

Larchmont Schools
Board of Directors
Policy regarding the Acceleration/Retention of Students

Acceleration/Retention

Larchmont Charter School (“the School”) expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

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

When a student’s academic mastery vastly exceeds grade-level standards, measured by consistent performance over a period of on all of the standardized and in-house assessment tools, the Head of School or designee may recommend a student for acceleration into a higher section of the particular course (e.g. 6th grade Language Arts instead of 5th grade Language Arts). The student’s social and emotional growth shall be taken into consideration in making a determination to accelerate a student. With parental consent, the Executive Director shall approve recommendations for acceleration.

When a student’s academic mastery is more than one grade-level below standards in both ELA and Math for students in grades K-5, or, for students in grades 6 and up, a grade of D or F across a year, in addition to a score of below basic or far below basic on the California Standards Test, the Head of School or designee may recommend a student for retention into a content course section more appropriate for the student’s level (e.g. 5th grade Language Arts instead of 6th grade Language Arts).

As early as possible in the school year and in students’ tenure at the School, the Head of School or designee shall identify students who should be retained for an entire grade level and who are at risk of being retained in accordance with law and Board policy. The Executive Director shall approve recommendations for retention.

The following indicators shall be used when making retention decisions: the student’s grades, overall classroom progress and performance, and other indicators of academic achievement such as national, state, and Larchmont Charter School placement assessments, and portfolios of student work. Additional factors to be considered shall be academic, physical, social, and emotional readiness for the next grade.

Decisions about retention of Special Education students will be based on the criteria of the student’s IEP and their performance level.

Students will not be retained more than one (1) time during their Larchmont Charter tenure.

When a student is recommended for retention or is identified as being at risk for retention, the Head of School or designee shall ensure opportunities for

instructional support to assist the student in progressing toward grade level expectations. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer and school programs.

Identification of Students

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom/homeroom teacher, grade level teaching team, or student support team (SST) determines that retention is not the appropriate intervention for the student's academic deficiencies. Students will not be retained two consecutive years.

Parent Notification

When a student is identified as being at risk of retention, the Executive Director or designee shall notify the student's parent(s)/guardian(s) at the earliest time possible.

The Executive Director/designee shall also provide a copy of the region's retention policy to the parent(s)/guardian(s) who have been notified that his/her child is at risk of retention.

Appeals Process

The Executive Director's decision to promote or retain a student may be appealed consistent with Board policy.

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

The Executive Director or designee's determination may be appealed by submitting a written appeal to the Board of Directors, 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 on the appeal may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board. The decision of the Board of Directors shall be final.

If the decision of the Board of Directors is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections, which shall become part of the student's record.