



Retention Policy

Westlake Charter School is committed to the success of each student. WCS has adopted a Student Success Team Policy and utilizes progress reports and parent conferences in the 1st and 2nd trimester to insure concerns with student achievement and intervention strategies are identified and implemented in a timely manner.

- 1) Criteria will be based on a student's inability to meet the grade level Westlake Charter School standards of expected student achievement in reading, language arts, and mathematics for students in grades three through five, determined by Westlake Charter School as articulated in our California standards-based report card
- 2) For English Language Learners, retention cannot be based on the student's lack of English fluency as related to meeting English standards.
- 3) For Special Education students, the determination for the appropriate standards of promotion and retention should be made as part of the Individualized Education Plan (IEP) Process and in accordance with all applicable laws.

Before retaining a student, the principal or designee shall determine that:

- 1) The student has not made progress towards meeting grade level standards of expected student achievement.
- 2) A Student Study Team meeting has been held as per Westlake Charter School SST Process-Policy
- 3) Research based interventions suggested at the SST meeting have been implemented and documented in an ongoing and consistent manner
- 4) Student achievement is "at risk" as determined by WCS benchmarks for grade level standards for 1 or more trimesters.
- 5) A Retention Team consisting of the principal, teachers(s), support staff and parents has met, reviewed interventions and progress and has determined which grade level placement is in the best interest of the student.
- 6) Appropriate instruction and interventions are targeted so the students will be supported in meeting the standards the following year
- 7) The student's parent/guardian has been continually informed and invited to be involved. When a final decision is made to retain, the parent/guardian is notified and given reason for retention

Identification of "At Risk" Students



A student will be identified as “at risk” of retention based on end of year Westlake Charter School standardized assessment standards, which are based on California State Standards .Specific grade level criteria is detailed in Appendix A.

Parent notification and involvement

- 1) Parents will be notified by the teacher of areas of academic concerns in parent teacher conferences or in writing on progress reports or trimester report card.
- 2) Parents will be invited to the SST meeting to discuss concerns and proposed interventions. Parents will receive a copy of the SST meeting notes which will serve as notice of proposed strategies.
- 3) Parents will receive notice of progress or lack of progress in target areas
- 4) Once a recommendation for retention is made by the teacher, parents will be invited to conference with teacher, school administrator, and other staff members as deemed necessary (Retention Conference)

The conference will include:

Review of previous SST notes

Discussion of previous/current/ongoing interventions, review of intervention logs

Review of current work and available assessments

Development of a plan for support for the following academic year

Conference invitation will be via phone by teacher, followed up by a confirmation sent via US Mail.

If after 2 attempts to schedule a conference by phone and email, if parents do not respond or attend the conference, the conference will be held without their presence.

Notes of the meeting and the decision of the team present will be sent to the parents within 48 hours of meeting.

Students will be offered placement in the grade level determined as appropriate by the Retention Team or the principal for the following year.

Right to Appeal

If the parents disagree with the decision, they have the right to appeal to the Appeals Committee.

- 1) Parents choosing to appeal a decision to retain a student shall submit a completed Retention Appeal Request Form to the Principal specifying the reasons why the decision should be overruled. This must occur no later than ten working days following the determination of retention.
- 2) An Appeals Committee, comprised of equal representation from administration, teachers and parents shall review the appeal as well as the student’s academic performance records. The principal shall be provided opportunity to state orally and/or in writing the criteria on which the Retention Team decision was based. The Committee will prepare a recommendation and summarize its findings.
- 3) The Committee Chair shall notify the parents of the Appeal Committee’s findings. The final decision for retention is made by the school administration.

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Supplemental instructional programs will be available for students recommended for retention, retained, or identified as at-risk of retention. The principal or designee may require recommended students to participate in supplemental instructional programs. Such programs may be offered by Westlake Charter School or Natomas Unified School District during the summer, after school, on Saturdays and/or during intersession.

These services shall be provided to students in the following priority order:

1. Students recommended for retention
2. Students identified as being “at risk “ of retention
3. Students who have been identified as having a deficiency in mathematics, reading or written expression based on STAR(Standardized Testing and Reporting) test and/or the Westlake Charter School multiple measures approved by the Board.

Parents have the option of excluding their students from supplementary instructional programs.



Appendix A
Specific Grade Level Criteria for Retention

Kindergarten-

A minimum of 3 of 5 language arts benchmarks are at the “at risk” level

- Letter sound/letter name
- Phonemic awareness
- Blending
- Segmenting
- Rhyming

1st grade-a minimum of 3 of 5 targeted language arts benchmarks are at the “at risk level
And/or 3 of 5 targeted reading benchmarks are at the “at risk” level

LA Benchmarks	Targeted Reading Benchmarks
Letter name/sounds/digraphs	Accuracy
Short vowel patterns	Fluency
Blending	Sight words
Distinguishes and separates words	Reading level
Rhyming	Comprehension

2nd Grade-phonics/word attack skills 7 of 12 or lower on WCS assessment
And 3 of 5 targeted reading benchmarks are at the “at risk” level
(Must include either reading level or comprehension)

Skills	Targeted Reading Benchmarks
Digraphs	Accuracy
Consonant sounds/short vowels	Fluency
Blending: short vowels	Sight Words
Blends	Reading Level
Final-e	Comprehension
Long vowels	
r-controlled	
OVD	
Inflections	
2 syllable words	
Affixes	
3-4 syllable word	

3rd -5th grades “at risk” in 3 or more areas of language arts or mathematics, independently.