

Mt. Diablo USD

Board Policy

Promotion/Retention/Acceleration

BP 5123

Students

The Governing Board expects students to reach high levels of achievement and to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and rate of development of individual students and include strategies for addressing academic deficiencies when needed.

Grades 1-8

Students shall progress through the grade levels by demonstrating progress towards meeting standards required for satisfactory performance in the subsequent grade. This includes mastery of standards by achieving a 2 or 3 on the standards-based elementary report card or passing grades in middle school English Language Arts and Mathematics courses.

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
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6
5. Between the end of the middle 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 intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

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)

Grades 9-12

Progress toward high school graduation shall be based on the student passing the required and elective subjects necessary to earn the annual required number of credits as outlined by current Board policy. ~~The student must also meet proficiency requirements as measured by the High School Exit Exam in the first year specified by state law.~~

~~As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who are at risk of being retained and who should be retained in accordance with law, Board policy and administrative regulation.~~

The indicators of academic achievement shall include but not be limited to:

1. Report card standards or grades where applicable
2. California standardized standards-tests
3. Teacher documented achievement levels in reading, mathematics and written expression
4. Site or district assessments

When any student in grades 2-9 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)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

In the event of a federal, state or local emergency where the district is mandated to modify classroom instruction to include partially or fully remote learning for all students, students will be held harmless and will not be retained based solely on the inequitable impact of school closure and access to remote learning. At the high school level, Credit/ No Credit marks may be issued according to Board Policy 5121.

~~When a student is identified as being at risk for retention or is recommended for retention, the Superintendent or designee shall provide opportunities for supplemental instruction to assist the student in achieving academic proficiency. Such opportunities may include but are not limited to alternative academic courses and intervention (supplemental instruction).~~

When exceptional academic achievement is demonstrated, the Superintendent or designee may recommend a student for acceleration into a higher-grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Legal Reference:

EDUCATION CODE

~~37252-37254.1 Supplemental instruction~~

~~41505-41508 Pupil Retention Block Grant~~

46300 Method of computing ADA

48010 Admittance to first grade

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

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

0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10

CDE PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

~~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 MT. DIABLO UNIFIED SCHOOL DISTRICT

adopted: January 23, 2012 Concord, California

revised: April TBD 2020 Concord, California