

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.

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. If a high school student is accelerated, then he/she must still complete all course units as outlined in board policy.

Promotion

In order to promote student success, the District recognizes the importance of the following:

1. The adoption of rigorous academic standards, and curriculum and assessments to support them;
2. Practices that can prevent early school failure. The best, most cost-effective intervention is one that prevents students from falling behind in the first place;
3. Timely intervention to children falling behind; and
4. High quality, well-prepared teachers in every classroom.

The Board further recognizes the critical role that parents/guardians have in their children's educational development and achievement. Most research findings conclude that parental involvement in a student's academic development is a critical element for student success. Parents/guardians, as partners with the district for the educational development of their children, are encouraged to commit to the following:

1. Communicating an expectation of learning and academic achievement to their children;
2. Supporting literacy in the home and emphasizing the importance of life-long learning;
3. Reading to primary age children every night and listening to the reading of elementary children every night;
4. Working with children in their areas of academic weakness;
5. Ensuring regular and "on time" school attendance;

6. Providing the environment, support, and supervision necessary for the child to complete homework assignments;
7. Supporting the recommendations of the school staff regarding instructional interventions to increase student achievement; and
8. Attending parent/guardian conferences and communicating with school personnel regarding the welfare of their children.

Retention

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.

Minimum Performance Standards for Promotion and Retention

1. Between Grade 2 and Grade 3 - (Reading only)
2. Between Grade 3 and Grade 4 - (Reading only)
3. Between Grade 4 and Grade 5 - (Reading, English language arts, and mathematics)
4. Between Grade 5 and Grade 6 - (Reading, English language arts, and mathematics)
5. Between Grade 8 and Grade 9 - (Reading, English language arts, and mathematics)

Multiple measures which are aligned to the content of the State academic standards, may include the State-adopted test of student achievement, writing samples, diagnostic and other reading assessments, assessments embedded in the adopted curriculum, student grades, portfolios of student work, and criterion-referenced tests.

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. The student's maturity level shall be taken into consideration in making a determination to retain a student.

A student's final recommendation for/not for retention will be made by a site Student Study Team.

The parent/guardian must be offered the opportunity to meet with the teacher(s)

responsible for making the decision regarding promotion or retention.

Appeal Process

A parent/guardian may appeal the decision of the teacher to promote or retain a student to the superintendent or his/her designee. The parent/guardian must appeal in writing within an established timeline. The burden of proof as to why the teacher's and Student Study Team's (SST) recommendation should be overruled is on the appealing party. The decision of the superintendent or his/her designee is final.

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