
Student Promotion and Retention Policy 3-302

Scope:

This policy applies to all students in grades TK through 12. The Superintendent or designee is responsible for ensuring consistent implementation of this policy and for developing procedures that guide promotion, retention, and intervention strategies.

Students shall be promoted and retained only in accordance with this policy as set forth in Education Code sections 48070 and 48070.5.

Purpose

The purpose of this Policy is to support each student's academic success. This policy ensures that decisions regarding student promotion and retention are based on clear, fair, and developmentally appropriate standards aligned with California Education Code and local goals for academic achievement.

1. Promotion/Acceleration Criteria

Students shall be promoted to the next grade level when they demonstrate grade-level proficiency in core academic areas, particularly in English language arts and mathematics. Decisions shall be based on:

- Academic performance and assessments
- Report card grades
- Classroom participation and assignments
- Other indicators of student progress
- The results of the California Assessment of Student Performance and Progress (CASPP) and the minimum levels of proficiency recommended by the State Board of Education pursuant to Education Code section 60648.

If, based on these criteria, and considering the students' maturity level, a student has demonstrated high achievement, they may be considered for acceleration to a higher grade level.

Assuming compliance with applicable age requirements, students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the

Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011).

A student who has been lawfully admitted to kindergarten may be placed in the first grade at the discretion of the District, if it determines that the child is ready for first grade work. Such a determination shall be made following consultation with the parent/guardian and student's teacher(s), if any. However, in all cases, promotion is contingent on the following criteria:

- The student is at least five years old
- The student has attended a public kindergarten for a long enough time to enable meaningful evaluation of the student's ability
- The student is in the upper five percent of his age group in terms of general mental ability
- The student's physical and social maturity is consistent with such advanced mental ability
- The parent/guardian has filed a written statement approving promotion to first grade

2. Retention Criteria

A student may be considered for retention if they are performing below minimum academic standards in one or more core subjects and are not likely to benefit from immediate promotion.

3. Grade-Level Considerations

- Teachers shall evaluate students for promotion and retention between each of the following grade levels.
 - Between Grades 2 and 3
 - Between Grades 3 and 4
 - Between Grades 4 and 5
 - Between the end of the intermediate grades and the beginning of middle school grades (typically between Grades 6 and 7, but may vary)
 - Between the end of the middle school grades and the beginning of the high school grades (typically between Grades 8 and 9, but may vary)

4. English Learners and Students with Disabilities

For English learners, retention decisions shall include an analysis of English language development and shall not be based solely on English proficiency. For students with disabilities, decisions shall align with their IEP or 504 Plan and include appropriate team input.

Administrative Regulations

1. Identification of At-Risk Students

- Teachers shall regularly assess student progress using appropriate academic indicators.
 - When identifying at-risk students, at-risk status for students transitioning between Grades 2 and 3, and Grades 3 and 4, based primarily on their proficiency in reading.
 - When identifying at-risk students, at-risk status for students transitioning between Grades 4 and 5, the intermediate and middle school, and between middle school and high school, shall be based primarily on their level of proficiency in reading, English language arts, and mathematics.
- If a student is not meeting grade-level standards, the teacher shall notify the parent/guardian and develop a written intervention plan.
- Parents will be notified that their student is at risk of retention as soon as possible.

2. Academic Interventions

- Before a student is considered for retention, the District shall provide appropriate academic interventions, which may include:
 - Small group instruction
 - After-school or summer programs
 - Additional academic support
 - Targeted instruction using modified curriculum

3. Decision-Making Process and Appeal

- Teachers, administrators, and support staff shall review a student's academic record, assessments, and prior interventions.
- Parent/guardian input shall be solicited and documented.
- If a student performs below the minimum standards for promotion, the student shall be retained unless the teacher determines in writing that retention is not an appropriate intervention to address the student's academic deficiencies. The teachers' written determination shall specify the reasons that retention is not appropriate, as well as recommendations for interventions other than retention that the teacher feels are

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necessary to attain acceptable levels of academic achievement. If promotion is contingent on the student's participation in summer school or interim session remediation program, the student's performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teachers' assessment shall be discussed with the student's parent/guardian prior to final determination.

- If the student's parent/guardian disagrees with the teacher's decision to promote or retain the student, the parent/guardian may appeal to the Superintendent within 10 days of the final decision. In assessing the appeal, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. The Superintendent, or their designee, shall respond to the parent/guardian's appeal as soon as practicable, and such decision shall be final.

4. Documentation

- The District shall maintain written records of all promotion/retention decisions and the academic data used to make those decisions.
- A copy of any parent appeals and determinations shall also be retained.