

Students

Promotion/Acceleration/Retention

Enrollment in Kindergarten

It is the recommendation of the District that students entering kindergarten be five on or before September 1 of the year of enrollment. This recommendation will be communicated to parents in late spring before kindergarten enrollment takes place.

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: (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 mental ability.
4. The physical development and social and emotional 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 district approving the placement in the first grade.

Promotion/Retention in Kindergarten and First Grade

Students who have completed one year of kindergarten shall be admitted to first grade unless the school team and the parent/guardian agree that the student shall be retained in Kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student is retained 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 46399).

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Promotion/Acceleration/Retention (continued)

Students in kindergarten and grade 1 shall be identified at risk of being retained primarily on the basis of information collected and evaluated by the classroom teacher, site staff members, Principal, or Principal's designee including:

1. Academic performance with emphasis on reading proficiency with additional consideration of:
 - a. Age/physical maturity
 - b. Social/emotional maturity
 - c. Teacher recommendation with supporting documentation
 - d. Student Study Team recommendation (at site discretion)

Final decisions regarding promotion/retention at the kindergarten and first grade levels will be made jointly by the child's classroom teacher and the parent. For those children whose academic performance is below grade level standards, parents should be informed by the classroom teacher, site staff members, Principal, or Principal's designee that only greatly accelerated performance will prevent the child from being retained in the second grade.

Identification of Students Who are at Risk of Retention in Grades 2-8

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6
5. Between the end of elementary upper grades and the beginning of junior high school grades
6. Between grades 7 and 8
7. Between the end of the junior high school grades and the beginning of the high school grades

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 5 and 6, between the end of elementary upper grades and between junior high school grades and high school grades. (Education Code 48070.5)

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Promotion/Acceleration/Retention (continued)

(cf. 6142.91 – Reading/Language Arts Instruction)

(cf. 6142.92 – Mathematics Instruction)

Students shall be identified on the basis of either assessment results or grades and other indicators of academic achievement as established by Board Policy.

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

(cf. 6162.5 – Student Assessment)

Grade 2

1. Recommendation primarily on the basis of information collected and evaluated, including:
 - a. Academic performance with emphasis on reading proficiency and mathematics with additional consideration of:
 - i. Age/physical maturity
 - ii. Social/emotional maturity
 - iii. Teacher recommendation with supporting documentation
 - b. Pre-Reading/Reading skills measured first, second, and third quarter (first and second trimester)
 - c. Recommendations of students at risk of retention of the Student Study Team
 - d. Student performance below standards on District Benchmark Assessments

Grades 3-6

1. Previous year's scores on the California Standards Tests (Common Core Assessments) at below basic or far below basic performance level in English/Language Arts and/or Mathematics.
2. Grade of "D" or "F" (Common Core rating of 1 or 2) in English/Language Arts and/or Mathematics at the end of the previous year's report card.
3. Grade of "D" or "F" (Common Core rating of 1 or 2) in English/Language Arts and/or Mathematics at the first, second, and third quarter (first and second trimester) of the current year's report card.

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Promotion/Acceleration/Retention (continued)

4. Teacher recommendation with support documentation
5. Recommendations of students at risk of retention by the Student Study Team.
6. Student performance below standards on District Benchmark Assessments.

Grades 7-8

All students in grades 7 and 8 must meet the following minimum requirements:

1. Students must earn 120 out of 140 credits in their two years at Rancho-Starbuck Intermediate School.
2. Students must enter eighth grade with at least 60 credits (no more than four F's), and students must earn a minimum of 60 credits in eighth grade with no more than four F's in eighth grade.
3. Students must have a cumulative minimum grade point average of at least 1.50 in seventh and eighth grades in order to graduate from eighth grade.
4. At the discretion of the Principal or administrative designee, under special circumstances a student may be eligible for graduation with a grade point average of at least 1.50 for eighth grade only.
5. Students must have been in attendance at school for at least 90 percent of the time enrolled. (Exceptions may be made for special circumstances when credits are earned with home teaching.)
6. Students must meet the District's testing standards.

Retention of Students in Grades 2-8

Grades 3-6

Students in grades 3 through 6 will be retained based on one or more of the following criteria:

1. Previous scores on the California Standards Tests (Common Core Assessments) or other comparable District standards-based Benchmark Assessments at below basic or far below basic performance level in English/Language Arts and/or Mathematics.

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2. One or more “F’s” and/or two “D’s” (Common Core rating of 1 or 2) in core curriculum areas of English/Language Arts and/or Mathematics at the end of the year.
3. Student performance below standards on other standardized/criterion referenced assessments.
4. Promotion/Retention of Special Education students not meeting standards will be determined by the Individual Education Program (IEP) Team.
5. Promotion/Retention decisions for English Learner (EL) students will include consideration of the following factors:
 - a. Length of time the student has been instructed in English
 - b. Student’s oral, reading, and writing proficiency in English
 - c. Evaluation of student’s academic achievement in the student’s primary language (if appropriate)

Students in grades 3-6 will not be retained if the retained student would reach the age of 15 during his/her 7th grade year.

Grades 7-8

Students in grades 7 and 8 will be retained based on one or more of the following criteria:

1. Promotion/Retention of Special Education students not meeting standards will be determined by the IEP Team.
2. Promotion/Retention decisions for EL students will include consideration of the following factors:
 - a. Length of time the student has been instructed in English
 - b. Student’s oral, reading, and writing proficiency in English
 - c. Evaluation of student’s academic achievement in the student’s primary language (if appropriate)
3. Graduation Requirements
 - a. Students must earn 120 out of 140 credits in their two years at Rancho-Starbuck Intermediate School.

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- b. Students must enter eighth grade with at least 60 credits (no more than four F's), and students must earn a minimum of 60 credits in eighth grade with no more than four F's in eighth grade.
- c. Students must have a cumulative minimum grade point average of at least 1.50 in seventh and eighth grades in order to graduate for eighth grade.
- d. At the discretion of the Principal or administrative designee, under special circumstances a student may be eligible for graduation with a grade point average of at least 1.50 for eighth grade only.
- e. Students must have been in attendance at school for at least 90 percent of the time enrolled. (Exceptions may be made for special circumstances when credits are earned with home teaching.)
- f. Students must meet the District's testing standards.

Student Identification

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, site staff member, Principal, or Principal designee 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)

Special Education Students

The IEP (Individual Education Plan) for special education students supersedes all other promotion and retention criteria set forth in these regulations.

Limited English Proficient Students

Students with less than three years of English instruction will not be retained unless it is ascertained that the student is not making adequate progress due to factors other than language acquisition.

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The School Team

The “teacher” referred to in the legislation is further defined as “school team” by the District. The school team shall include the principal and the student’s classroom teacher. The team may also include the school’s Student Study Team Coordinator, the school psychologist and other school/district specialists as needed.

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

(cf. 6177 – Summer School)

(cf. 6179 – Supplemental Instruction)

Parent Notification

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student’s parent/guardian as early in the school year as practicable. The student’s parent/guardian shall be provided an opportunity to consult with the teacher/team responsible for the decision to promote or retain the student. (Education Code 48070.5)

(cf. 5145.6 – Parental Notifications)

Appeal Process

If the student does not have a single regular classroom teacher, the Principal or designee shall specify which teacher(s) are to be on the team responsible for the decision to promote or retain the student. (Education 48070.5)

The District/School team’s decision to promote or retain a student may be appealed consistent with Board policy, administrative regulation and law.

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

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

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the team's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher/team. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the team's decision should be overruled, he/she shall overrule the decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board of Trustees 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 team, 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 that shall become part of the student's record.

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

(Education Code 37252.5 no longer exists)

Acceleration for all Grades

Parent/guardian or the teacher of a student enrolled in a Lowell Joint School District school may request consideration for acceleration and the school team agree that the student may be accelerated, upon determination that the child is academically and developmentally ready for the next grade level.

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Promotion/Acceleration/Retention

Acceleration shall be subject to the following minimum criteria:

1. The student has attended a public school at the current grade level for a long enough time to enable school personnel to evaluate his/her ability.
2. The student exhibits strong academic performance and it is determined by the school team that the student is capable of meeting the academic expectations of the accelerated grade level.
3. The physical development and social maturity of the student are consistent with his/her advanced academic ability.
4. The parent/guardian of the student has approved the accelerated placement.

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Regulation Revised: January 22, 2002; September 26, 2005; June 2, 2008; April 20, 2009; January 6, 2014