

PROMOTION/ACCELERATION/RETENTION REQUIREMENTS

The aspiration of the charter school, in partnership with the community, is to provide an exceptional education that prepares students to be successful members of our democratic society. Therefore, the promotion requirements stated below have been established. The requirements encompass the knowledge, abilities, and experience necessary to develop the essential aptitudes and skills of successful participants for high school and in today's society: behavior of character, communication, citizenship, intellect, self-direction, teamwork, wellbeing, and productivity.

Students are to be provided with assistance to tailor the requirements according to their individual needs and abilities. Students must demonstrate proficiency in reading comprehension, writing and mathematics. Those students not proficient will be provided with remedial programs after consultation with the student's parent/guardian.

Promotion/Acceleration/Retention

The Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Principal/Director may recommend a student for acceleration into a higher grade level based on teacher or staff recommendation. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

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. Students shall be identified on the basis of grades.

At Risk of Retention

Students will be considered at risk of being retained at the end of the school year if any of the following apply:

1. Grades PK-2 (primary school):
 - a. Majority of pre-Reading/Reading skills taught have not been mastered
2. Grades 3-5 (elementary school):
 - a. Performing below minimal proficiencies on California Assessment of Student Performance and Progress in English/Language Arts
 - b. performing below minimal proficiencies on California Assessment of Student Performance and Progress in mathematics
 - c. D or F in Reading at first or second trimester
 - d. D or F in Writing at first or second trimester
 - e. D or F in Mathematics at first or second trimester
3. Grades 6-8 (middle school):
 - a. Performing below minimal proficiencies on California Assessment of Student Performance and Progress in English/Language Arts
 - b. Performing below minimal proficiencies on California Assessment of Student Performance and Progress in mathematics
 - c. D or F in English at first semester/first or second trimester
 - d. D or F in Mathematics at first semester/first or second trimester

With regards to special education students, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process. The teacher's decision to promote or retain a student may be appealed in accordance with Curriculum Policy #2 Assessments and Examinations.

Adopted: November 7, 2022

Amended: