

Administrative Regulation

Promotion/Acceleration/Retention

A. Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to first grade at the discretion of the superintendent or designee and with the consent of the parent/guardian upon determination of the student's ability to successfully complete first grade work. (EC Section 48011)

Admission shall be subject to the following minimum criteria: (CCR, Title 5, Sec. 200)

- a. The student is at least five years of age.
- b. The student has attended public school kindergarten for a sufficient time as determined by the principal to enable school personnel to evaluate the student's ability.
- c. The student is in the upper five percent of his/her age group in terms of general ability.
- d. The physical development and social maturity of the student are consistent with his/her advanced ability.
- e. The parent/guardian of the student has filed a written statement with the school district approving placement in first grade.
- f. The student's best interest must be the first consideration in special placement. Whenever the principal is satisfied that a change in placement would be beneficial, he/she is authorized to implement such change. The principal will communicate in advance with the parent/guardian with the intent of achieving full cooperation from the home.

B. Continuation in Kindergarten

Students who complete one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional school year. (EC Section 48011)

Whenever a student continues in kindergarten for an additional year, the superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (EC Section 46300 – District Form No. 9800.104)

C. Retention at Other Grade Levels

Students at risk of retention or who should be retained shall be identified at the following grade levels: (EC Section 48070.5)

- a. Between grades 2 and 3
 - b. Between grades 3 and 4
 - c. Between grades 4 and 5
 - d. Between the end of the intermediate grades and the beginning of the middle school grades (grades 6 and 7)
 - e. Between the end of the middle school grades and the beginning of the high school grades (grades 8 and 9)
- Students between grades two and three and grades three and four shall be identified primarily on the basis of their level of achievement in reading. (EC Section 48070.5)
 - Students between grades four and five, grades six and seven, and grades eight and nine shall be identified on the basis of their level of achievement in reading, English language arts, and mathematics. (EC Section 48070.5)
 - Students shall be identified on the basis of multiple indicators of academic achievement.
 - At the K-6 level, the final recommendation for promoting or retaining an at-risk student will be the responsibility of the student's classroom teacher with input from other individuals familiar with the student's level of achievement.
 - At the 7-8 level, the final recommendation for promoting or retaining an at-risk student will be the responsibility of the school principal with input from the student's teachers. Both the English language arts/ELD teacher and math teacher will sign promotion/retention forms.
 - If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement.

- After all capacities to intervene to improve academic achievement have been exhausted, retention should be considered as an intervention at the end of third grade, sixth grade, and eighth grade. However, nothing prohibits the retention of a student not included in the grade levels identified if retention is determined appropriate.
- If the teacher's recommendation to promote is contingent on the student's participation in an intervention program, the student's academic performance shall be reassessed at the end of the intervention program and the decision to retain or promote the student shall be re-evaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion.

D. Special Considerations

English language learners shall not be retained solely on the basis of their English proficiency.

Retention or promotion of special education students will be determined by the IEP team.

Only under special circumstances shall a student be retained more than one time in his/her educational career.

E. Parent Notification

1. When a student is identified as being at risk of retention, the teacher shall notify the student's parents/guardians as early in the school year and as early in the student's school career as practicable. (EC Section 48070.5)
2. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (EC Section 48070.5)
3. A copy of the district's promotion/retention policy and administrative regulations shall be provided to parents/guardians who have been notified that their child is at risk of retention.

F. Appeal Process

A parent/guardian has the right to appeal a teacher's decision to promote or retain a student by filing a written statement with the principal specifying the reason(s) for the appeal within ten (10) school days of the determination to retain or promote. It is the decision of the principal to accept an appeal submitted after the ten (10) day period due to special circumstances.

1. The burden shall be on the appealing party to show why the decision to promote or retain is not in the best interest of the student. (EC Section 48070.5)
2. Within ten (10) school days of receipt of the written appeal, the principal shall contact the parent/guardian and respond in writing to the appeal.
4. If the principal upholds the decision to retain or promote, the parent/guardian may request a second level review of the decision.
5. Within ten (10) school days of the principal's decision, the parent/guardian may submit a written appeal to the superintendent/designee specifying the reasons why the site administrator's decision is not in the best interest of the student.
6. Within ten (10) school days of receipt of the appeal, the superintendent/designee shall take appropriate action on the appeal and provide a written explanation to the parent/guardian.
7. The decision of the superintendent/designee shall be final.
8. The parent/guardian shall have the right to submit a written statement of objection that shall become part of the student's record if the parent/guardian is not in agreement with the final decision.

G. Supplemental Instructional Programs

A student recommended for retention or identified at risk of retention shall be notified of the requirement to participate in a supplemental instructional program to avoid the possibility of retention. The parent/guardian must consent to the student's participation in a supplemental instructional program. (EC Section 37252.5)

1. Such programs shall be offered during the summer, before school, after school, and/or on Saturdays. Such programs shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. (EC Section 37252.5)

2. These programs shall be provided to students in the following priority order (EC Section 37252.5):
 - a. Students recommended for retention or identified at risk of retention pursuant to EC Section 48070.5.
 - b. Students identified as being deficient in mathematics, reading or written expression based on the results of the tests administered under the state testing program.