

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.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6170.1 - Transitional Kindergarten)

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

The Superintendent or designee shall adopt criteria for promotion and retention, who should be retained and who are at risk of being retained, between grades second and third, third and fourth, fourth and fifth, sixth and seventh, and eighth and ninth. Students should progress through the grade levels by demonstrating growth in learning and by meeting grade level standards of expected student achievement adopted by the Board. Progress toward high school graduation shall be based on the students ability to pass the courses necessary to earn the required number of credits and, beginning in the 2003-04 school year, on his/her ability to pass the statewide high school exit examination.

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

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:

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5149 - At-Risk Students)

Students receiving special education services, that are specifically designed to assist the student, shall be expected to make progress in the core curriculum by meeting measurable annual

Individualized Education Program goals, with stated measurement methods for each short-term objective. English learners shall be expected to make adequate yearly progress in learning English and in the content and performance standards of the core curriculum in compliance with programmatic requirements specified in the districts Master Plan for English Learners.

Students between grades 1 and 2 and 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, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify which the teacher(s) responsible for the decision to promote or retain the students. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When a student is recommended for retention, or identified as being at-risk for retention, specific interventions addressing individual student needs will be provided. The Superintendent or designee shall establish a process by which parents may exclude their child from participation in intervention.

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

A student performing below the minimum standard set by the district shall be retained unless the regular classroom (teacher(s) determines in writing, with specific reasons and recommendations for other interventions, that retention is not the appropriate intervention. No final determination, regarding promotion or retention, will be made until an evaluation of the students success in the remediation program is discussed with parents by appropriate school personnel.

Parental notification shall be made as early in the school year as practical when a student is identified as being at risk for retention. The parent or guardian shall be provided the opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student.

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing ADA

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress
60648 Minimum performance levels
60850- 60859 Exit examination
CODE OF REGULATIONS, TITLE 5
200-202 Admission and exclusion of students

Management Resources:

CDE MANAGEMENT ADVISORIES

0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10

LEGISLATIVE COUNSEL'S OPINION

Promotion and Retention #21610

CSBA ADVISORIES

0901.99 Social Promotion/Retention Policy Briefing: Considerations for English Language Learners

1112.98 Student Promotion/Retention Advisory

WEB SITES

CSBA: <http://www.csba.org>

CDE: <http://www.cde.ca.gov>

Policy FRESNO UNIFIED SCHOOL DISTRICT

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