

CLOVIS UNIFIED SCHOOL DISTRICT

STUDENTS

Reporting Student Progress

PROGRESS REPORTING, PROMOTION, ACCELERATION, AND RETENTION

A. Promotion/Retention Criteria

1. Elementary and Intermediate School Criteria

- a. For students in grades K-8, minimum achievement standards for promotion will be identified. These are specifically defined in Exhibit No. 5123(1): Promotion Standards Matrix. The student who performs below these minimum standards for promotion will be recommended for retention.
- b. Kindergarten - Grade 3: Standards for promotion are the minimum reading skills required for success at the subsequent grade level.
- c. Grades 4 - 8: The California Assessment of Student Performance and Progress (CAASPP) in English language arts and mathematics will be the primary assessments used to identify students failing to meet promotion standards. Students must score at “standard exceeded, met or nearly met” level to meet the promotion standard.
- d. If a student scores at the “standard not met” level, the teacher will review multiple measures to evaluate the student’s readiness for promotion. If multiple measures evidence that the student is making adequate yearly progress, the student will be considered to have met the promotion standard.
- e. In addition to CAASPP assessment, results promotion standards for students in grades 4-6 will include the student’s academic core courses of: Reading, English Language Arts, and mathematics.
- f. Academic Core Courses for students in grades 7 and 8 will include: English Language Arts, mathematics, Science, and History-Social Science.
- g. A student must pass 4 or more academic core courses during the school year to be promoted to the next grade level.
- h. Multiple Measures: Teachers should consider other assessments and information to assist their decision-making process regarding promotion/retention. The following achievement tools provide multiple measures to assist in their decision-making processes:
 - 1) Report card grades.
 - 2) Locally designed standards-based assessments.

**CLOVIS UNIFIED
SCHOOL DISTRICT**

- 3) Criterion referenced test results.
 - 4) Other District approved assessments in reading, language or mathematics.
 - 5) Light's Retention Scale.
 - i. If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board Policy No. 5123, the student shall be retained in his/her current grade level unless the student's regular classroom teacher 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)
2. High School – Minimum Standards For Progress Towards Graduation
- High school students who make minimum progress towards graduation are defined as students who:
- a. Accumulate the appropriate number of unit credits during any or all semesters.
 - b. Pass specific required courses defined by State and/or District graduation requirements.
3. Special Education Students
- Special Education students will be held to the District's standards for promotion. When the standards are not appropriate for a special education student, the IEP team will determine promotion/retention status.
4. English Learners
- English Learners will be exempt from the promotion standards for no longer than 36 months from their arrival in any California school provided the student makes continued progress on the English Language Proficiency Assessments for California (ELPAC) and satisfies the conditions stated in the District's Master Plan for English Learners.

B. Promotion/Retention Process – Levels of Responsibility

Board Policy No. 5123 requires teachers and administration to follow appropriate guidelines for providing parents or guardians with clear and adequate information concerning the academic progress of their children.

**CLOVIS UNIFIED
SCHOOL DISTRICT****1. Teacher Responsibility**

Teachers are responsible for utilizing appropriate criteria to identify students who should be retained. All teachers are expected to provide appropriate progress reports and facilitate early identification of students at risk of not meeting minimal promotion requirements. Teachers are legally obligated to implement and follow all provisions of Board Policy No. 5123 and this administrative regulation.

For students in grades kindergarten through 6, teachers are responsible for completing a Teacher Grade Level Expectation (TGLE) for each student who is in danger of not meeting promotion standards. The TGLE should include, but not be limited to, historic student assessment data, individual intervention plans, record of parent contacts, and appropriate parent signatures. At the fall conference, teachers in grades kindergarten through 6 are expected to provide the Promotion/Retention Notification (Exhibit No. 5123(3)) to the parents/guardians of students in danger of not meeting promotion standards and secure a parent/guardian signature.

For students in grades 7 and 8, responsibility is shared among the Academic Block teacher, mathematics teacher, science teacher, student's learning director or designee. Teachers are expected to keep parents/guardians informed regarding their child's progress. At the end of the six-week grading period, teachers are expected to personally contact the parents/guardians of any student earning a grade of "D" or "F." Continuing contact should be maintained with the parents/guardians as required. Teachers are expected to attend parent/guardian conferences as needed.

2. Administrator Responsibility

The site administrator is responsible for ensuring that teachers and other staff are trained in all procedures related to the implementation of Board Policy No. 5123. Site administrators or designees will monitor the implementation of the promotion/retention process and ensure that appropriate intervention programs are in place to meet student needs.

At the intermediate school level, learning directors or designees will work with Academic Block teachers, mathematics teachers, science teachers and other site staff to identify students who have earned grades of "D" and/or "F" in two or more classes. At the end of the first semester, learning directors or designee will facilitate a conference with the parents/guardians of any student earning two or more grades of "F." At the semester conference, the learning director or designee is expected to provide the parents/guardians the Promotion/Retention Notification (Exhibit No. 5123(3)) and secure a parent/guardian signature.

Beginning in spring of the 9th grade, high school counselors shall notify, in writing, parents of students "at risk" of not graduating. Each high school will develop a parent notification timeline for grades 10-12.

**CLOVIS UNIFIED
SCHOOL DISTRICT****3. Parent Responsibility**

Parents are responsible for attending scheduled conferences and engaging in ongoing communication with their child's teacher. They are expected to enroll their child in an appropriate intervention program and are asked to check their child's homework and ensure that their child regularly attends school.

C. Promotion and Retention Process – Timeline and Procedures

Key aspects of the promotion and retention process are discussed below.

1. Initial Notification

At the elementary level, parents/guardians of students "at risk" of being retained will receive and sign the Promotion/Retention Notification (Exhibit No. 5123(3)) during the fall parent conference.

At the intermediate level, six-week and twelve-week progress reports will be considered the initial notification to the parents/guardians of lack of progress towards promotion standards. At the end of the first semester, the learning director or designee will facilitate a conference with the parents/guardians of any student earning two or more grades of "F." At the conference parents will receive and sign the Promotion/Retention Notification (Exhibit No. 5123(3)).

2. Intervention Services

A student who fails to meet minimum standards for promotion will be recommended for participation in intervention programs. Intervention programs will be research-based and provide structured support over time assisting the student in meeting promotion standards.

3. Continuing Contact – Elementary and Intermediate Level

In April, a second parent contact will be made. At the elementary level, the contact will be initiated by the classroom teacher and may include other school staff. At the intermediate level, the contact will be initiated by the principal's designee and may include the student's teachers and other school staff.

The purpose of the second parent contact is to discuss the student's progress towards measurable learning goals, review the student's participation in intervention programs, and present options for summer school.

**CLOVIS UNIFIED
SCHOOL DISTRICT****4. Final Retention Decision**

By the end of May, parents/guardians will receive from the District, in writing, formal notification of a student's retention. If a student is recommended for retention at the end of the school year, the student may participate in a summer intervention program. For a student to continue in kindergarten for a second year, the teacher and parents must complete Exhibit No. 5123(2) – Parental Agreement for Pupil to Continue in Kindergarten.

The purpose of retention is to support the needs of those students whose achievement progress is significantly below grade level.

In the best interest of a student's academic progress, teachers may use the following data to identify compelling reasons to promote/retain a student:

- a. Report card grades.
- b. Locally designed standards-based assessments.
- c. Norm referenced test results.
- d. CAASPP test data from the previous year.
- e. Progress towards mastery of grade level standards.
- f. Other District approved assessments in reading, language, or mathematics.

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session 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 teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

5. Appeal of District's Retention Decision

If the parents/guardians disagree with the District's final retention decision, they may appeal the decision by submitting an Appeal of District's Retention Decision Form (Exhibit No. 5123(4)) to the Director of Student Services and School Attendance (SSSA Director) within five business days of the date of the District's notification of its final retention decision. The parents/guardians may, upon request, appear before the committee set forth in Paragraph D.2 below and have an opportunity to personally present their rationale. The decision of the committee will be provided to the parent in writing and a copy placed in the student's cum file. The committee's decision is final.

**CLOVIS UNIFIED
SCHOOL DISTRICT****D. Voluntary Retention**

Parents/guardians may initiate a request for their child's retention. Because the primary rationale for student retention is a lack of academic progress, a parent-initiated request for retention must provide evidence that *compelling* academic, social-emotional, psychological, or personal reasons exist that will substantively compromise the student's ability to perform the next grade level work.

1. Criterion

Should parents/guardians wish to retain a student who demonstrates appropriate grade-level progress, they shall submit in writing their request on the Voluntary Retention Application and Appeal Form (Exhibit No. 5123(5)). The burden of proof rests with the parents/guardians and should be based on a multi-year history of measurable or observable events that support the compelling nature of the request.

Such requests and the Voluntary Retention Application and Appeal Form (Exhibit No. 5123(5)) shall be submitted to the principal or designee at the school. The student's teacher(s) and the principal's designee will review the parent's/guardian's request and decide to support or deny the request. The principal will provide the parents/guardians, Assistant Superintendent of Educational Services, and the SSSA Director with a written explanation of the support or denial.

A copy of the parent's completed Voluntary Retention Application and Appeal Form and the written explanation of support or denial will be placed in the student's cum file.

2. Appeal Process

The SSSA Director will annually form an ad hoc committee to review and grant or deny each voluntary retention appeal. The committee will consist of various representatives from the District, which include but are not limited to, a school psychologist, curriculum leader, and co-curricular representative. The parents/guardians will be notified in writing of the committee's decision. A copy of the committee's decision will be placed in the student's cum file.

If the parents/guardians disagree with the decision of the committee, they may appeal the decision by submitting the Voluntary Retention Application and Appeal Form (Exhibit No. 5123(5)) to the SSSA Director within five business days of the District's notification of the committee's decision. The parents/guardians may, upon request, appear before the committee and have an opportunity to personally present their rationale. The final decision of the committee will be provided to the parent in writing and a copy placed in the student's cum file. The committee's decision is final.

**CLOVIS UNIFIED
SCHOOL DISTRICT****3. No Voluntary Retention of Students in Grades 9-12**

High school students may not be voluntarily retained. Students will progress through each high school grade based upon the date they began high school. Graduation is based upon credit acquisition and state mandated proficiencies.

4. Co-Curricular Participation (Grades 4-8)

Voluntarily retained students are subject to the District's eligibility guidelines for co-curricular participation and are not granted additional semesters of athletic eligibility due to retention.

E. Accelerated Promotion Parent Initiated

Parents/guardians may wish to initiate a request to have their child accelerate to the next grade level. The decision to accelerate a grade level must be based on compelling evidence that the student performs at a level considered "exceptional" for their current grade level. To initiate a request for acceleration, parents/guardians shall submit their request in writing to the principal or designee. Their request shall include compelling evidence that leads the parent to make the request.

If the principal or designee determines that the parental request has merit, the principal or designee will initiate a more comprehensive individual assessment of the student by the school instructional team at the requested grade level. Results of the assessment should evidence that the student's academic performance meets or exceeds the exit level standards of the grade that will be skipped. The principal or designee and evaluating teacher (collectively panel) will render a decision regarding the student's readiness to accelerate. The decision of this panel is final.

Adopted: 05/26/1999

Reviewed: 02/22/2006

Amended: 07/02/1999, 07/12/2000, 05/16/2002, 08/14/2002, 12/12/2002, 09/24/2003,
09/23/2004, 02/27/2009, 04/06/2016, 07/24/2017, 04/06/2021 (AR 3401 renumbered
as AR 5123)

Doc# 46553-10 (06/2021, 12/2013)