



Promotion, Acceleration, and Retention Policy

Lake View Charter School is committed to making individual decisions on grade level changes based on the long-term, best interest of the individual student. The purpose of the Lake View Charter School Governing Board approving this Promotion, Acceleration, and Retention Policy is to accomplish the following:

1. Outline the Promotion Policy
2. Outline the Acceleration Policy
3. Outline the Retention Policy
4. Outline the Appeals Process for Parents
5. Establish the Process for IDEA/504 Students
6. Outline the Charter School Rights

1. Promotion Policy

K-8 Promotion: Each K-8 student will be enrolled in four core subjects: Language Arts, Mathematics, Science, Social Studies. Optional enrichment opportunities include art, music, athletics, world languages, technology, field trips, as well as virtual and in-person community experiences, providing a well-rounded education. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards.

High School Promotion: High school students can select courses from a variety of learning programs. Students will be enrolled in a minimum of 20 credits per semester (4 classes) unless considered a fifth-year senior. If the student is taking courses at a community college, they must meet with their counselor to obtain approval prior to enrolling in the community college courses. High school students shall progress through the grade levels by successful completion of the minimum number of credits required per semester.

Required Courses for All High School Students*:

- English-Language Arts
- Mathematics
- Science
- Social Studies/History

*This depends on the student's individual graduation plan and course progression.

Four-Year Plan for High School Students: Supervising Teachers develop a four-year individual graduation plan (IGP) for each high school student. The IGP will be reviewed by the Guidance Counselor and/or ITA and revisited annually (unless necessary due to mid-year course changes). The four-year individual graduation plan will include:

- Learning Program
- Student's intended courses
- Courses completed
- Course of Study
- College and/or Career path

2. Acceleration Policy

When high academic achievement is evident, the teacher or parent, with the assistance of a Student Study Team, may recommend a student for acceleration into a higher grade level ("skipping a grade"). Academic, social, physical, and emotional maturity factors all play a role in determining if acceleration is appropriate for a child, along with determining if the potential benefits of acceleration outweigh the potential harmful effects. Acceleration is limited to one grade level only and one time only.

Please Note: Students will **not** be considered for acceleration under the following conditions:

- If the student's assessment results (school and/or statewide) do not indicate that the student is performing above grade level.
- If the student is not on track to complete all courses at the grade level to which they would be advanced.

Grade 1-12 Grade Level Acceleration: The decision to accelerate a student for the following school year will be made only after careful consideration has been given with regard to serving the academic and social-emotional best interests of the student. Grade level accelerations are reviewed, and determination meetings are held in May of the current school year. Parent requests for student acceleration are due by the end of the first semester of the current school year. If the student's teacher agrees that a review for a grade-level promotion is appropriate, the teacher will request a Student Study Team (SST) meeting to discuss acceleration, then if the Student's Study Team is in agreement, will complete a request for acceleration into a higher grade level.

A combination of the following may be used to assess the student's readiness to accelerate:

- Benchmark data indicates student has mastered current grade level content/state

standards

- Benchmark results in Mathematics and ELA indicate student is advanced at current grade level content/state standards
- SBAC results (if available) indicate student has met or exceeded standards
- Student work samples, demonstrating proficiency above current grade level standards as determined by the academic team
- The student's social, physical, and emotional maturity will also be considered

Grades 1-12 Acceleration Procedure and Timeline: Parents/HSTs will request student acceleration by submitting the school-provided survey and by following the steps and timeline outlined below.

Steps for Acceleration	Timeline
1. Parent may request that the teacher promote their child by one grade level.	Parent - By the end of the first semester.
2. Before recommending a student for acceleration. Teacher requests an SST meeting to discuss acceleration and review student records with the Student Study Team.	Teacher - Before February 1 of the current school year.
3. If the Student Study Team (parent, HST, Student Support Specialist, etc.) are all in agreement, the teacher recommends acceleration consideration for the student and explains in writing through the school-provided survey why acceleration is being recommended for the student.	Teacher - By April 1 of the current school year
4. Team meets to review factors considered regarding grade level placement of the student for the next school year.	Teacher/Academic Team - May of the current school year

Kindergarten Mid-Year Grade Level Acceleration: A child who was *not age-eligible* for kindergarten (that is, the child turned five after September 1 in the 2014-15 school year or thereafter) and who attended a California private school kindergarten for a year is viewed by the CDE as *not legally enrolled* in kindergarten, pursuant to EC Section 48000 requirements. Therefore, this child, upon enrollment in public school, is enrolled in kindergarten, assessed, and may (but is not required to) be immediately promoted to first grade if the child meets the following State Board of Education criteria, pursuant to Title 5, Section 200:

- The child is at least five years of age.
- The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate the child's ability.
- The child is in the upper 5 percent of the child's age group in terms of general mental ability.
- The physical development and social maturity of the child are consistent with the child's advanced mental ability.
- The parent or guardian has filed a written statement with the district that approves placement in first grade.

A statement, signed by the district and parent/guardian, is placed in the official school records for these five-year-olds who have been advanced to first grade (EC Section 48011). This action prevents a subsequent audit exception for first grade placement of an *age ineligible* student. A combination of the following may be used to assess the student's readiness to accelerate:

- Benchmark data indicates student has mastered current grade level content/state standards
- Benchmark results in Mathematics and ELA indicate student is advanced at current grade level content/state standards.
- Student work samples, demonstrating proficiency above current grade level standards.

Kindergarten Acceleration Procedure and Timeline: Parents/HSTs will request student acceleration by submitting the school-provided survey and by following the steps and timeline outlined below.

Steps for Kindergarten Acceleration	Timeline
1. Parent - Parents may request that the teacher promote their kindergarten child by one grade level at the end of the 1 st semester.	Parent - By November 15 of the current school year

<p>2. Teacher - If the student's teacher agrees that a review for a kindergarten mid-year grade-level promotion is appropriate, the teacher will complete a request for acceleration. Requests must be received prior to December 1 of the current school year.</p>	<p>Teacher - By December 1 of the current school year</p>
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3. Retention Policy

The Charter School is committed to making individual decisions on grade retention based on the long-term, best interest of the individual student. Staff is committed to helping all students realize their fullest potential, including remediation for students that are experiencing difficulty. To that end, retention may be appropriate for a student experiencing extreme academic difficulty or serious health or family emergencies. Typically, retention is considered after various other remediation steps, such as (Tiered Interventions, SST Meetings, Academic Screenings, etc.) have been employed by student's teacher(s) and academic team with insufficient success. Students may be retained only once during Kindergarten through grade 8

After careful analysis of evidenced-based instruction and intervention, retention is considered for the next school year. When a student is being considered for retention, a review of records will be completed to look at possible factors influencing the student's achievement and success as well as the impact and effectiveness of a school grade retention for the student. A research-based criterion-referenced scale will be used as a tool to aid the academic team in objectively considering whether retention would be beneficial or harmful for the student. Parent and HST will work together to provide the data to complete the criterion-referenced scale through the Student Retention Scale Survey provided by the student's school.

Reviewing the student's academic records, the survey for recommending retention, along with analyzing the data obtained by the Student Retention Scale Survey will allow the Academic Team to consider the listed, but not limited to, factors:

1. Source of referral—teacher/principal/parent/student
2. Level of academic growth, achievement and grade level
3. Possible learning disabilities

4. Language proficiency
5. Social and emotional maturity: Ability to communicate, social adaptability, emotional difficulties, motivation to learn, interest in school
6. Attendance history
7. Ages and grade placements of siblings, family transiency, family situation
8. Previous retention
9. Student's and parent/guardians' attitude toward school and toward retention
10. Special or unique circumstances

Continuation in Kindergarten: Students can be retained in grade K based on current law. 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 based on student progress on the Individualized Learning Plan. (Ed Code 48011). Whenever a student continues in kindergarten for an additional year, the School Staff 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. (Ed Code 46300)

Grades 9-12 Retention: The state does not require school districts to have student retention criteria beyond the last year of middle school to the first year of high school. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

Grades 1-8 Retention: If a student is identified as performing below the minimum standard for promotion based on their progress on the Individualized Learning Plan, the student may be retained in their current grade level pending all criteria met and with final approval through the Retention Procedure and Timeline (see below). Both the parent and teacher must explain in writing through the school-provided survey if retention is recommended for the student. This explanation shall specify the reasons that retention is appropriate for the student and shall include recommendations for interventions necessary to assist the student in attaining acceptable levels of academic achievement. If the teacher and parent are not in agreement with the recommendation of retention, please see below for the appeal process. The burden of proof for the appeal rests with the appealing party. (Ed Code 48070.5)

Grades 1-8 Retention Procedure and Timeline: Parents/HSTs will request student retention by submitting the school-provided survey and by following the steps and timeline outlined below.

Steps for Consideration of Retention	Timeline
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<p>1. Parent and Teacher: School provided remediation steps occur, including, but not limited to:</p> <ul style="list-style-type: none"> **SST meeting **Academic screenings **Multi-tiered Systems of Supports, includes Tier 1, Tier 2, and Tier 3 intervention **Curriculum Review - Parent Teacher conference to review current curriculum, how it is being implemented, and to provide any suggested changes that may benefit the student. 	<p>Teacher – Before recommending a student for retention.</p> <p>**Students will not be considered for retention unless the remediation steps listed in step 1 have occurred.**</p>
<p>2. Teacher or parent recommends retention consideration for the student and explains in writing through the school-provided survey why retention is being recommended for the student.</p>	<p>Teacher/Parent - By April 1 of the current school year</p>
<p>3. Teacher and Parent complete the Student Retention Scale Survey together. (One survey submission.)</p>	<p>Teacher & Parent - By April 30 of the current school year</p>
<p>4. Academic Team meets to review factors considered regarding grade placement of student for the next school year. Factors to be considered:</p> <ul style="list-style-type: none"> ● Analysis of Remediation Data (Review of results from SST Plans, Interventions, etc.) ● Student’s Retention Scale Score 	<p>Teacher/Academic Team-May of the current school year</p>

5. School Administrator makes decision and informs parent or guardian.

School Administrator
Before the school year
has ended.

4. Appeals and Parent Rights

4. Parents have the right to appeal a decision made by the School Administrator. If a parent wishes to appeal, complete the following steps:
- Appeal to School Administrator and Academic Team Advisor in writing.
 - School Administrator or Academic Team Advisor responds to written appeal within two (2) weeks.
 - Academic Team meets to discuss the Retention Appeal. The Academic Team reports findings to the Academic Team Advisor (ATA). The ATA documents the findings and shares with the School Administrator.
 - If not resolved, parents may appeal to the School Board at the next regularly scheduled board meeting where the Academic Team Advisor will attend the Closed Session with the findings from the Academic Team's review.
 - The School Board will meet in a closed session and the GB (Governing Board) President or designee will send the parent or guardian a response to the appeal, in writing, within a week of the meeting.

5. IDEA/504 Students

5. Students who participate in special education/504 plans have their education program and decision-making process affected by state and federal regulations; therefore, decision-making in the area of grade promotion/retention is first governed by state and federal requirements.

6. Charter School Rights

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

6. The policy adopted pursuant to this section shall be adopted at a public meeting of the Governing Board of The Charter School. Nothing in this section shall be construed to prohibit the retention, promotion, or acceleration of a pupil not included in grade levels identified in this policy, or for reasons other than those specified for pupils at risk for retention if such retention is determined to be appropriate for that pupil. Nothing in this section shall be construed to prohibit the Governing Board from adopting promotion, acceleration, and retention policies that exceed the criteria established in the California Ed. Code 48070.5, Promotion or Retention of Pupils.

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.