and Support: Grades 9-12" form, and/or on the student's performance on the district reading and mathematics assessments.
- (4) **Documentation and notification of the placement decision.** The course placement decision is recorded on the "Student Placement and Support: Grades 9-12" form, and submitted to the principal for signature. The principal will sign the form and mail notification to the parent/guardian approximately two weeks before the last day of instruction. The notification will include information on the Placement Review Conference process.
- (5) **Placement Review Conference.** Teachers, counselors, or parent(s)/guardian(s) may request a Placement Review Conference if they wish to discuss the assessment of student performance and/or the recommended course placement.
  - (a) The counselor will convene the conference, which will involve the teacher(s), counselor, site administrator, parent/guardian, and student in reviewing evidence of student academic achievement that makes a strong case for overriding the assessment results.
  - (b) Participants at the conference should discuss whether the student is at/above/close to, below, or significantly below grade level; and the student's course placement for the following year.
  - (c) Based on the discussion, the student's performance level and course placement are determined and recorded on the appropriate placement recommendation form for either literacy or mathematics. The teacher, counselor, and principal complete the name and signature portion of the placement recommendation section. If in agreement with the placement, parent/guardian checks the "I agree" box and completes the name and signature portion of the form. If in disagreement with the placement, the parent/guardian checks the "I decline" box and completes the name and signature portion of the form. Parent/guardian signature acknowledges understanding of the future consequences including the possibility of not passing the California High School Exit Exam. Copies of the placement recommendation form are distributed among the student's

cumulative file; the parent/guardian; the principal; and the Standards, Assessment, Accountability, and Compliance Department.

- b. **Placement modification due to summer school results.** Following completion of summer school, the counselor will review student assessment results. If summer school performance changes the student’s placement, the counselor will complete a new “Student Placement and Support: Grades 9-12” form. Copies of the form will be distributed among the student’s cumulative file; the parent/guardian; the principal; and the Standards, Assessment, Accountability, and Compliance Department.
6. **Articulation Between Middle-Level and Senior High Schools.** At the end of each academic year, the middle-level school principal and counselor will ensure that the student’s “Teacher Decision to Promote or Retain: Grades 6-8” form is filed in the student’s cumulative record. The senior high principal and counselor must review the “Teacher Decision to Promote or Retain: Grades 6-8” form in the student’s cumulative record before developing the student’s academic programs and place students in extended day/year interventions.

**D. IMPLEMENTATION**

1. **At Risk/Placement Timeline**

Action Date	Action Taken	Responsible Party
<b>FIRST SEMESTER</b>		
a. First four (4) weeks of student enrollment	Provide information to parent(s)/ guardian(s) about district promotion/retention policy (e.g. <i>Facts for Parents</i> , School Handbook).	Principal
	Distribute/collect Home/School Compact.	Principal
b. No later than the tenth week of enrollment	Formally identify students at risk based on assessment information and teacher judgment.	Counselor/ Assigned Teacher(s)
	Notify parent/guardian of student at-risk status.	
	Initiate placement of student in appropriate interventions available at school site.	

<b>Action Date</b>	<b>Action Taken</b>	<b>Responsible Party</b>
c. Within four (4) weeks after 9- or 12-week grading period	Complete Learning Contract. Send copy of Learning Contract to parent(s)/guardian(s). Convene general meeting for parents of at-risk students.	Teacher(s) Principal Principal
d. Ongoing	Implement student intervention strategies outlined in Learning Contract. Assess student progress on an ongoing basis. Communicate with parent(s)/guardian(s) concerning student progress, and document communications	Teacher(s)/Counselor Teacher(s) Teacher(s)/Counselor
e. End of first semester	Student report cards sent home.	Principal
<b>SECOND SEMESTER</b>		

*At end of first grading period of second semester, repeat steps a.-c. for new students at school site identified as at-risk.*

f. March - April	Inform parents of student progress based on district-designated reading assessments.	District
g. Beginning of last grading period	Reevaluate student performance using the district-designated assessments and identify students needing summer school.	Teacher(s)
h. Within last six (6) weeks of instruction	Evaluate student's academic performance based on designated performance measures. Consult with the principal and the student's parent/guardian. Make a decision regarding placement in reading and/or mathematics courses for the following year. <i>If applicable, the final decision may be reviewed upon completion of summer school coursework and reassessment at the end of the summer session.</i>	Teacher(s)/Counselor



Action Date	Action Taken	Responsible Party
	Record decision on “Student Placement and Support: Grades 9-12” form and submit to the principal for signature.	
i. Approximately two weeks before the last day of instruction	Sign “Student Placement and Support: Grades 9-12” form and mail notification to parent/guardian. Notification will include information on the Placement Review Conference process.	Principal
	File all originals in student’s cumulative folder.	Principal
j. End of summer school	Review student assessment results. If summer school performance changes student’s fall placement, complete new “Student Placement and Support: Grades 9-12” form and mail copy to parent/guardian.	Counselor, Principal
	File original in student’s cumulative folder.	Principal

**E. FORMS AND AUXILIARY REFERENCES**

1. Annual administrative circular regarding performance cut-points
2. Home/School Compact
3. Learning Contract for Grades 9–12, Stock Item 41-T-8050  
(Parent page available in other languages: Spanish, Stock Item 41-T-8051; Cambodian, Stock Item 41-T-8052; Vietnamese, Stock Item 41-T-8053; Lao, Stock Item 41-T-8054; Hmong, Stock Item 41-T-8055; Somali or Tagalog, call Standards, Assessment, Accountability, and Compliance Department)
4. Student Placement and Support: Grades 9-12, Stock Item 41-T-8056; English/Spanish, Stock Item 41-T-8057
5. Placement Recommendation Form: Literacy, Stock Item 41-T-8070; English/Spanish, Stock Item 41-T-8071

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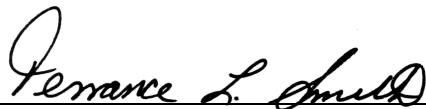
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6. Placement Recommendation Form: Mathematics, Stock Item 41-T-8080;  
English Spanish, Stock Item 41-T-8081
7. Teacher/Counselor Follow-Up Log Sheet: Student At-Risk of Not Meeting Grade-Level Standards, Stock Item 41-T-8008
8. Teacher Decision to Promote or Retain: Grades 6-8, Stock Item 41-T-8036;  
English/Spanish, Stock Item 41-T-8037

**F. REPORTS AND RECORDS**

1. Home/School Compact
2. Learning Contract for Grade 9-12 Students, Stock Item 41-T-8050;  
(Parent page available in other languages: Spanish, Stock Item 41-T-8051;  
Cambodian, Stock Item 41-T-8052; Vietnamese, Stock Item 41-T-8053; Lao, Stock  
Item 41-T-8054; Hmong, Stock Item 41-T-8055; Somali or Tagalog, call Standards,  
Assessment, Accountability, and Compliance Department)
3. Student Placement and Support: Grades 9-12, Stock Item 41-T-8056;  
English/Spanish, Stock Item 41-T- 8057
4. Placement Recommendation Form: Literacy, Stock Item 41-T-8070  
English/Spanish, Stock Item 41-T-8071
5. Placement Recommendation Form: Mathematics, Stock Item 41-T-8080  
English Spanish, Stock Item 41-T-8081
6. Teacher/Counselor Follow-Up Log Sheet: Student At-Risk of Not Meeting Grade-Level Standards, Stock Item 41-T-8008

**G. APPROVED BY**



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Chief of Staff, Terrance L. Smith  
For the Superintendent of Public Education