

CLASSIFICATION: Students**ADOPTED: 1/25/00****REVISED:****SUBJECT: Promotion, Acceleration, and Retention****PAGE: 1 of 5**

The County Superintendent of Schools will ensure that all the students enrolled in the San Diego County Juvenile Court and Community Schools (SDCJCCS) have equal access to a quality educational program which strengthens academic competence and encourages parent/guardian participation.

As an alternative education program, it is the goal of the SDCJCCS to keep students in school and to provide opportunities for remedial instruction to assist students in overcoming academic deficiencies. Therefore, the SDCJCCS will:

1. Encourage early identification and intervention of students' academic difficulties.
2. Encourage early identification and intervention of students' behavioral and/or emotional difficulties.
3. Require the use of instructional strategies and interventions for students experiencing academic difficulty.
4. Ensure teachers examine the following criteria for individual students:
 - A. The child's academic history.
 - B. Reasons for school failure (e.g., emotional problems, low ability, frequent school moves).
 - C. The effectiveness of instruction (e.g., the matches between teaching and learning styles and between curricular demands and student achievement level
 - D. The type and quality of alternative strategies (e.g., direct instruction, remedial services, cooperative learning, peer tutoring, etc.).
 - E. The extent of alternative programming available in both the new and repeated grades.

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Students shall be considered for promotion and retention in specific subject areas and between certain grade levels:

1. Second grade and third grade in spelling, reading, English language arts, and mathematics.
2. Third grade and fourth grade in reading, English language arts, and mathematics.
3. Fourth grade and fifth grade in reading, English language arts, and mathematics.
4. The end of the intermediate grades (6th) and the beginning of middle school (7th) grades in reading, English language arts, and mathematics.
5. The end of middle school (8th) grades and the beginning of high school (9th) grades in reading, English language arts, and mathematics.

STUDENT STUDY TEAM

When a student has more than one regular classroom teacher, the school shall convene a Student Study Team that includes the student's teachers and principal to be responsible for the decision to either recommend promotion or retention. For special education students, the Individualized Education Plan Team (IEP) shall serve with the Student Study Team. The IEP Team shall be solely responsible for the decision on promotion or retention of special education students.

As early as possible in the school year and in the student's school career, but no later than the next progress report, the County Superintendent of Schools or his/her designee shall identify students who should be retained and who are or may be at risk of being retained in accordance with law and the following criteria:

1. Students shall be identified for promotion or retention on the basis of grades, and other indicators of academic achievement on multiple assessments such as:

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- A. Assessment for English language learners
 - B. Individual Learning Plan (ILP)
 - C. Informal Reading Inventory (IRI) assessments
 - D. San Diego County Office of Education Consortium Criterion Reference Test Item Bank
 - E. San Diego County Office of Education mathematics and English language arts standards-based Criterion Referenced Test (CRT)
 - F. Standard Test of Accelerated Reading (STAR)
 - G. Standardized Test of Achievement (SAT9)
 - H. Student Portfolio
 - I. Teacher Observation
 - J. Test of Adult Basic Education (TABE)
2. If a student is identified by the County Superintendent of Schools or his/her designee as performing above grade level, the County Superintendent of Schools or his/her 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. Parent/guardian consultation and approval shall be obtained prior to accelerated promotion.
 3. If a student is identified by the County Superintendent of Schools or his/her designee as performing below the minimum standard for promotion after consultation with the parent/guardian, the student shall be retained in his/her current grade level unless the

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following occurs: the student's regular classroom teacher (or in instances of multiple teachers, a Student Study Team consults with the parent/guardian and then determines in writing that retention is not the appropriate intervention for the student's academic deficiencies.

4. When a student is recommended for retention or identified as being at risk of retention, the County Superintendent of Schools or his/her designee shall notify the student's parent/guardian in writing (*Promotion/Retention Notice Form*) as early in the school year as practicable, but no later than the next progress report. The County Superintendent of Schools or his/her designee may require a student who has been recommended for retention or who has been identified as being at risk of retention to participate in a supplemental remedial instruction program with parent/guardian participation. The regular classroom teacher or Student Study Team shall meet with the parent/guardian to develop a parent participation plan for intervention activities to remedy the academic deficiencies. The classroom teacher or the Student Study Team shall provide opportunities for remedial instruction. The remedial instruction may include:
 - C Tutorial programs
 - C Extended school year
 - C After-school programs
 - C Saturday School
5. When a student's promotion is contingent upon participation in a remedial program, the student's academic performance shall be reassessed and the decision to retain or promote shall be reexamined following completion of the remedial program. The teacher's or Student Study Team's evaluation shall be sent to the student's parent/guardian. The teacher and the principal or Student Study Team shall meet with the parent/guardian before a decision to promote or retain the student is made.
6. Decisions on the retention of identified special education students are solely the responsibility of the Individualized Education Plan (IEP) Team.

The County Superintendent of Schools has established a process to appeal a decision to retain a student. See Administrative Regulation No. 5124.

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Board Policy No.: 5123

Administrative Regulation No.: 5124

Legal References: Education Code
37252 - 37253, 46300, 48011, 48070 48070.5, 48431.6, 51215 - 51218, 56345,
60641 - 60648
California Code of Regulations, Title 5, 200 - 202
California Department of Education Program Advisories
06121.89 - 06123.89, 0916.91
California Department of Education Management Advisories
0900.90
Legislative Counsel Opinion
1001.98 Promotion and Retention #21610
California School Boards Association Advisories
1112.98
Web Sites
CSBA: <http://www.csba.org>
CDE: <http://www.cde.ca.gov>