

Students

PROMOTION / ACCELERATION / RETENTION

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination the child is ready for first-grade work. (Education Code 480110)

Admission shall be subject to the following minimum criteria: (5 CCR 200):

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the school principal approving the placement in first grade.

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 the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Acceleration at Other Grade Levels

Student placement decisions shall be made by the principal in accordance with, and the consideration of, procedures outlined below:

1. Factors related to level of academic achievement: scores on intelligence, achievement, and proficiency tests; teacher evaluations of ability, interest and motivation; learning disabilities; knowledge of English.
2. Factors related to physical maturity; age, size, physical coordination, general health.
3. Factors related to the social and emotional maturity; ability to communicate, social adaptability, emotional difficulties, antisocial attitudes.

Retention in Grades 1-8

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at all grade levels (1-8) Education Code 48070.5)

1. Grades 1-3

Students in grades 1 through 3 shall be identified primarily on the basis of their level of proficiency in reading.

2. Grades 4-8

Proficiency in reading, English-language arts and mathematics shall be the basis for identifying students in grades 4 through 8. (Education Code 48070.5)

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(cf. 6142.91 Reading/Language Arts Instruction)
 (cf. 6142.92 Mathematics Instruction)
 (cf. 5121 Grades/Evaluation of Student Achievement)
 (cf. 6162.5 Student Assessment)

Evaluating Students for Promotion, At Risk of Retention Designation or Retention

Students will be evaluated for promotion, at risk of retention status or retention based on both state and district assessment measures. Such measures may include the following:

- STAR and/or other standardized test data
- Attendance - the student has been in attendance less than 85% of the school year, not including home teaching or Independent Study.
- Report card grades
- District designed or adopted subject specific assessments such as: writing samples, math, reading, and language arts assessments and/or portfolios.

Other factors to be considered include age, physical maturity, social and emotional maturity, and previous retentions.

Specific Criteria

Although all of the above listed measures may be considered in the final determination, the following specific criteria will be used for initial identification of students for promotion, at risk of retention status, or retention.

Grades	Should be Retained	At Risk of Retention
K - 1st	<input type="checkbox"/> Teacher recommendation <input type="checkbox"/> Student is not meeting State/District Standards for Kindergarten	<input type="checkbox"/> Teacher judgment <input type="checkbox"/> Student needs improvement in meeting State/District Standards for Kindergarten
1st - 2nd	<input type="checkbox"/> Teacher recommendation <input type="checkbox"/> Student is not meeting State/District Standards for First grade	<input type="checkbox"/> Teacher judgment <input type="checkbox"/> Student needs improvement in meeting State/District Standards for First grade
2nd - 3rd	<input type="checkbox"/> Student is "Far Below Basic" on California Standards Test for English/Language Arts <input type="checkbox"/> Unless: <input type="checkbox"/> At or above 1.0 grade level on Accelerated Reader, STAR Test <input type="checkbox"/> and <input type="checkbox"/> Reading grades are C- or above	<input type="checkbox"/> Student is "Below Basic" on California Standards Test for English/Language Arts <input type="checkbox"/> Unless: <input type="checkbox"/> At or above 1.5 grade level on Accelerated Reader, STAR Test <input type="checkbox"/> and <input type="checkbox"/> Reading grades are C- or above

<p>3rd - 4th</p>	<p>Student is "Far Below Basic" on California Standards Test for English/Language Arts</p> <p>Unless:</p> <ul style="list-style-type: none"> At or above 2.0 grade level on Accelerated Reader, STAR Test <p>and</p> <ul style="list-style-type: none"> Reading grades are C- or above 	<p>Student is "Below Basic" on California Standards Test for English/Language Arts</p> <p>Unless:</p> <ul style="list-style-type: none"> At or above 2.5 grade level on Accelerated Reader, STAR Test <p>and</p> <ul style="list-style-type: none"> Reading grades are C- or above
<p>4th - 5th</p>	<p>Student is "Far Below Basic" on California Standards Tests for both English/Language Arts and Math</p> <p>Unless:</p> <ul style="list-style-type: none"> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards: <ul style="list-style-type: none"> Reading - at or above 3.0 grade level on Accelerated Reader STAR Test Language Arts - District Writing Rubric Score of 2 or above Math - District Math Assessments average score of 60% or above on yearly test 	<p>Student is "Below Basic" on California Standards Tests for both English/Language Arts and Math or scores "Far Below Basic" in either English/Language Arts or Math</p> <p>Unless:</p> <ul style="list-style-type: none"> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards: <ul style="list-style-type: none"> Reading - at or above 3.5 grade level on Accelerated Reader STAR Test Language Arts - District Writing Rubric Score of 2 or above District Math Assessments average score 70% or above
<p>Grades</p>	<p>Should be Retained</p>	<p>At Risk of Retention</p>
<p>5th - 6th</p>	<p>Student is "Far Below Basic" on California Standards Tests for both English/Language Arts and Math</p> <p>Unless:</p> <ul style="list-style-type: none"> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards: <ul style="list-style-type: none"> Reading - at or above 4.0 grade level on Accelerated Reader STAR Test Language Arts - District Writing Rubric Score of 2 or above Math - District Math Assessments average score 60% or above 	<p>Student is "Below Basic" on California Standards Tests for both English/Language Arts and Math or scores "Far Below Basic" in either English/Language Arts or Math</p> <p>Unless:</p> <ul style="list-style-type: none"> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards: <ul style="list-style-type: none"> Reading - at or above 4.5 grade level on Accelerated Reader STAR Test Language Arts - District Writing Rubric Score of 2 or above Math - District Math Assessments average score 70% or above

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6th - 7th	<p><input type="checkbox"/> Student is "Far Below Basic" on California Standards Tests for both English/Language Arts and Math</p> <p><input type="checkbox"/> Unless:</p> <p><input type="checkbox"/> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards:</p> <p><input type="checkbox"/> Reading - at or above 4.5 grade level on Accelerated Reader STAR Test</p> <p><input type="checkbox"/> Language Arts - District Writing Rubric Score of 2 or above</p> <p><input type="checkbox"/> Math - District Math Assessments average score 60% or above</p>	<p><input type="checkbox"/> Student is "Below Basic" on California Standards Tests for both English/Language Arts and Math or scores "Far Below Basic" in either English/Language Arts or Math</p> <p><input type="checkbox"/> Unless:</p> <p><input type="checkbox"/> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards:</p> <p><input type="checkbox"/> Reading - at or above 5.0 grade level on Accelerated Reader STAR Test</p> <p><input type="checkbox"/> Language Arts - District Writing Rubric Score of 2 or above</p> <p><input type="checkbox"/> Math - District Math Assessments score 70% or above</p>
7th - 8th	<p><input type="checkbox"/> Student is "Far Below Basic" on California Standards Tests for both English/Language Arts and Math</p> <p><input type="checkbox"/> Unless:</p> <p><input type="checkbox"/> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards:</p> <p><input type="checkbox"/> Reading - at or above 5.0 grade level on Accelerated Reader STAR Test</p> <p><input type="checkbox"/> Language Arts - District Writing Rubric Score of 2 or above</p> <p><input type="checkbox"/> Math - District Math Assessments average score 60% or above</p>	<p><input type="checkbox"/> Student is "Below Basic" on California Standards Tests for both English/Language Arts and Math or scores "Far Below Basic" in either English/Language Arts or Math</p> <p><input type="checkbox"/> Unless:</p> <p><input type="checkbox"/> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards:</p> <p><input type="checkbox"/> Reading - at or above 5.5 grade level on Accelerated Reader STAR Test</p> <p><input type="checkbox"/> Language Arts - District Writing Rubric Score of 2 or above</p> <p><input type="checkbox"/> Math - District Math Assessments average score 70% or above</p>

Grades	Should be Retained	At Risk of Retention
8th - 9th	<p>Student is "Far Below Basic" on California Standards Tests for both English/Language Arts and Math</p> <p>Unless:</p> <ul style="list-style-type: none"> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards: Reading - at or above 5.5 grade level on Accelerated Reader STAR Test Language Arts - District Writing Rubric Score of 2 or above Math - District Math Assessments average score 60% or above 	<p>Student is "Below Basic" on California Standards Tests for both English/Language Arts and Math or scores "Far Below Basic" in either English/Language Arts or Math</p> <p>Unless:</p> <ul style="list-style-type: none"> Reading, Language Arts or Math grades in qualifying subject areas are C- or above, and appropriate District subject area(s) assessment meets the following standards: Reading - at or above 6.0 grade level on Accelerated Reader STAR Test Language Arts - District Writing Rubric Score of 2 or above Math - District Math Assessments average score 70% or above

Out of Grade Level/Exempt

Any student who takes the California Standards Test below grade level or is exempt from taking the test is to be classified "At Risk of Retention." The IEP team, if applicable, will make the final recommendations.

Notification

When a student is identified as being at risk of retention, the Superintendent or designee shall notify the student's parents/guardians as early in the school year as practicable.

The Student's teacher will:

1. Request a parent conference to explain precisely to the parent the areas of curriculum where the student is deficient.
2. Develop an action plan that requires parental participation and recommends specific materials and procedures the parent can use to help the child improve his/her academic skill levels.

The student's parents will be responsible to assist their child(ren) in improving their academic skill levels.

Remedial Instruction

If after the parent notification and implementation of the teacher/parent action plan, the student is still performing on an "at risk" level, the teacher will refer the student to a Student Assistance Team (SAT) or similar student intervention teams to develop further interventions.

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 summer, after school, and/or on Saturdays. These interventions shall not be provided during the regular instructional day if it would result in the student being removed from

classroom instruction in the core curriculum. (Education Code 37252.5)

Intervention shall be provided to the student in the following priority order:

1. Students recommended for retention.
2. Student identified as being at risk of retention.
3. Students who have been identified as having a deficiency in Reading, Language Arts, Math or Written Expression based on the results of tests administered under the STAR Program and other district assessments.

Promotion/Retention Procedures

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

The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

(cf. 5145.6 Parental Notifications)

Promotion/Retention Procedures - continued

Prior to the last day of school, the principal and classroom teacher(s) shall convene to review the student's progress and current performance levels to determine whether or not the student is below the minimum standard for promotion.

If it is determined at that time that the student is continuing to perform below the minimum standard for promotion, the student shall be retained unless the student's regular classroom teacher states in writing that retention is not the appropriate intervention for the student's academic needs. The written statement must specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of achievement. (Education Code 48070.5)

If the teacher's recommendation to promote is contingent on the student's completion of a summer school remediation program or some other intervention, the student's academic performance shall be reassessed at the end of the remediation program. The decision to retain or promote the student shall be reevaluated at that time. This evaluation shall be completed by the school remediation teacher(s) and principal and discussed with the student's parents/guardians before any final determination of retention or promotion is made. (Education Code 48070.5)

(cf. 6117 Summer School)

Special Needs Students

The determination of appropriate standards for promotion or retention of students with special needs shall be made as part of the IEP.

English Language Learners (ELL)

Decisions regarding the promotion or retention of English Learners require special considerations. All ELL students in the Fruitvale School District will be assessed according to the State ELD Content Standards.

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ELL students will also be assessed by District assessments, depending on levels of English proficiency. ELL students will only be considered for retention or "at risk" of retention if reasonable progress is not made.

- (cf. 9321 Closed Session Purposes and Agendas)
- (cf. 9321.1 Closed Sessions Purposes and Agendas)
- (cf. 1312 Complaints against the Schools)
- (cf. 5124 Student Records)
- (cf. 5125.3 Challenging Student Records)

Appeals

The Teacher's decision to promote or retain a student may be appealed consistent with Board policy, administrative procedures law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 10 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing part and the teacher. If the Superintendent or designee determines the appealing party has overwhelmingly proven the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Retention Review Panel within 5 school days. Within 30 days of receipt of a written appeal, the Retention Review Panel shall meet to decide the appeal. The Panel's decision may be made on the basis of documentation prepared as part of the appeal process. The decision of the Retention Review Panel will be final.

Regulation approved: **October 14, 2003**

FRUITVALE SCHOOL DISTRICT, Bakersfield, CA

(Reviewed January, 2012)