



Chico Unified School District

1163 East Seventh Street, Chico, CA 95928-5999
(530) 891-3000

**Administrative
Regulation:**

#5123

Section: 5000

Students

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PROMOTION/ACCELERATION/RETENTION

Retention

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district 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)

Retention at Other Grade Levels

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

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

Students shall be identified on the basis of grades and multiple measures assessments (including the state's Standardized Testing and Reporting Program) as established by Board policy.

If a student is identified as performing seriously below the minimum standard for promotion, 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)

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)

If the student does not have a single regular classroom teacher, the student's reading or English teacher and mathematics teacher shall make a recommendation in consultation with the school guidance counselor.



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

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulations to those parents/guardians who have been notified that his/her child is at risk of retention.

The teacher's decision to promote or retain a student may be appealed consistent with Board policy, administrative regulations and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled.

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher 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 teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

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 to decide the appeal. The decision of the Board shall be final.

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.

English Language Learners

All English Language Learner (ELL) students must have access to the core curriculum in order to meet the requirements of standards-based curriculum and assessment. The extent to which individual ELL students are expected to meet local governing board adopted promotion standards will be based on a review by the ELL Review Team. The ELL Review Team will make the recommendation for intervention, promotion or retention.

The team shall consider the following:

1. Length of time in English core curriculum
2. Academic background in the student's primary language
3. Areas of academic need
4. Academic progress over time
5. Success in the core curriculum, including content areas
6. Level of English language skills attained



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The ELL Review Team will consist of:

Grades K-6: classroom teacher, ESL teacher, parent(s), Title I support personnel, principal (or designee)

Grades 7-8: counselor, a core content teacher, ESL teacher, principal (or designee)

Special Education Students

The Chico Unified School District has high expectations for ALL students. All students must have access to the core curriculum in order to meet the requirements of standards-based curriculum and assessment.

The extent to which students with disabilities are expected to meet local board-adopted promotion standards will be based on the student's abilities, not on the locations where services are provided. Local governing board adopted standards apply to students with disabilities unless the Individualized Education Plan (IEP) team establishes individualized promotion standards. The IEP team will make the final recommendation for intervention, promotion or retention.

The IEP team shall consider the following:

1. When the child was identified for special education
2. The areas of disability
3. Areas of academic need
4. Academic progress over time
5. Success in the core curriculum (including content areas)
6. Expected progress as determined by the IEP team

Remedial Instruction

With the parent/guardian's consent, 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. Such programs shall be offered during the summer, after school, on Saturdays and/or during intersessions. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum.

These services shall be provided to students in the following priority order: (Education Code 37252.5)

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.
2. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the STAR program.

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

Acceleration

When high academic achievement is evident, 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.



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Acceleration from Transitional Kindergarten to Kindergarten

Although Transitional Kindergarten is a two-year program, a student enrolled in transitional kindergarten may be admitted to kindergarten at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for kindergarten work.

Admission shall be subject to the following minimum criteria:

1. In letter to Principal, Parent/Guardian requests his/her TK student advance to kindergarten
2. Parent/Guardian has observed a kindergarten class (visit arranged by Principal)
3. School Based Intervention Team (SBIT consisting of parent, teacher, Kindergarten teacher, administrator, school psychologist; plus other support staff as appropriate and available) has observed student and has determined: the student scores proficient on end of year Kindergarten assessment and the physical development and social maturity of the student are consistent with his/her advanced mental ability
4. The student has attended a public school Transitional Kindergarten for a long enough time to enable school personnel to evaluate his/her ability
5. School Based Intervention Team's (SBIT) recommendation filed in student's cum and noted on report card
6. The parent/guardian of the student has filed a written statement with the school district approving the placement in kindergarten

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to 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.

Admission shall be subject to the following minimum criteria:

1. In letter to Principal, Parent/Guardian requests his/her kindergarten student advance to first grade
2. Parent/Guardian has observed a first-grade class (visit arranged by Principal)
3. School Based Intervention Team (SBIT consisting of parent, teacher, first-grade teacher, administrator, school psychologist; plus other support staff as appropriate and available) has observed student and has determined: the student scores proficient on end of year first grade assessment and the physical development and social maturity of the student are consistent with his/her advanced mental ability
4. The student is at least five years of age
5. The student has attended a public school Kindergarten for a long enough time to enable school personnel to evaluate his/her ability
6. School Based Intervention Team's (SBIT) recommendation filed in student's cum and noted on report card
7. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade

Acceleration in Grades 1-8

A student enrolled in grades 1-8 may be accelerated to the next grade level at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for the higher grade level.

Acceleration shall be subject to the following minimum criteria:

1. In letter to Principal, Parent/Guardian requests his/her student accelerate to the next grade level.
2. The student has attended a CUSD school for a minimum of 1 trimester (elementary) or 1 semester (secondary) to enable school personnel to evaluate his/her ability
3. For acceleration to high school, Parent/Guardian has observed at least two high school classes, including English and math, at the CUSD high school the student would be attending

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4. Teacher input from student's teachers from the past 18 months must concur student is prepared to accelerate to the next grade level.
 5. School Based Intervention Team (SBIT consisting of parent, current or most recent English and math teacher, administrator, school psychologist; plus other support staff as appropriate) has observed student and has determined: the student is in the upper five percent of his/her age group in terms of general academic ability as determined by appropriate testing; and the physical development and social maturity of the student are consistent with his/her advanced mental ability.
 6. The student has attended a CUSD school for a long enough time to enable school personnel to evaluate his/her ability
 7. School Based Intervention Team's recommendation filed in student's cum.
 8. The parent/guardian of the student has filed a written statement with the school district approving the acceleration.

To appeal an acceleration decision, the appealing party shall submit a written request to the Assistant Superintendent of Educational Services or designee specifying the reasons why the decision should be overruled. The appeal must be initiated within 10 school days of the determination of acceleration.