

## **Policy 5123: Promotion/Acceleration/Retention**

The Governing Board expects students to progress through each grade level within one school year. **The Governing Board supports differentiated levels of instruction that enable all students to achieve their full academic potential.** Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic **levels strengths and deficiencies** as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Promotion occurs when a student has met the minimum requirements for the grade level.

### **Advanced Learning and Acceleration**

**The Governing Board recognizes that some students may demonstrate academic performance significantly above grade-level standards. When multiple measures of achievement indicate such need, the Superintendent or designee may approve:**

**1. Whole-grade acceleration, or**

**2. Single-subject acceleration to a class or course in a higher grade.**

### **Acceleration**

~~When high academic achievement is evident, based on consistent high state test scores the teacher may recommend a student for acceleration to a higher grade level or course. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.~~

Criteria to meet the demands of acceleration into a higher grade level or course will be outlined in the Administrative Regulation 5123 Promotion/Acceleration/Retention.

### **Retention**

**The Governing Board strongly discourages retention, unless clearly necessary and in the best interests of the students.**

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3

2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:

- Local Assessments
- Teacher Observation
- Multi Tiered System of Supports and Student Study Team documentation

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When any student in grades 2-8 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)