LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

Early Learning & Elementary Schools March, 2023

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Long Beach Unified School District

What is your favorite school memory?
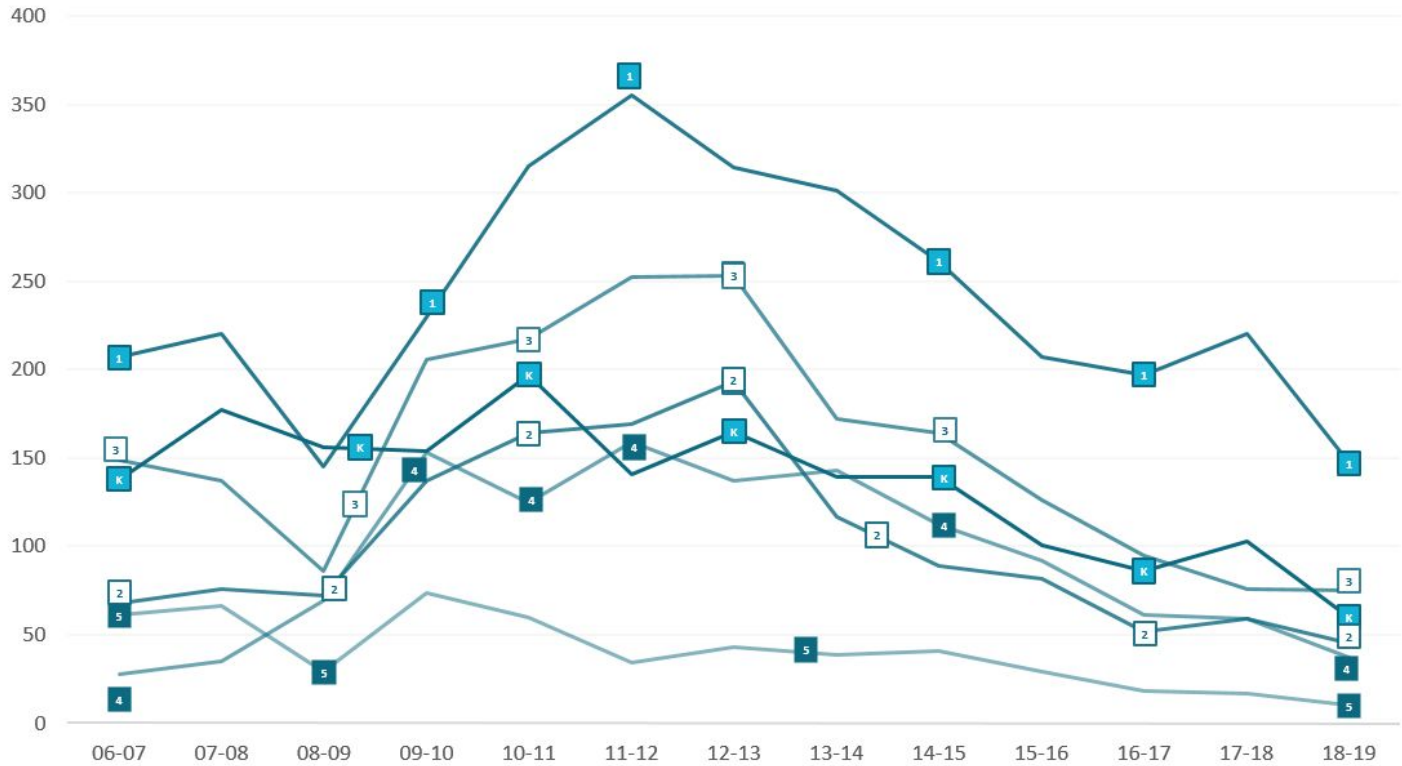
Retentions by Grade and Year
2006-07 to 2018-19

Total Students
Retained

9,937

Kinder 1,756
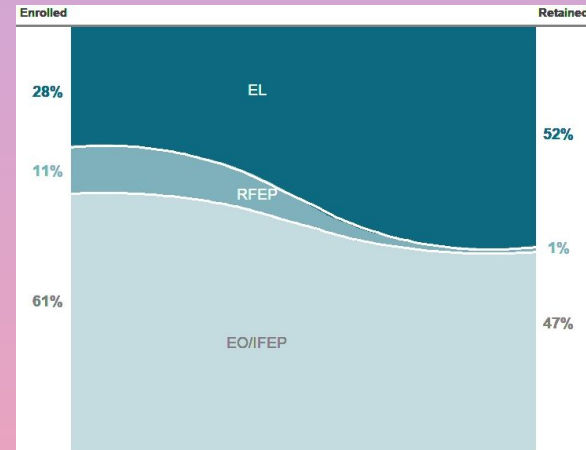Gr 1 3,119
Gr 2 1,323
Gr 3 2,008
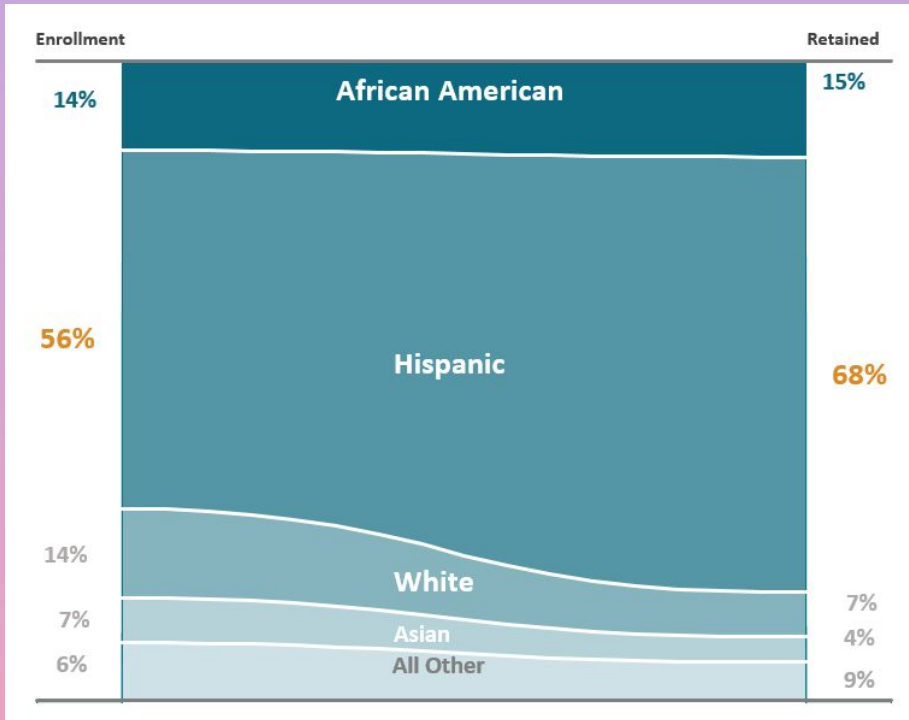Gr 4 1,210
Gr 5   521

269 students were
retained more than once.

Retention by Ethnicity & Fluency

2006-07 to 2018-19

- **Hispanic students were retained more often than other groups.**
- **English Learners represent 28% of the overall enrollment, but were 52% of the students retained.**

Graduation Outcomes
2006-07 to 2018-19

Of students meeting retention criteria in Elementary:

- Students who were retained were less likely to graduate.
- Graduates were almost half as likely to meet A-G requirements.
- Retained students were more than twice as likely to drop out

Grad Rate
Retained 73%
Not Retained 80%

A-G Rate
Retained 27%
Not Retained 48%

Dropout
Retained 20%
Not Retained 9%

Promotion / Retention Policies

California State Board Policy

CSBA Sample District Policy Manual
CSBA Policy Management Console

Policy 5123: Promotion/Acceleration/Retention Status: ADOPTED

Original Adopted Date: 12/01/2013 | **Last Revised Date:** 07/01/2019 | **Last Reviewed Date:** 07/01/2019

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

OPTION 1: Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

OPTION 1 ENDS HERE

OPTION 2: Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:

LBUSD Policy

Promotion/Acceleration/Retention

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the following criteria. Students shall be identified on the basis of district assessment as follows:

Retention at Grade 1
First grade students who do not demonstrate proficiency at mid-year, first grade, in reading and who do not demonstrate proficiency in addition and subtraction math facts with sums up to 10 by the end of grade 1 will be recommended for retention.

Retention at Grade 2
Second grade students who do not demonstrate proficiency at end of first grade in reading and who do not pass addition and subtraction math facts at the proficient level by the end of grade 2, will be recommended for retention.

Retention at Grade 3
Third grade students who do not demonstrate proficiency at end of second grade in reading **and** who do not demonstrate proficiency in addition and subtraction math facts **and** partial proficiency in multiplication and division math facts by the end of grade 3, will be recommended for retention.

Retention at Grade 4
Fourth grade students who do not demonstrate proficiency at the end of third grade reading **and** who do not pass math facts at the proficient level in all four operations by the end of grade 4, will be recommended for retention.

Retention at Grade 5
Fifth grade students who do not demonstrate proficiency at the end of fourth grade in reading **and** who do not pass math facts at the proficient level in all four operations by the end of grade 5, will be recommended for retention.

When any student in grades 2-9 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code 37252.2 and Board policy.

Notice and Wonder

| Notice	Wonder
Students shall be identified for retention at the following grade levels: - **Between grades 2 and 3** - **Between grades 3 and 4** - **Between grades 4 and 5 ***** **Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading.** ****Proficiency in reading, english language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades.*	- **What is the historical data telling us?** - **1st grade- Need to mature** - **Was our policy being used as a last resort intervention or was it <u>the</u> intervention?**
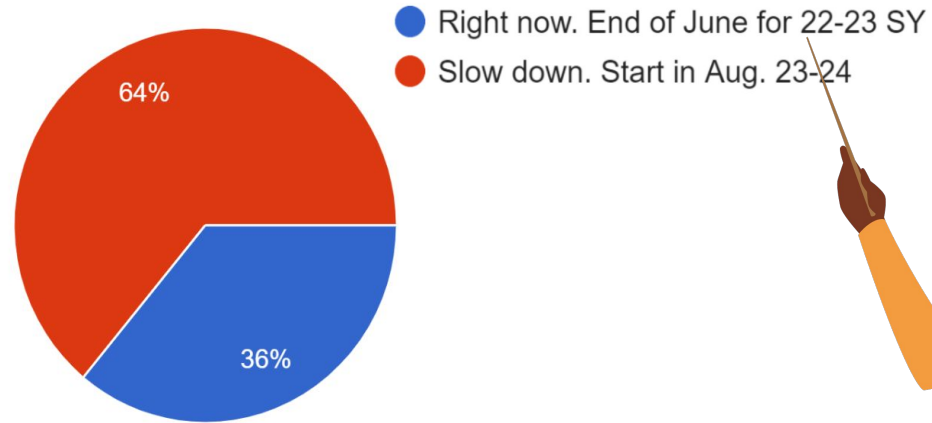
Recommendations

- **Not add a grade level (1st grade) to the policy**

- **Start with 2nd grade only - test drive data, determine the impact to our sites/system/students** (principals received a BGL list in December.)

  5210 2nd graders in Elem & K-8 with this formula 1536 would be retained. 29% of 2nd grade students would be retained.

- **Multiple measures in Reading- iReady, FRSA**

- **Social Emotional Factors (TBD)**

- **Familial support**

- **Team approach**

Following Procedures

- **Quality Improvement Teams to meet 2/17**

- **Recommendation will be made for 23-24 school year**

- **Retention will look like 21-22**

  * Individual Students- whole child

  * Team approach

  * Parent must support

- **Parent / Teacher Conferences in April 4th & 5th**

What's Next?

Pause and Process

Achievement Reports

Long Beach Unified School District
First Grade Achievement Report

A standards-based Achievement Report communicates to parents the student's individual progress towards meeting or exceeding grade level standards in preparation for high school graduation and post-secondary/career options.

Grade	School		Year
01	Addams Elementary		2021-2022

Student	Teacher	Principal
Smith, Sally	Johnny Jones	Will Williams

Program of Instruction	General Education	PALS/GATE/Excel	Special Education	
	English Learner	Dual Immersion	Structured English Immersion	English Language Mainstream

Attendance

	Number of Days Present	Number of Days Absent	Number of Days Tardy	Early Out
Reporting Period 1	0	0	0	0
Reporting Period 2	0	0	0	0

Promotion/Retention Criteria

First grade students must read at mid-year first grade or above OR achieve a Level 3 in addition facts sums to 10 and subtraction facts minuends to 10 by the end of the school year. If your child does not meet these expectations, he/she will be recommended for retention.

iReady Diagnostic Score *
* For more information please visit Parent Vue

	Math	Reading
Fall		
Winter		
Spring		

Basic Math Facts

	Addition Sums to 10	Subtraction Minuends to 10	Addition Sums to 20	Subtraction Minuends to 20
Reporting Period 1				
Reporting Period 2				

Excellent	Satisfactory	Improving	Needs to Improve

Life and Career Skills	Reporting Period 1	Reporting Period 2
Follows rules and procedures		
Manages materials properly		
Makes effective use of time to complete work		
Adjusts to transitions and changes in routines		
Takes responsibility for own behaviors		
Responds appropriately to feedback		
Respects others' rights, feelings and property		
Participates and cooperates in group settings		
Demonstrates initiative and perseverance		
Approaches challenges using a variety of strategies		

Teacher Comments: Reporting Period 1	Teacher Comments: Reporting Period 2

Parent Signature   Teacher Signature   Parent Signature   Teacher Signature

Retention Possible   Conference Date   Retention Possible   Recommended

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First Grade Levels of Growth and Achievement

		Student	Year
Level 4	Exceeds Grade Level Standards	Smith, Sally	2021-2022
Level 3	Meets Grade Level Standards		
Level 2	Partially Meets Grade Level Standards		
Level 1	Does Not Meet Grade Level Standards		

Foundational Reading Skills	Reporting Period 1	Reporting Period 2
Overall Level of Achievement		
• Reads with sufficient accuracy and fluency to support comprehension • FRSA scores (below)		
Phonics and Word Recognition		
Consonant Digraphs	/5	/5
One Syllable Short Vowels	/5	/5
Final –e	/5	/5
Long Vowel Digraphs	/5	/5
Dipthongs	/5	/5
R-Controlled Vowels	/5	/5
Inflectional Endings	/5	/5
Two-Syllable Words	/5	/5
High Frequency Words	/40	/40
Phonics and Word Recognition		
Blending Phonemes	/5	/5
Segmenting Phonemes	/5	/5

Reading Literature and Informational Text	Reporting Period 1	Reporting Period 2
Overall Level of Achievement		
• Asks and answers questions about text and unknown words • Uses details to retell stories • Explains the differences between common types of text • Knows and uses various text features • Compares and contrasts information or ideas from two or more texts • Reads and comprehends text at the appropriate complexity level for first grade		

Writing	Reporting Period 1	Reporting Period 2
Overall Level of Achievement		
• Writes opinion, narrative, and informative pieces • Participates in gathering and recalling information • Organizes and maintains focus to support purpose • Adds details to strengthen writing • Spells simple words using common spelling patterns and spells more difficult words phonetically • Uses capitalization and punctuation appropriately • Conducts research to build short projects		

Mathematics	Reporting Period 1	Reporting Period 2
Overall Level of Achievement		
Concepts and Procedures		
• Operations and Algebraic Thinking: Uses addition and subtraction appropriately to solve problems within 20 • Number and Operations in Base Ten: Counts to 120 starting from any number, understands and uses place value to add and subtract • Measurement and Data: Measures objects using non-standard units of measurement, tells and writes time, represents and interprets data • Geometry: Reasons with shapes and their attributes		
Problem Solving and Modeling		
• Explains to themselves the meaning of a problem and uses problem solving strategies to find a solution based on the concepts and procedures learned		
Communicating Reasoning		
• Explains their own reasoning and critiques the reasoning of others based on the concepts and procedures learned		

Speaking and Listening	Reporting Period 1	Reporting Period 2
Overall Level of Achievement		
• Participates in collaborative conversations about grade level topics and texts • Listens and takes turns speaking • Expresses thoughts, feelings and ideas clearly • Uses grade level appropriate language and vocabulary		

Additional Standards	Reporting Period 1	Reporting Period 2
Science		
History/Social Sciences		
Technology		
Health		
Physical Education		
Music		
Art		

| Interventions				
Literacy Class	Reading Recovery	1:1 Instruction	Tutoring	Not Applicable
Specialist Support	Small Group Instruction	Intersession	Prior Retention	Other

*Modification/Modified Standard	
Language Arts	Grade Level:
Mathematics	Grade Level:

Achievement Reports

Is there anything we can improve in the design of our Achievement Reports?
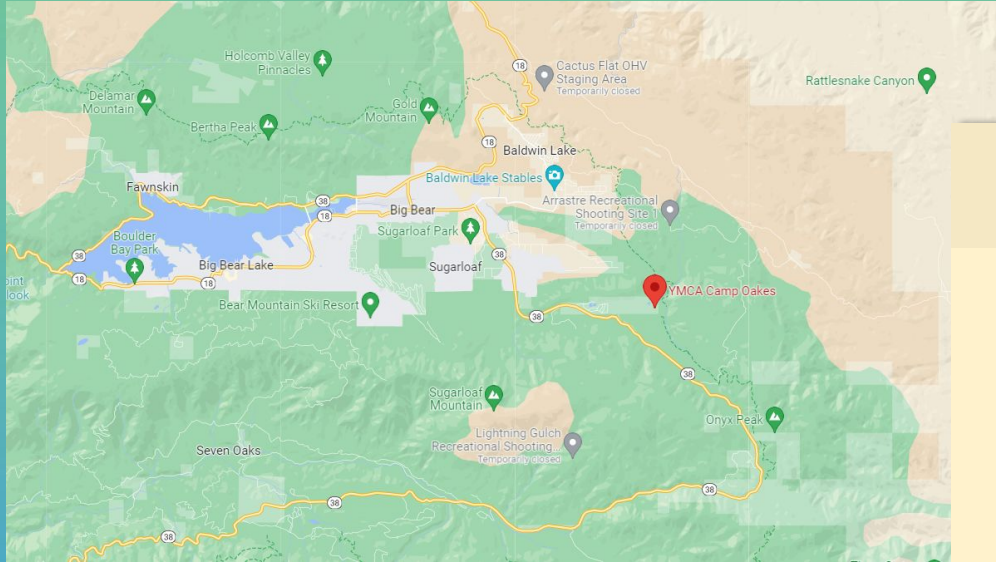
Share your feedback
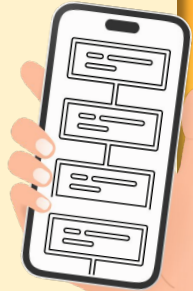
Outdoor Learning at Camp Oakes

Outdoor Learning at Camp Oakes

Outdoor Learning at Camp Oakes

We'd like to hear your thoughts...

THANK YOU