

Davis Joint USD

Board Policy

Promotion/Acceleration/Retention

BP 5123

Students

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 teacher 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.

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 2 and 3

Students in grade 2 may be considered for retention if they are reading approximately one year below grade level on a district-determined normed test that measures reading proficiency ~~(Gates-Maginitie or equivalent)~~. Second grade students enrolled in the Spanish Immersion Program shall be excluded from this criteria since they are taught almost exclusively in Spanish. For Spanish Immersion students, retention will be based on teacher judgment of classroom performance and use of appropriate assessments ~~such as the District Reading Assessment Card~~.

2. Between grades 3 and 4

Students in grade 3 may be considered for retention if they fail to achieve basic level on the English Language Arts (ELA) portion of the statewide assessment or if they are one year below grade level on a district-determined normed test weighted equally with results from the statewide assessment. Third grade students enrolled in the Spanish Immersion Program or Two-Way

Bilingual Program shall be excluded from this criteria since they are taught almost exclusively in Spanish. For Spanish Immersion and Two-Way bilingual students, retention will be based on teacher judgment of classroom performance and use of appropriate assessments ~~such as the Reading Assessment Card~~.

3. Between grades 4 and 5

Students in grade 4 may be considered for retention if they fail to achieve basic level on the English Language Arts (ELA) and/or Math statewide assessment or are one year below grade level on a district-determined normed test weighted equally with results from the ELA and/or Math portion of the statewide assessment.

4. Between grades 6 and 7

Student in grade 6 may be considered for retention if they fail to achieve the minimum level of proficiency on the English Language Arts and Mathematics portions of the statewide assessments administered pursuant to Education Code 60640-60649.

5. Between grades 8 and 9

Students in grade 8 may be considered 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. Students may also be considered for retention if they fail two or more core classes in eighth grade.

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 grades 6 and 7, and between grades 8 and 9. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

English Language Learners

An English language learner who has been enrolled in U.S. schools for three years or less, and is in the process of acquiring proficiency in English (ELPAC Levels 1-3) shall not be considered at risk of being retained.

An English language learner who has been enrolled in U.S. schools for more than three years, and has not progressed in either English language proficiency (ELPAC Level 4) or made adequate progress of subject area content, may be considered to be at risk of retention if he/she has failed to meet academic standards.

No student may be retained based on one test result or one testing date. Any student in grades K-8 shall be considered to be at risk of retention if he/she exhibits a combination of the

following:

1. Quality and quantity of class work below grade level or class standard
2. Frequent absences from school
3. Low scores on criterion reference tests
4. Significantly below grade level scores on standardized tests
5. Below average scores on textbook publishers' test

If a student performs below the minimum standard based on indicators established by the district, the student may be retained, unless the teacher determines that retention is not the appropriate intervention for the student's academic deficiencies; see the accompanying administrative regulation.

With regards to special education students, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process; see BP/AR 6159 - Individualized Education Program.

Students may 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:

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

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

Policy

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DAVIS JOINT UNIFIED SCHOOL DISTRICT

Davis, California