

**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 that the child is ready for first-grade work. (Education Code 48011)

Admission shall be subject to the following minimum criteria:

1. The student must be at least five years of age.
2. The student has attended a public school kindergarten for a period of time long enough to enable school personnel to evaluate his/her academic performance.
3. The student is performing at least two grade levels above state and district standards in both reading/language arts and mathematics.
4. The physical development and social maturity of the student are consistent with his/her advanced academic performance.
5. The parent/guardian of the student has filed a written statement with the school district approving placement in first grade.

**Continuation in Kindergarten**

A student who has been lawfully admitted to and has completed one year of kindergarten in a public school or a private accredited school, as defined by the state of California, or any other state, shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

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. (Education Code 46300)

The Superintendent or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

**Acceleration: Grades 1-8**

When high academic achievement is evident, the teacher, with the assistance of a Student Study Team, may recommend a student for acceleration into a higher grade level. The following guidelines shall apply:

1. The student is performing at least two grade levels above state and District standards in both reading/language arts and mathematics.

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2. The physical development and social maturity of the student are consistent with his/her advanced academic performance.
3. A transition plan, such as curriculum compacting or telescoping grade levels, is implemented to ensure that the student meets all prerequisites for entry into the next grade level.

Whenever a student is recommended for acceleration into a higher grade level, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall be accelerated into a higher grade level.

**Retention at Grades 1-8**

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained. (Education Code 48070.5)

Students who do not demonstrate expected growth in learning and/or do not meet grade level standards of expected student achievement may be considered for retention at any grade level, as follows:

- |                           |                           |
|---------------------------|---------------------------|
| 1. Between grades 1 and 2 | 5. Between grades 5 and 6 |
| 2. Between grades 2 and 3 | 6. Between grades 6 and 7 |
| 3. Between grades 3 and 4 | 7. Between grades 7 and 8 |
| 4. Between grades 4 and 5 | 8. Between grades 8 and 9 |

Students in grades 1-3 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 4-8. (Education Code 48070.5)

(cf. 6142.91 - Reading and Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

If retention is needed, a student should be retained as early in his/her school career as practicable. Students can only be retained one time in grades 1 through 3 and one time in grades 4 through 8. Determination to retain shall be made by a promotion/retention team, consisting of the student's English/language arts and mathematics teacher(s), the principal or designee, and at least one other certificated staff member (classroom teacher, counselor, or specialist). The parent/guardian will be invited to participate in this meeting.

**PROMOTION/ACCELERATION/RETENTION (cont.)**

English Learners shall have daily English Language Development (ELD) instruction provided by a qualified teacher and shall be included in an academic intervention program as early as possible in the school year, if necessary. The decision to retain shall be made by the promotion/retention team and cannot be based on English proficiency. If the student is an English Learner (EL) the promotion/retention team shall include at least one member with expertise in English Language Development (ELD).

Students with an Individualized Education Plan (IEP) shall be given the opportunity to participate in an academic intervention program as early as possible in the school year. The decision to promote or retain shall be made by the Individualized Education Plan Team.

**Criteria for Promotion/ Retention at Grades K-8**

A student who meets the criteria for promotion will be promoted.

Students between grades K and 1, 1 and 2, 2 and 3, and 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, 5 and 6, 6 and 7, 7 and 8, and 8 and 9.

As established by Board policy, students shall be identified for retention or for being “at risk of retention” on the basis of grades, assessment results on the California Assessment of Student Performance and Progress System (CAASPP) Programs, District reading, math, and writing assessments and other contributing factors as follows:

1. **Reading (Grades K-2)**  
 Grade K: Running Record Level Rebus.  
 Grade 1: Running Record Level 6 or below.  
 Grade 2: Running Record Level 16 or below.
  
2. **Reading/Language Arts (Grades K-6)**

<u>Multiple Measures</u>	<u>Level</u>
Grades (end of course)	Performance Level “1”
California Assessment of Student Performance and Progress (CAASPP)	Standard Not Met
District reading and writing assessments	Rubric Score of 1 or 2
  
3. **Mathematics (Grade 4-6)**

<u>Multiple Measures</u>	<u>Level</u>
Grades (end of course)	Performance Level “1”
California Assessment of Student Performance and Progress (CAASPP)	Standard Not Met
District reading and writing Assessments	Rubric Score of 1 or 2

**PROMOTION/ACCELERATION/RETENTION (cont.)**

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|---|---|
| <p>4.     <b>Grades 7-8</b><br/>                 Cumulative GPA<br/>                 California Assessment of Student<br/>                 Performance and Progress System<br/>                 (CAASPP)<br/>                 Grades (end of course)</p>  | <p><u>Level</u><br/>         2.0 or below<br/>         More than 1 “F” in any subject<br/>         “F” in English/language arts or<br/>         mathematics</p> |
| <p>5.     <b>Other Contributing Factors (Grades K-8)</b><br/>                 Teacher observation<br/>                 Attendance/Behavior which have negatively impacted academic achievement<br/>                 Social/Emotional developmental appropriateness<br/>                 Light’s Retention Scale</p> |   |

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

(cf. 6162.5 - Student Assessment)

**High School Promotion/Retention**

Designation as a freshman, sophomore, junior, or senior is based upon the number of credits completed at the end of each semester.

Freshman:	0-55 credits	Junior:	110-165 credits
Sophomore:	55-110 credits	Senior:	165-225 credits

When a student does not have the credits necessary for promotion at the end of the school year, the student and his/her parent/guardian will be notified in writing that the student is retained until the credits are earned. The student will be expected to attend summer school.

If the student earns sufficient credits in summer school, he/she will be promoted at the beginning of the following school year.

By the second semester of high school and each semester thereafter any student falling below the credit or grade point average expected for graduation, and their parents/guardians, will be informed in writing of the student’s status and of the options for credit/grade point recovery in order to meet the requirements for graduation.

By the fourth semester of high school, any student falling below the credit or grade point requirement expected for graduation will have a scheduled graduation status check meeting with the principal or designee, counselor, the parent(s)/guardian(s) and the student to develop a specific plan and timelines for meeting the graduation requirements.

Progress toward high school graduation shall be based on students’ ability to pass the courses necessary to earn the required number of credits, and on an overall grade point average (GPA) of 2.0.

**PROMOTION/ACCELERATION/RETENTION (cont.)****Exception to Retention**

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher, or in the case of multiple teachers, the teacher(s) designated in accordance with Education Code 48070.5, with the assistance of the Promotion/Retention Team, determines in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall 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 academic achievement. (Education Code 48070.5).

**Reconsideration of Retention Following Intervention**

If the teacher's recommendation to promote is contingent on the student's participation in a summer school, interim session, or remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The evaluation shall be provided to and discussed with the student's parent/guardian before any final determination of retention or promotion. (Education Code 48070.5)

(cf. 6177 - Summer School)  
(cf. 6179 - Supplemental Instruction)

**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 as soon as practicable. If the parent/guardian does not consent to participation in the school's supplemental instructional program, it will be documented and will become a permanent part of the student's cumulative academic file. Early interventions and remediation programs may include, but not be limited to:

1. Differentiated classroom instruction
2. Multi-Tiered System of Supports for Academics (MTSS-A)
3. Tutorial programs
4. Intersessions
5. Summer school
6. Before- and after-school programs
7. Saturday school

Services provided during the regular instructional day shall not result in the student being removed from classroom instruction in the core curriculum or physical education (Education Code 37252.5). Intervention services shall be provided to students in the following priority order: (Education Code 37252.5)

**PROMOTION/ACCELERATION/RETENTION (cont.)**

1. Students who have been recommended for retention or who have been identified as being “at risk of retention” pursuant to Education Code 48070.5. As soon as practicable, the teacher, with the assistance of the Promotion/Retention Team, shall identify those students who are “at risk of retention” and offer an Instructional Intervention Plan to address the academic deficiencies of the student. The student/parent may participate in the development of the Intervention Plan and they will receive a signed copy of the agreement. The parents must sign a waiver if they choose not to have their child participate in a recommended intervention program.
2. Students who have been identified as having a deficiency in mathematics, reading, or language, based on the results of the test administered under the California Assessment of Student Performance and Progress (CAASPP).

This supplemental instructional program shall be developed in accordance with the requirements of Education Code 37252.5.

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

**Parent Notification**

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

The decision to retain a student will be made by a Promotion/Retention Team consisting of the student's classroom teacher, the principal or designee, and at least one other certificated staff member (counselor, assistant principal, teacher, specialist). This team shall consist of a minimum of three. The parent/guardian will be invited to participate in this meeting.

When a student is identified as being “at risk of retention,” the student's parent/guardian shall be notified (in writing) as early in the school year as practicable. (Education Code 48070.5) A conference shall be scheduled with the parent/guardian to inform the parents of the reasons for the identification and to explain the District's board policy and administrative regulation on retention. At this conference the teacher and parent/guardian shall develop an intervention instructional plan for the student. The plan shall be monitored and reviewed with the parent at least two additional times during the school year.

(cf. 5145.6 - Parental Notification)

**Appeal of Retention K-8**

In the event a decision is made to retain a student, the parent/guardian may appeal to the Superintendent or designee.

**PROMOTION/ACCELERATION/RETENTION (cont.)**

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

To appeal a retention decision, the parent/guardian 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 ten (10) school days of receipt of the notice of retention. The Promotion/Retention Team shall be provided an opportunity to state orally and/or in writing the criteria on which the decision was based, and the evidence considered in reaching the recommendation.

Within thirty (30) working days of receiving a request to appeal, the Superintendent or designee shall determine whether or not to overrule the decision to retain.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide 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 teacher, and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)  
(cf. 9321.1 - Closed Session Actions and Reports)

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 records.

(cf. 5125 - Student Records)  
(cf. 5125.3 - Challenging Student Records)

**Chino Valley Unified School District**

Regulation adopted: May 22, 1997

Revised: November 4, 1999

Revised: February 22, 2001

Revised: September 1, 2005

Revised: February 16, 2006

Revised: April 2, 2009

Revised: July 19, 2018