

**STUDENTS****Promotion/Acceleration/Retention**

The Board of Trustees expects students to progress systematically through the grade levels, and meet grade level standards of academic achievement established by the district. To accomplish this, instruction should accommodate the variety of ways that children learn and include strategies for addressing academic deficiencies when needed.

**Promotion**

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Interventions and support will be available for students who are not meeting promotion requirements.

(cf. 6011 - Academic Standards)

(cf. 6146.5 - Elementary/Middle School Promotion Requirements)

**Acceleration**

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

**Intervention**

When a student is identified as at risk for retention, the Superintendent or designee shall offer programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.2.

**Retention**

As early as possible in the school year, principals or their designees shall identify students who will be recommended as possible retention candidates in accordance with law, board policy, or administrative regulations.

The standard used in determining whether or not a pupil should be retained or is a retention candidate shall be based on a combination of individual pupil performance, the grade level standards established by the district, age and maturity. The pupil's performance on the State Testing and Reporting (STAR) program may also be considered. The grade level standards shall be at least as rigorous as the minimum level of proficiency recommended by the State Board of Education under Education Code Section 48070.5(b).

Before retaining a student, the principal or designee shall determine that:

1. The student has not made expected progress in reaching academic standards.
2. Remedial help for the student has not sufficiently prepared the student for advancement.
3. Appropriate remediation targeted to the student's needs will be provided in addition to retention.
4. The student's parent/guardian has been notified and given reasons for the retention

5. Developmental factors indicate that the student might benefit from more time in the current grade.

A teacher's written determination that retention is not the appropriate intervention for the pupil's academic deficiencies shall specify the reasons that retention is not appropriate and shall include other recommendations for other interventions necessary to assist the pupil to attain acceptable levels of academic achievement.

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 5149 - At-Risk Students)  
(cf. 6162.5 - Student Assessment)  
(cf. 6179 - Supplemental Instruction)  
(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

Legal Reference:

EDUCATION CODE

37252-37253.5 Supplemental instruction  
46300 Method of computing ADA  
48011 Admission on completing kindergarten; grade placement of pupils coming from other districts  
48070-48070.5 Promotion and retention  
48431.6 Required systematic review of students and grading  
56345 Elements of individualized education plan  
60641-60648 Standardized Testing and Reporting Program  
CODE OF REGULATIONS, TITLE 5  
200-202 Admission and exclusion of students

Management Resources:

CDE MANAGEMENT ADVISORIES  
0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10  
LEGISLATIVE COUNSEL'S OPINION  
Promotion and Retention #21610  
CSBA POLICY ADVISORIES  
0901.99 Social Promotion/Retention Policy Briefing: Considerations for English Language Learners  
1112.98 Student Promotion/Retention Advisory  
WEB SITES  
CSBA: <http://www.csba.org>  
CDE: <http://www.cde.ca.gov>

Policy Adopted: July 8, 1971

|                         |                    |
|-------------------------|--------------------|
| Revised Policy Adopted: | July 28, 1983      |
| Revised Policy Adopted: | January 9, 1986    |
| Revised Policy Adopted: | October 8, 1987    |
| Revised Policy Adopted: | March 10, 1988     |
| Revised Policy Adopted: | January 28, 1992   |
| Revised Policy Adopted: | February 9, 1999   |
| Revised Policy Adopted: | September 13, 2005 |