

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving
Special Education
Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

**Standards for
Mastery**

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades 1–5

In grades 1–5, promotion to the next grade level shall be based on a standards-based reporting system, which covers grade-level standards (essential knowledge and skills) for all subject areas. A student shall “meet standard” or above in three of the following areas: language arts, mathematics, science, and social studies.

Grades 6–8

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Promotion /
Retention Decisions
for Grades ~~1, 2, 3,~~
~~4, 6, and 7~~ 1-8

The District recognizes that promotion or retention is a decision based on an individual student's needs. To determine the student's needs, the District shall consider, but not be limited to, the following:

1. Mastery of grade-level essential knowledge and skills;
2. Previous retentions;

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

3. Chronological age;
4. Maturational development;
5. Attendance record;
6. Experiential background;
7. Estimation of the student's ability and achievement; and
8. The student's motivation and attitude.

The principal shall confer with the classroom teacher when decisions on promotion or retention differ. The final decision for retention shall be determined by the campus principal.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]