

Linden USD

Board Policy

Promotion/Acceleration/Retention

BP 5123

Students

~~Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.~~

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 children 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/Standards of Proficiency)

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

(cf. 6162.52 - High School Exit Examination)

(cf. 6170.1 - Transitional Kindergarten)

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Board.

When high academic achievement is evident, the site administrator or designee may recommend a student for acceleration into a higher grade level with consultation with the site student study team. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year and in students' school careers, the site administrator or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy and administrative regulation. Students shall be identified on the basis of grades, attendance, achievement of district standards and the following indicators of academic achievement:

1. Literacy assessments including reading level.
2. The district writing assessment.

3. The district mathematics assessments.

In 4th - 8th grade, student assessment results ~~on the state's Standardized Testing and Reporting Program (STAR)~~ **which are included in the statewide student assessment system** and the minimum levels of proficiency recommended by the State Board of Education will be included as criteria for retention consideration.

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

(cf. 5149 - At-Risk Students)

When a student is recommended for retention or is identified as being at risk for retention, the site administrator or designee shall provide specially designed opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team process.

(cf. 6164.5 - Student Study Teams)

(cf. 6177 - Summer School)

Students with existing IEP's who are identified at risk for retention based upon either:

1. Test results and minimum levels of proficiency as recommended by the State Board of Education, or

2. The student's grades and other indicators of academic achievement designated by the district shall be referred to the IEP team for consideration of grade level placement. (5 CCR 3042)

Students enrolled in the English Language Academies shall not generally be considered for retention. English Learners shall be promoted or retained following the guidelines of the "Educational Programs for English Learners" policy.

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing ADA

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

48431.6 Required systematic review of students and grading

56345 Elements of individualized education plan

60641-60648 Standardized Testing and Reporting Program

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES
0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10
CDE PUBLICATIONS

Performance Level Tables for the California Standards Tests and the California Alternative
Performance Assessment

Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten

LEGISLATIVE COUNSEL'S OPINION

Promotion and Retention #21610

WEB SITES

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

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

Policy

adopted: October 20, 1999

revised: July 18, 2007

REVISED

LINDEN UNIFIED SCHOOL DISTRICT
Linden, California