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# Considerations for Revision to Promotion/ Retention Policy

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The logo for Long Beach Unified School District is centered on the page. It consists of a blue rectangular border containing the text "LONG BEACH" in a large, blue, sans-serif font, with "UNIFIED SCHOOL DISTRICT" in a smaller, blue, sans-serif font directly below it. At the bottom of the border, the phrase "Excellence & Equity" is written in a blue, cursive script font. Two horizontal blue lines extend from the left and right sides of the logo box towards the edges of the page.

LONG BEACH  
UNIFIED SCHOOL DISTRICT

*Excellence & Equity*

# History of Board Policy 5123

- First adopted in February 1998
- Revisions throughout early 2000s to add grade levels, math proficiency and specificity to expected reading and math levels
- Use of District Reading Benchmarks as sole measure of reading proficiency sunset in 2019
- Process to consider revisions to BP 5123 began in the 2019-2020 school year

#### Promotion/Acceleration/Retention

The Governing 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.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the following criteria. Students shall be identified on the basis of district assessment as follows:

##### Retention at Grade 1

First grade students who do not demonstrate proficiency at mid-year, first grade, in reading and who do not demonstrate proficiency in addition and subtraction math facts with sums up to 10 by the end of grade 1 will be recommended for retention.

##### Retention at Grade 2

Second grade students who do not demonstrate proficiency at end of first grade in reading and who do not pass addition and subtraction math facts at the proficient level by the end of grade 2, will be recommended for retention.

##### Retention at Grade 3

Third grade students who do not demonstrate proficiency at end of second grade in reading and who do not demonstrate proficiency in addition and subtraction math facts and partial proficiency in multiplication and division math facts by the end of grade 3, will be recommended for retention.

##### Retention at Grade 4

Fourth grade students who do not demonstrate proficiency at the end of third grade reading and who do not pass math facts at the proficient level in all four operations by the end of grade 4, will be recommended for retention.

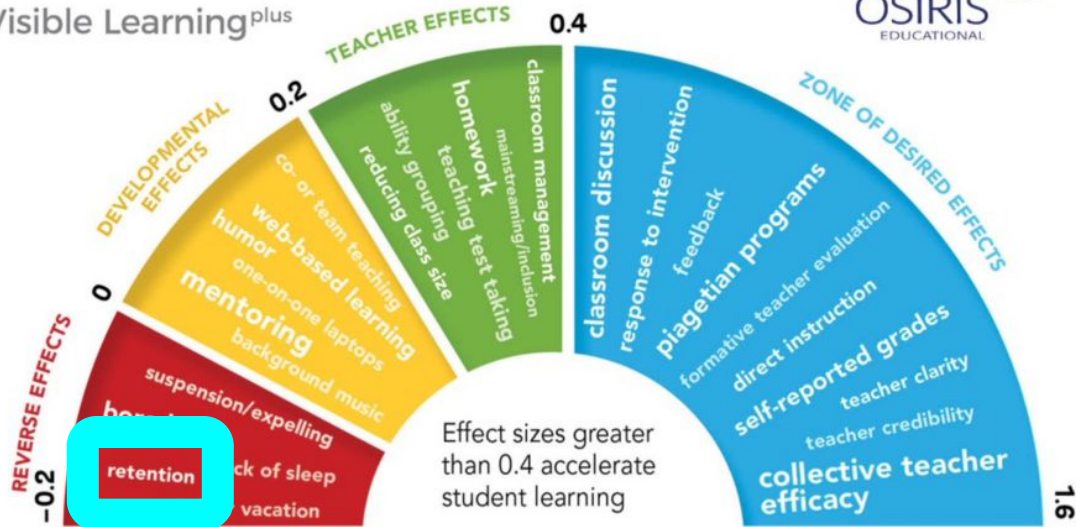
##### Retention at Grade 5

Fifth grade students who do not demonstrate proficiency at the end of fourth grade in reading and who do not pass math facts at the proficient level in all four operations by the end of grade 5, will be recommended for retention.

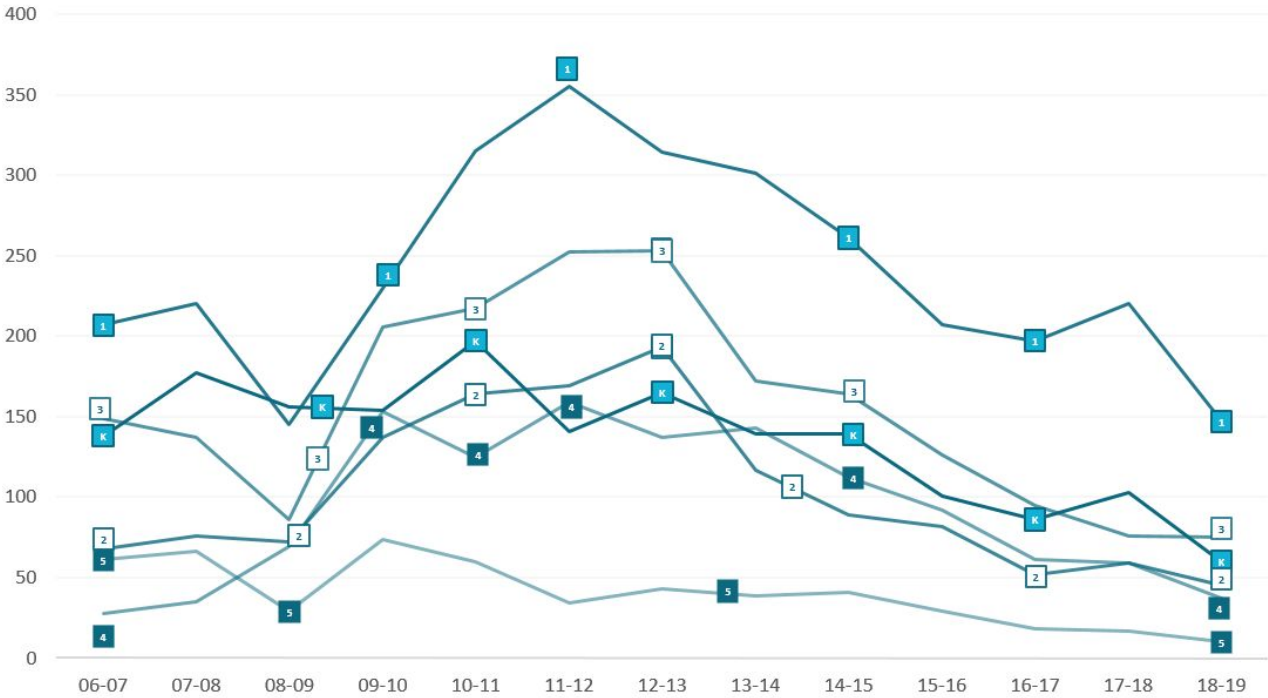
When any student in grades 2-9 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code 37252.2 and Board policy.

CORWIN

Visible Learning<sup>plus</sup>



# LBUSD Retentions by Grade and Year, 2007-2019



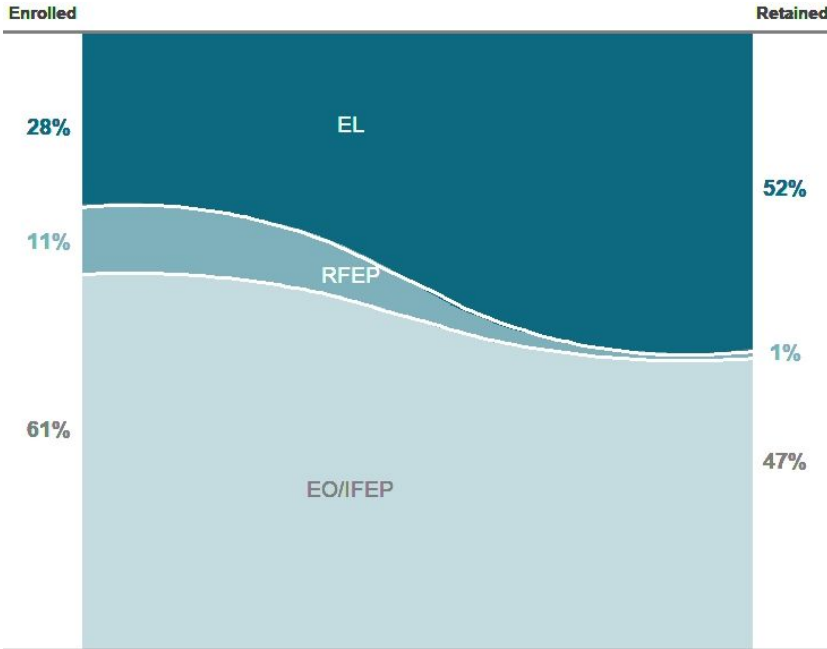
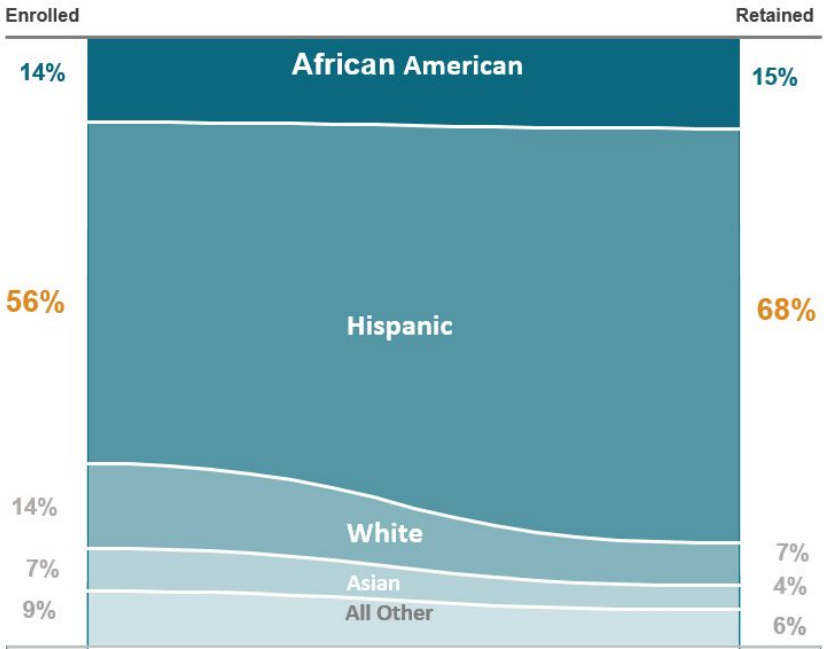
Total  
Students  
Retained

**9,937**

# High School Outcomes for Retained Students, 2007-2019



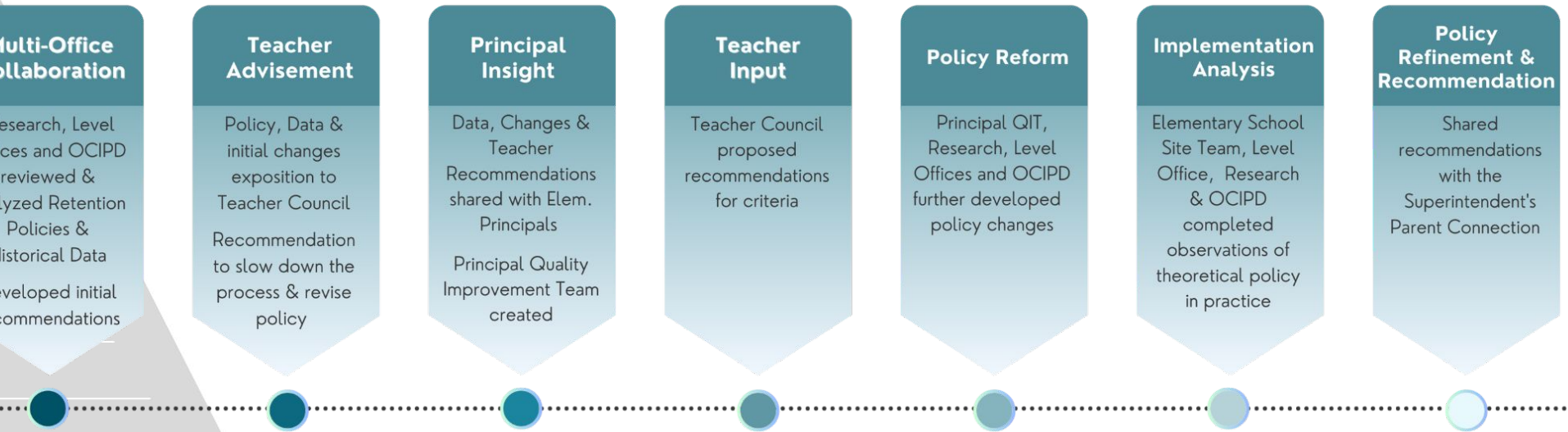
# Retention by Ethnicity and English Proficiency, 2007-2019



## Education Code 48070.5

- The Governing Board shall approve a policy as follows:
  - Between 2nd & 3rd grades, and 3rd & 4th grades, primarily on the basis of proficiency in reading
  - Between 4th & 5th grades, and 5th & 6th grades, primarily on the basis of proficiency in reading, English language arts and mathematics
  - Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency

# Process to Consider Revisions to Policy





# Recommendations from Focus Groups

- Criteria to include multiple measures to include historical and diagnostic data; there will be no need to change criteria if assessments change
- From one Reading Benchmark assessment to multiple measures of student achievement, including iReady, Foundational Reading Skills Assessment and other district measures
- Follow Education Code and retain only in grades 2-5, not grade 1

# Recommendations: Increased Data Collection and Monitoring

- Implement better systems to ensure students have received high quality instruction, intervention and daily English Language Development
  - Verification of ongoing Designated and Integrated English Language Development for all Multilingual Learners
  - Ensuring any recommended retainee has received comprehensive district interventions

# Recommended Revised Board Policy on June 7, 2023

- Aligned to Education Code 48070.5 and CSBA recommendations
- Once approved, staff will develop accompanying Administrative Regulations with details for school implementation
  - Supports for Multilingual Learners
  - Requirements for intervention before recommendation
  - Integration of multiple measures of academic performance
  - Process for appealing decisions

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# Questions?

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