

Students

PROMOTION/ACCELERATION/RETENTION

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the District agree that the student shall continue in kindergarten for not more than one additional school year.

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Form to document parent agreement follows AR 5123.)

Identification of At-Risk Students and Retention at Other Grade Levels

The Superintendent or designee shall identify students who are at risk of being retained at the following grade levels as required by law: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades, grades 5 and 6
5. Between the end of the middle school grades and the beginning of the high school grades, grades 8 and 9

In addition, the District shall also identify students at risk of being retained between grades K and 1, 1 and 2, and 6 and 7, 7 and 8. Students requiring remediation shall be identified at all grade levels. Students in grades K through 3 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 in grades 4 through 8.

Students shall be identified as at risk of retention and requiring remediation on the basis of assessment results, report card grades and other indicators of academic achievement, as described below:

- Grades K-2 - If student is “below basic” in three or more areas in language arts on the standards-based report card.
- Grade 3 - If student is non-proficient in three or more areas of language arts on the standards-based report card or is below basic or far below basic in reading on the prior CST

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Identification of At-Risk Students and Retention at Other Grade Levels  
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- Grades 4-5 - If student is non-proficient in three or more areas in language arts and/or math on the standards-based report card or is below basic or far below basic in reading or math on the prior CST.
- Grades 6-8 - If student is failing language arts or math or is below basic or far below basic in reading or math on the prior CST.

Retention must be deemed beneficial for student growth and the following criteria must be met to consider retention for a student:

- Grades K-2 Below basic in all language arts areas on the standards-based report card.
- Grade 3 Far below basic on the prior CST and below basic in all language arts areas on the standards-based report card.
- Grades 4-5 Far below basic on the prior CST and below basic in all language arts and math areas on the standards-based report cards.
- Grades 6-8 Far below basic on the prior CST and failing grade in language arts and mathematics.

If a student is identified as at risk of or being considered for retention, interventions shall be implemented.

If a student does meet the criteria for retention, the student's regular classroom teacher (or appropriate middle school teacher(s)) has (have) the option of stating, in writing, that :

- retention is not the appropriate intervention for the student's academic deficiencies,
- the reasons that retention is not appropriate, and
- recommendations for interventions.

The principal or designee shall specify the teacher(s) responsible for the decision to promote the student at the middle school level.

The Student Study Team shall be involved in the recommendation of grade adjustments for general education students. The administrator, psychologist or counselor, and the classroom teacher (or language and math teachers at middle school level) shall attend the SST when any student is being considered for retention. An invitation will be sent to the parent and the parent will be expected to attend.

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When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parents/guardians as early in the school year as possible. The student's parents/guardians shall be expected to consult with the student's teacher(s) regarding the decision to promote or retain the student.

The decision to promote or retain a student may be appealed consistent with Board policy, administrative regulation and law. The burden shall be on the appealing party to show why the decision should be overruled.

To appeal a decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the decision should be overruled. The appeal must be initiated within 10 school days of the notification of retention or promotion.

Within 15 school days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the decision. If the Superintendent or designee determines that the appealing party has proved that the decision should be overruled, he/she shall overrule the decision. Prior to the determination, a District-level committee may meet with the teacher and appealing party.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days of the decision. Within 20 days of receipt of a written appeal, the Board shall meet in closed session to rule on the appeal.

The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the principal, the teacher and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

With the parent/guardian's consent, the Superintendent or designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program. Such programs shall be offered during the regular school day, before or after school, on Saturdays, and/or during summer or intersessions. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the State Assessment program are also eligible to receive supplemental services.

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Identification of At-Risk Students and Retention at Other Grade Levels  
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These services shall be provided to students in the following priority order:

- Students who have been recommended for retention or who have been identified as being at risk of retention pursuant to Education Code 48070.5.
- Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the State Assessment program.
- Students with a Language Arts and/or Mathematics deficiency(ies) as identified through district assessments, grades, and/or achievement on grade level standards.