

**At-Risk Identification, Intervention, and Support Timeline  
Grades 1-5\*  
2021-22 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)	<p>Formally identify at-risk students based on assessment information and objective progress monitoring data; ensure that students who were promoted last year “with interventions” are included in the identification process based on California Education Code 48070.</p> <p>Notify parent(s)/guardians(s) of student’s at-risk status.</p> <p>Initiate appropriate interventions based on student’s identified need.</p>	<p>Assigned Classroom Teacher(s)</p> <p>Teacher(s)</p> <p>Teacher(s)/ Collaboration Team</p>
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 meetings/conferences with parent(s)/ guardians(s) to document student’s at-risk status; develop an Intervention Plan; and obtain signatures by teacher, student, and parent/guardian.	Teacher(s)
d. On-going	<p>Implement student interventions outlined in the Intervention Plan through the Elementary Learning Contract 2021-22.</p> <p>Assess student and maintain progress monitoring data.</p> <p>Communicate with parent(s)/guardians(s) concerning the student progress. Document each communication and/or parent meeting.</p>	<p>Teacher(s)</p> <p>Teacher(s)</p> <p>Teacher(s)</p>
e. End of second grading period	<p>Inform parent(s)/guardians(s) of student progress through distribution of report cards.</p> <p>Conduct Problem Solving Meetings with parent(s)/guardians(s) to discuss student learning as evidenced by progress monitoring data.</p>	<p>Principal</p> <p>Teacher(s)</p>

\* **Transitional Kindergarten and Kindergarten Students:** Teachers should discuss student progress in relation to grade-level expectations during parent conferences. Intervention Plans are not required for Transitional Kindergarten or Kindergarten students.