

# Davis Joint USD

## Board Policy

### Promotion/Acceleration/Retention

BP 5123

#### Students

The Governing Board of Education 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.

~~Education Code 48070.5 mandates that the Board's policy provide for the identification of students who should be retained and who are at risk of being retained at the end of grades 2, 3, 4, the intermediate grades (usually grade 6), and the middle school grades (usually grade 8).~~

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~~Second Grade—Reading~~

Students in grade 2 ~~may~~shall 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 ~~these~~ students, retention~~promotion~~ 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~~Third Grade—Reading~~

Students in grade 3 ~~may~~shall 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 shall be excluded from this criteria since they are taught almost exclusively in Spanish. For Spanish Immersion ~~these~~ students, retention/promotion 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~~Fourth Grade—Reading~~

Students in grade 4 ~~may~~shall 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 ~~and appropriate assessments such as those on the Reading Assessment Card.~~

~~————Fourth Grade—Mathematics~~

~~In mathematics, student will be considered for retention if they fail to achieve the basic level on the ELA of the statewide assessment, or if they are one year below grade level on a district-determined normed test weighted equally with results on the math portion of the statewide assessment.~~

4. Between grades 6 and 7~~Sixth Grade~~

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

5. Between grades 8 and 9~~Eighth Grade~~

Students in grade 8 ~~may~~shall be considered for retention ~~if 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~~they fail to achieve the basic level on the English Language Arts and math portions of the statewide assessments. Students ~~may~~will also be considered for retention if they fail two or more core classes in eighth grade~~at the junior high school.~~

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~~intermediate and middle school grades~~, and between grades 8 and 9~~middle school grades and high school grades~~. (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 (CELDT levels Beginner to Intermediate) 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 (CELDT level Early Advanced) or made adequate progress of subject area content, maywill be considered to be at risk of retention if he/she has failed to meet academic standards.

No student mayshall 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 mayshall 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 mayshall 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. 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>

Policy \_\_\_\_\_ DAVIS JOINT UNIFIED SCHOOL DISTRICT

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