

**PROMOTION/ACCELERATION/RETENTION**

The Governing Board expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the needs and growth patterns of individual students 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.

*(cf. 6011 - Academic Standards)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*  
*(cf. 6162.52 - High School Exit Examination)*

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. The student must also meet the minimum proficiency requirements set by the Board.

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

As early in the school year and in students' school careers, but at a minimum at the end of grades 2, 3, 4, in the intermediate grades, and at the end of middle school, 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 on the basis of grades and the other indicators of academic achievement. These other indicators may include, but are not limited to, the following: teacher recommendation, mastery of grade-level standards, and developmental factors.

*(cf. 5149 - At-Risk Students)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*

A student performing below the minimum standard for promotion shall be retained, unless the teacher determines that retention is not the appropriate intervention for the student's academic deficiencies.

Special education students shall be identified for retention as part of the Individualized Education Plan process.

*(cf. 6159 - Individualized Education Program)*

English learners shall be identified for retention according to the minimum standard for promotion only after five years in English-based instructional programs or demonstration of English fluency, whichever occurs first.

*(cf. 6174 - Education for English Language Learners)*

**PROMOTION/ACCELERATION/RETENTION (continued)**

When a student is recommended for retention, the Superintendent or designee shall provide programs of direct, systematic, and intensive supplemental instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities for remedial instruction may include, but are not limited to, tutorial programs, after-school programs, summer school programs, or the development and monitoring of a coordinated remediation plan through a student study team. Students who are identified as being at risk of retention may also be offered these remedial opportunities.

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

*Legal Reference:*

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing ADA

48011 Promotion/retention following one year of kindergarten

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

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES

0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10

CDE PUBLICATIONS

Performance Level Tables for the California Standards Tests and the California Alternative Performance Assessment

Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten

LEGISLATIVE COUNSEL'S OPINION

Promotion and Retention #21610

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>