

**ADMINISTRATIVE CIRCULAR NO. 43**  
Office of the Deputy Superintendent

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**Date:** November 13, 2008

**To:** Principals, Vice Principals, and Teachers of **Elementary Students**; Division and Department Heads; School Improvement Officers

**Subject:** SUPPORT FOR AT-RISK STUDENTS AT THE ELEMENTARY LEVEL (LEARNING CONTRACTS)

**Department and/or Persons Concerned:** Principals, Vice Principals, and Teachers at **Elementary Schools**

**Due Date:** **Complete required actions according to timeline in Attachment 1.**

**Reference:** Administrative Procedure 4755: Promotion/Retention and Placement/Articulation, K-6 (Elementary); District Promotion/Retention Plan and Policy (F-7400) adopted by the Board of Education on May 27, 2008.

**Action Requested:** Ensure support for each at-risk elementary student by developing and implementing Learning Contracts. For the 2008-09 academic year, use the district-approved Learning Contract attached to this circular.

**Attachments:**

1. At-Risk Identification, Intervention, Support Timeline for First Semester
2. Literacy Performance Expectations, Grades K-6
3. Mathematics Performance Expectations, Grades K-6
4. Sample Learning Contracts for At-Risk Students in Grades 1-6
  - a. English version
  - b. Spanish version
5. Directions for Accessing Electronic Learning Contracts in SISCS
6. Parent Information Letter
  - a. English version
  - b. Spanish version

**Brief Explanation:**

**The purpose of this circular is to outline the process and timeline for 1) identifying students who are at risk and 2) developing Learning Contracts as part of the ongoing support system for these students. The process and materials described in this circular have been updated to reflect new assessments, grade-level expectations, and the Response to Intervention (RTI) model, and are for use in the 2008-09 academic year. Please do not use Learning Contract forms from previous years, as these forms are outdated. Guidelines for 2009-10 will be developed during this academic year for implementation in Fall 2009.**

Students experiencing difficulty in meeting grade-level standards in literacy and/or mathematics must be identified as at-risk within the first ten weeks of enrollment and site staff must develop Learning Contracts within four weeks following the end of the 9- or 12-week grading period (or within four weeks of identification for newly enrolled students). Once students have been identified at-risk, parents/guardians must be notified and interventions should begin as soon as possible.

The Learning Contract documents each student's strengths and needs and delineates interventions to support improvement. Student progress must be monitored and reported to parents on an ongoing basis throughout the year. Administrative Procedure 4755 covers the promotion/retention and intervention processes for elementary students in Kindergarten through Grade 6. This procedure can be found on the district website at <http://prod031.sandi.net/procedures/pdf/pp4755.pdf>.

**Step 1: Using the literacy and/or mathematics performance expectations provided in Attachments 2 and 3, as well as teacher judgment, identify at-risk students within the first 10 weeks of enrollment.**

- **Attachment 1** provides the At-Risk Identification, Intervention, Support Timeline.
- **Attachment 2** provides Literacy Performance Expectations for All Students: Grades K-6.
- **Attachment 3** provides the Mathematics Performance Expectations for All Students: Grades K-6.

**Step 2: Generate a Learning Contract for each student who is “below expectations” or “far below expectations” in literacy and/or mathematics, based on performance expectations specified in Attachments 2 and 3 and teacher judgment.**

The Learning Contract:

- Serves as an agreement among the school, parent/guardian, and student;
- Outlines the responsibilities of each stakeholder in the intervention process;
- Documents student academic performance;
- Delineates required interventions; and
- Makes the potential consequences clear to all stakeholders.

A Learning Contract must be developed within four weeks following the end of the first grading period (or within four weeks of identification for newly enrolled students). Ideally, the Learning Contract should be distributed and discussed at a parent/guardian conference, but it may be sent home for parent/guardian signature. (Note: All parents/guardians must be given the opportunity to request a conference.)

- **Attachments 4a and 4b** provide Sample Learning Contracts for At-Risk Students in Grades 1-6, in English and Spanish.
- **Attachment 5** provides Directions for Accessing Electronic Learning Contracts in SISCS.\*
- **Attachments 6a and 6b** provide Learning Contract Parent Information Letters, in English and Spanish.

\*The following fields will automatically be populated: school name, student name, student ID number, student grade level.

Learning Contract Parent Information Letters will soon be available in English, Spanish, Cambodian, Vietnamese, Lao, and Somali on the District's website, Curriculum and Instruction link at [http://www.sandi.net/depts/dep\\_superintendent/instruction.html](http://www.sandi.net/depts/dep_superintendent/instruction.html).

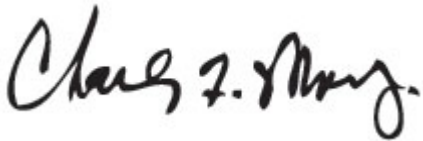
**Step 3: Implement appropriate interventions and supports for each at-risk student, and communicate regularly with parents/guardians about the student's academic needs and progress.**

It is crucial to inform parents and enlist their support during every point in the at-risk student identification and intervention process to ensure that all students are provided every opportunity to meet grade-level standards and be prepared for the next grade level. **A final report of progress must be given to parents/guardians in the spring, along with a decision regarding promotion/retention and placement for the following school year.**

In accordance with Board policy F-7400, students who are not making adequate progress towards meeting grade-level standards, after receiving appropriate instructional support and interventions, will be recommended for retention at designated grades 1 and 3. The decision to promote or retain shall be based on consistently applied expectations for student achievement.

JoAnne Wall  
Interim Executive Director  
Curriculum and Instruction Division

APPROVED:



Chuck Morris  
Deputy Superintendent

Attachments (6)

**At-Risk Identification, Intervention, and Support Timeline  
Grades 1-6\*  
2008-09 Academic Year**

Action Date	Action Taken	Responsible Party
a. First four (4) weeks of student enrollment	Provide information to parent(s)/guardians(s) about district's promotion/retention policy (e.g., Facts for Parents, School Handbook).	Principal
b. No later than tenth week of enrollment (Grades 1-6)	Formally identify at-risk students based on assessment information and teacher judgment; ensure that students who were promoted last year "with interventions" are included in the identification process.	Assigned Classroom Teacher(s)
	Notify parent(s)/guardians(s) of student's at-risk status.	Teacher(s)
	Initiate placement of student in appropriate interventions available at school site.	Teacher(s)/ Collaboration Team
c. No later than four (4) weeks following the end of the first grading period <b>OR</b> within four (4) weeks of identification for newly enrolled students	Convene and conduct conference with parent(s)/guardians(s) to document student's at-risk status; develop Learning Contract; and obtain signatures on contract by teacher, student, and parent/guardian.	Teacher(s)
d. On-going	Implement student intervention strategies outlined in Learning Contract.	Teacher(s)
	Assess student progress on an on-going basis.	Teacher(s)
	Communicate with parent(s)/guardians(s) concerning the student's progress. Document each communication.	Teacher(s)
e. End of second grading period	Inform parent(s)/guardians(s) of student progress through distribution of report cards.	Principal
	Conduct conferences with parent(s)/guardians(s) to discuss student progress.	Teacher(s)

\* **Kindergarten Students:** Teachers should discuss student progress in relation to grade-level expectations during parent conferences. Learning Contracts are not required for Kindergarten students.

## LITERACY PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES K-6

### Determining Literacy Performance

The determination student literacy performance is based on a comprehensive body of evidence that includes:

1. **Standards Based Report Card (SBRC) – Body of Evidence:** Reporting on the SBRC reflects a body of evidence that includes both informal and formal assessments such as Literacy Benchmark Assessments, End of Unit Assessments, student work samples analyzed using Rubrics (Listening, Speaking, Reading, and Writing), and the ELDPI. These tools are used to measure student performance against expectations and are available on the SBRC website.
2. **Literacy Performance Guidelines** based on reading levels (Fountas and Pinnell) and specific correlated assessment instruments. These guidelines are outlined below.

### Identification of At-Risk Students needing a Learning Contract: All Students

Students are considered in need of additional support if they are not meeting grade-level expectations in Literacy. Beginning at Grade 1, a Learning Contract must be developed and implemented for each student who is Below and Far Below Expectations to outline 1) supports and interventions and 2) the roles and responsibilities of each stakeholder in the learning process.

### Retention Considerations

Grade 1 and Grade 3 students who are Far Below Expectations **at the end of the school year** may be retained. This determination is made based on the comprehensive body of evidence noted above, including SBRC body of evidence and the Literacy Performance Guidelines. Students at any grade level may be retained if they are Far Below Expectations at the end of the year and have not participated in the school's recommended supports and intervention programs.

Note for English Learners: Except in specific circumstances, retention for English Learners in first grade is not generally recommended. English learners in third grade may be considered for retention if they are Far Below Literacy Expectations and are ALSO Far Below Performance Expectations in English Language Development (ELD).

**Literacy Performance Guidelines:  
Fountas and Pinnell/WRAP - Instructional Reading Levels**

Grade Level	Time of Year	Grade-Level Minimum Expectation	Below Expectations	Far Below Expectations
<b>K</b>	Beginning of Year	A		
	Cycle 1	A-B	Even though Learning Contracts are not required for at-risk Kindergarten students, teachers should discuss student progress in relation to grade-level expectations with parents/guardians during conferences. Retention is strongly discouraged.	
	Cycle 2			
	Cycle 3	C		
<b>1</b>	Beginning of Year	C		
	Cycle 1	E	D	C
	Cycle 2	G	E-F	D
	Cycle 3	I	F-H	E
<b>2</b>	Beginning of Year	I		
	Cycle 1	J-K	H-I	G
	Cycle 2	L	J-K	I
	Cycle 3	M	K-L	J
<b>3</b>	Beginning of Year	M (GMRT – 3.0)		
	Cycle 1	N	K-M	J
	Cycle 2	O	L-N	K
	Cycle 3	P	M-O	L

**Gates-MacGinitie Reading Test (GMRT)**

Grade Level	Time of Year	Grade Level Expectation	Close to, At, or Above Grade Level Expectations	Below Expectations	Far Below Expectations
<b>3</b>	Beginning of Year	3.0	2.0 and above	1.0-12.9	Less than 1.0
<b>4</b>	Beginning of Year	4.0	3.0 and above	2.0-2.9	Less than 2.0
<b>5</b>	Beginning of Year	5.0	4.0 and above	3.0-3.9	Less than 3.0
<b>6</b>	Beginning of Year	6.0	5.0 and above	4.0-4.9	Less than 4.0

**Additional Considerations for English Learners**

In most cases, English Learners are considered at risk of not meeting grade-level standards in English literacy until they are reclassified as Fluent English Proficient (FEP).

- English Learners, in any instructional program, reading Above/At/Close to Expectations based on the English literacy performance expectations in the charts on the previous page should be considered for reclassification and should continue to receive appropriate grade-level instruction as the reclassification criteria are met. A Learning Contract is not required.
- English Learners, in any instructional program, reading Below or Far Below Expectations are at risk of not meeting grade-level expectations in English Language Arts. A Learning Contract must be developed for them. Include additional information such as timely progress in developing English, in identifying relevant supports and interventions. The chart below may be used to identify whether students are making timely progress in developing English language proficiency. For students performing at the expected level of proficiency, supports should focus on continued development of literacy and enriched English language skills. For students performing Below or Far Below Expectations, additional supports should focus on accelerating literacy through English language development.

- For English Learners in Alternative Bilingual (Biliteracy) programs, follow the guidelines below for determining the need for a Learning Contract. In addition, consider the student's reading level and skills in Spanish in order to pinpoint specific literacy strengths and needs and develop subsequent supports and interventions.

### Performance Expectations for English Language Development

Initial OPL <sup>1</sup> or Year 1 Enrolled <sup>2</sup>	Year 2 Enrolled			Year 3 Enrolled			Year 4 Enrolled			Year 5 Enrolled			Year 6+ Enrolled		
	eOPL <sup>3</sup>	Below	Far Below	eOPL <sup>3</sup>	Below	Far Below	eOPL <sup>3</sup>	Below	Far Below	eOPL <sup>3</sup>	Below	Far Below	eOPL <sup>3</sup>	Below	Far Below
B	EI	B	—	I	EI	B	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below
EI	I	EI	B or below	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below
I	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below
EA	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below
A	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below

<sup>1</sup> OPL (Overall Proficiency Level): B = Beginning; EI = Early Intermediate; I = Intermediate; EA = Early Advanced; A = Advanced; RFEP = Reclassified Fluent English Proficient

<sup>2</sup> For students not initially assessed with CELDT, expectations are based on years enrolled.

<sup>3</sup> eOPL = Expected OPL

## MATHEMATICS PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES K-6

### Identification of At-Risk Students:

Students are considered in need of additional support in mathematics if they are not meeting grade-level expectations in mathematics. Beginning at Grade 1, a Learning Contract must be developed and implemented for each student who is Below Basic in one or more strands on the Standards-Based Report Card\*. Use the Mathematics Rubric for Evaluating a Body of Evidence (see descriptors in the Below Basic column).

The learning contract will outline:

1. Supports and interventions
2. The roles and responsibilities of each stakeholder in the learning process.

Teachers should review a body of evidence when identifying students as at-risk. A student is considered below basic and at-risk when he/she rarely meets grade-level standards as demonstrated by a variety of work that shows minimal understanding and use of grade-level concepts.

Indicators:

- Benchmark Assessment #1 data
- Data from End-of-Module Constructed Response items
- Data from End-of-Module Multiple Choice Assessments
- Classroom test and quiz data
- Teacher observation of student performance

### Retention Considerations

Grade 1 and Grade 3 students who are Far Below Expectations **at the end of the school year** may be retained. (Except in specific circumstances, retention for English Learners in first grade is not generally recommended.) Students may be retained at any grade level if they are Far Below Expectations at the end of the year and have not participated in recommended supports and intervention programs.

\*Mathematics Strands: Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis and Probability



**San Diego Unified School District  
Elementary Learning Contract: 2008-09**

School \_\_\_\_\_

Student Name \_\_\_\_\_ ID No. \_\_\_\_\_ Grade Level \_\_\_\_\_

Collaboration Team \_\_\_\_\_

**At Risk Status Based on the Information Below (Attach DataDirector Student Profile and Progress Report):**

\_\_\_\_ CST \_\_\_\_ CELDT \_\_\_\_ WRAP \_\_\_\_ Gates-MacGinitie \_\_\_\_ Math Screening \_\_\_\_ SBRC \_\_\_\_ eOPL

\_\_\_\_ **Benchmarks Assessments (Specify):** \_\_\_\_\_

\_\_\_\_ **Behavior Record** \_\_\_\_ **Attendance Record** \_\_\_\_ **Other (Specify)** \_\_\_\_\_

**Initial Academic Recommendations:**

**Initial Behavior Recommendations:**

<b>Tier 1 Intervention(s)</b>	<b>Dates</b>	<b>Results</b>	<b>Next Steps</b> <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	<b>Dates</b>	<b>Results</b>	<b>Next Steps</b> <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
<b>Tier 2 Intervention(s)</b>	<b>Dates</b>	<b>Results</b>	<b>Next Steps</b> <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	<b>Dates</b>	<b>Results</b>	<b>Next Steps</b> <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
<b>Tier 3 Intervention(s)</b>	<b>Dates</b>	<b>Results</b>	<b>Next Steps</b> <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	<b>Dates</b>	<b>Results</b>	<b>Next Steps</b> <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions

**Required Meeting to discuss Intervention Plan (At Risk Meeting by Week 12):**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Distrito Escolar Unificado de San Diego  
Contrato de Aprendizaje de Primaria: 2008-09**

Escuela \_\_\_\_\_

Nombre del/de la Alumno(a) \_\_\_\_\_ # de Iden. \_\_\_\_\_ Grado \_\_\_\_\_

Equipo Colaborativo \_\_\_\_\_

Asignado(a) en Riesgo con Base en la Siguiete Información (Incluir el Perfil Estudiantil DataDirector y la Boleta):

\_\_\_\_ CST \_\_\_\_ CELDT \_\_\_\_ WRAP \_\_\_\_ Gates-MacGinitie \_\_\_\_ Matemáticas \_\_\_\_ SBRC \_\_\_\_ eOPL

Evaluaciones de Punto de Referencia (Especifique): \_\_\_\_\_

\_\_\_\_ Expediente de Conducta \_\_\_\_ Expediente de Asistencia \_\_\_\_ Otro (Especifique) \_\_\_\_\_

Recomendaciones Académicas Iniciales:

Recomendaciones Iniciales de Conducta:

Intervención(es) del Nivel 1	Fechas	Resultados	<b>Siguietes Pasos</b> <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	<b>Siguietes Pasos</b> <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
Intervención(es) del Nivel 2	Fechas	Resultados	<b>Siguietes Pasos</b> <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	<b>Siguietes Pasos</b> <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
Intervención(es) del Nivel 3	Fechas	Resultados	<b>Siguietes Pasos</b> <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	<b>Siguietes Pasos</b> <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones

Reunión Obligatoria para discutir el Plan de Intervención (Reunión de Riesgo antes de la Semana 12):

Firma del/de la Padre/Madre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del/de la Alumno(a): \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del/de la Administrador(a): \_\_\_\_\_ Fecha: \_\_\_\_\_

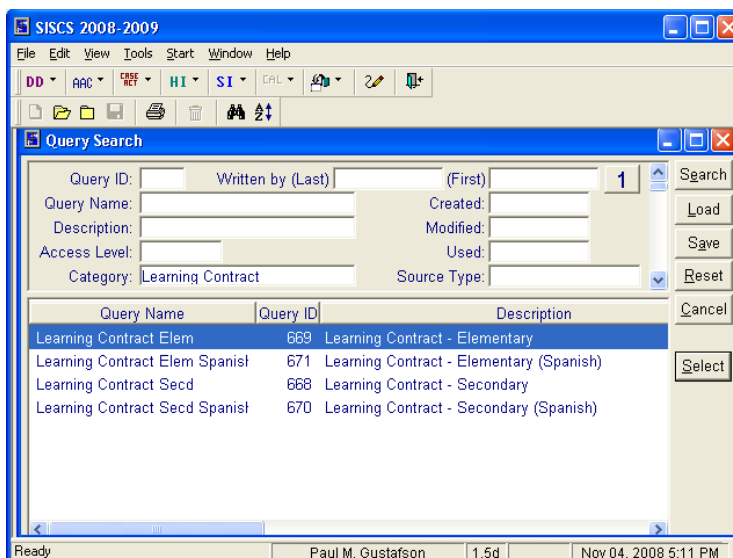
## Accessing Electronic Learning Contracts on SISCS

### How to Access Learning Contracts Electronically

1. Log on to the District's SISCS menu.
2. Select "Reports".
3. Select "Query".
4. In the window that opens, select "Category," and a drop-down menu will appear with a list of available queries. Select "Learning Contract," then press "Search."

5. All the options available for Learning Contract forms will appear in the main text box.

- \* Elementary
- \* Elementary (Spanish)
- \* Secondary
- \* Secondary (Spanish)



6. Choose the desired Learning Contract query by double clicking on it or highlighting it, then press the "Select" button. A new screen will appear; press "Execute."
7. A new window will open with prompts for entering the Student ID or grade level; and the school number. Learning Contracts may be printed by entering an individual student ID or grade level.

8. After entering the data, press "OK." The next screen will show the selected student's customized Learning Contract with his/her name, ID number, and grade level included.

9. To print the Learning Contract, go to the File menu in the toolbar and select "Print."

### Additional Learning Contract Support Materials

Directions for teachers to complete the Learning Contract and an information letter for parents/guardians (in English and in Spanish) are available from the Curriculum and Instruction Division website at [http://www.sandi.net/depts/dep\\_superintendent/instruction.html](http://www.sandi.net/depts/dep_superintendent/instruction.html).

### Further Information

Guidelines for accessing and using the Student Information System Client/Server (SISCS) can be found at <http://studata.sandi.net/research/siscs/index.asp>.



Information for the Parent or Guardian:

Each school in the district is working with children, parents, and guardians to help students succeed academically and meet state grade-level standards. These standards are what we expect students to know and be able to do at each grade level. San Diego Unified School District is committed to providing all children with the instructional supports they need to be able to perform at grade level.

**A Learning Contract is developed for each at-risk student who is experiencing difficulty in meeting state standards in reading and/or mathematics according to district and state assessments.** The Learning Contract recommends supports and interventions that the teacher and school will provide to help your student succeed and be promoted to the next grade. A student who does not meet grade-level standards during this school year may have to repeat the current grade level.

Family involvement plays a critical role in children’s success at school. For students to improve their academic performance, it is essential that their schools and families work together to provide encouragement and support. Learning Contracts are designed to help students, their families, and schools become effective partners so all students can achieve at higher levels. If you would like to learn more about how you can help your child succeed in school, please contact your child’s school. We also invite you to visit the district’s website with information for parents at <http://www.sandi.net/indices/parents.htm>.

The Learning Contract lists the test results used to evaluate your child’s academic performance as well as academic interventions and supports your child will receive this year. The DataDirector Student Profile and the Learning Contract provide a range of assessment data, which are explained in the chart below.

**EXPLANATION OF SCORES**

<b>Assessment</b>	<b>What the Score Means...</b>
Writing and Reading Assessment Profile (WRAP)	Indicates the level of book your student can read with the teacher’s guidance.
Gates-MacGinitie Reading Test (GMRT)	Shows the grade level at which your student was reading independently at the time of testing.
Mathematics Screening Assessments	Shows whether your student has mastered grade-level mathematics concepts.
CA Standards Test (CST): English Language Arts, Mathematics	Shows the Scale Scores and performance levels for English Language Arts (ELA) and Mathematics, as well as how well your student did on each strand in ELA and Mathematics..
CA English Language Development Test (CELDT, English Learners)	Shows the Overall English Language Proficiency Level (OPL) for your student at the time of testing (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced).
Expected Overall English Language Proficiency Level (eOPL)	Shows the Overall English Language Proficiency Level expected for your child, based on the length of time he/she has been enrolled in school.
District Benchmark Assessments: Literacy and Mathematics	Shows how well your student did on end-of-unit assessments in Literacy and Mathematics.

Información para Padres o Tutores:

Cada escuela en el distrito está trabajando con niños, padres, y tutores para ayudar a los alumnos a triunfar académicamente y cubrir los criterios estatales de su grado. Estos criterios son lo que esperamos que sepan y puedan hacer los alumnos en cada grado. El Distrito Escolar Unificado de San Diego está comprometido a proporcionarles a todos los niños los apoyos de enseñanza que necesitan para desempeñarse al nivel de su grado.

**Se crea un Contrato de Aprendizaje para cada alumno en riesgo a quien se le dificulta cubrir los criterios estatales de lectura y/o matemáticas de acuerdo a las evaluaciones del distrito y estatales.** El Contrato de Aprendizaje recomienda apoyos e intervenciones que proporcionará el/la maestro(a) y la escuela para ayudar al/a la alumno(a) a tener éxito y ser promovido(a) al siguiente grado. Es posible que el alumno que no cubra los criterios de su grado durante el año escolar repita su grado actual.

La participación de la familia tiene un papel crítico en el éxito escolar de los niños. Para que los alumnos mejoren su desempeño académico, es esencial que las escuelas y familias trabajen unidas para proporcionar apoyo. Los Contratos de Aprendizaje están diseñados para ayudar a alumnos, familias, y para que las escuelas sean aliados eficaces para que todos los alumnos se desempeñen mejor. Si quiere informarse sobre cómo puede ayudarle a su hijo(a) a triunfar en la escuela, por favor comuníquese con la escuela de su hijo(a). También los invitamos a visitar el sitio de Internet del distrito donde encontrarán información para padres en <http://www.sandi.net/indices/parents.htm>.

El Contrato de Aprendizaje indica los resultados de las evaluaciones utilizadas para evaluar el desempeño académico de su hijo(a) y también menciona intervenciones y apoyos académicos que su hijo(a) recibirá durante el año. El Perfil Estudiantil DataDirector y el Contrato de Aprendizaje proporcionan una variedad de información evaluativa, que es explicada en la siguiente gráfica.

**EXPLICACIÓN DE RESULTADOS**

<b>Evaluación</b>	<b>Lo Que Significa el Resultado...</b>
Perfil de Evaluaciones de Escritura y Lectura (WRAP)	Indica el nivel del libro que puede leer su hijo(a) con ayuda del/de la maestro(a).
Evaluación de Lectura Gates-MacGinitie (GMRT)	Indica el nivel del grado en el que estaba leyendo independientemente su hijo(a) al momento de ser evaluado(a).
Evaluaciones de Matemáticas	Indica si su hijo(a) ha dominado los conceptos matemáticos de su grado.
Evaluación de Criterios de CA (CST): Disciplinas Lingüísticas de Inglés, Matemáticas	Indica los Resultados en la Escala y niveles de desempeño en Disciplinas Lingüísticas de Inglés (ELA) y Matemáticas, y los resultados de su hijo(a) en cada área de ELA y Matemáticas.
Prueba de California de Desarrollo del Idioma Inglés (CELDT, Alumnos en Vías de Aprender Inglés)	Indica el Nivel General de Dominio del Idioma Inglés (OPL) de su hijo(a) al momento de ser evaluado(a) (Principiante, Intermedio Principiante, Intermedio, Avanzado Principiante, o Avanzado).
Nivel General de Dominio del Idioma Inglés Esperado (eOPL)	Indica el Nivel General de Dominio del Idioma Inglés que se espera de su hijo(a), con base en el tiempo que el o ella ha estado inscrito(a) en la escuela.
Evaluaciones de Punto de Referencia del Distrito: Lectoescritura y Matemáticas	Indica los resultados de su hijo(a) en las evaluaciones de fin de unidad en Lectoescritura y Matemáticas.