

STUDENTS

SUBJECT: Promotion/Acceleration/Retention

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.

(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 to a higher grade level. The student's 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 1 and 2
2. Between grades 2 and 3
3. Between grades 3 and 4
4. Between grades 4 and 5
5. Between grades 5 and 6
6. Between the end of the intermediate grades and the beginning of the middle school grades
7. 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 the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement found in the JUSD Retention Guide:

JUSD Philosophy of Promotion/Retention

We believe that:

1. Retention decisions are complex, and important, affecting students in intellectual, social, emotional, and physical ways. It is crucial that any retention decision be given careful consideration based on multiple factors that include primarily objective data.
2. All students at risk of retention should be identified as early as possible and communication with parents is important throughout the identification, intervention, and decision-making process.
3. To potentially decrease the likelihood of retention, students identified as likely to be recommended for retention should be provided with a variety of interventions.
4. To maintain appropriate consistency and programming throughout the district, uniform district procedures, forms, and reporting processes should be used and monitored.
5. K-8 students should not be retained more than once.
6. The retention identification, intervention, and decision- making process should be inclusive, combining the viewpoints of all who have relevant knowledge and understanding pertaining to the child's educational success.
7. Reading proficiency and mastery of district ELA standards should be primary in retention decision making. These same priorities should be the focus of all supplemental intervention programs related to students identified as at risk, likely to be recommended, or recommended for retention.
8. Retention decisions should be reached through a consensus-based process. When consensus is unattainable, it is then the principal's responsibility to weigh all objective evidence and points of view and render the decision.
9. Appeals and reviews of retention decisions are appropriate and within the spirit of due process and democratic decision making.

(cf. 5149 - At-Risk Students)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

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, 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 the teacher(s) responsible for the recommendation to promote or retain the student. (Education Code 48070.5)

The 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 is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction
41505-41508 Pupil Retention Block Grant
46300 Method of computing average daily attendance
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
60850-60859 Exit examination
CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>