

# Board Policy

## BP 5123 Students

### Promotion/Acceleration/Retention

\*\*\*Note: Education Code 48070 and 48070.5 mandate Governing Boards to adopt a policy, at a public meeting, regarding the promotion and retention of students at specified grade levels and with specified provisions.\*\*\*

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.

(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)

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.

\*\*\*Note: Education Code 48070.5 mandates that the Board's policy provide for the identification of students who should be retained and who are at risk of being retained at the end of grades 2, 3, 4, the intermediate grades (usually grade 6), and the middle school grades (usually grade 8). It further mandates that the Board's policy provide for students to be identified as early in the school year, and as early in their school careers, as practicable. See the accompanying administrative regulation.\*\*\*

\*\*\*Note: Pursuant to Education Code 48070.5(b), the district's policy must provide for the identification of students who should be retained and who are at risk of being retained on the basis of either of the following: (1) the results of assessments administered pursuant to the Standardized Testing and Reporting (STAR) program and minimum levels of proficiency recommended by the State Board of Education, or (2) the student's grades and other indicators of academic achievement designated by the district. Education Code 48070.5(d) provides that if either of the measures specified in Education Code 48070.5(b) identifies that a student is performing below the minimum standard for promotion, the student shall be retained, unless the teacher determines that retention is not the appropriate intervention for the student's academic deficiencies. See the accompanying administrative regulation. \*\*\*

\*\*\*Note: Option 1 below, as authorized by Education Code 48070.5(b)(2), is for use by districts that choose to identify students based on grades and other indicators of achievement. These "other indicators" of achievement, as designated by the Board, should be specified in the blanks provided (e.g., district assessments, portfolios, attendance). \*\*\*

\*\*\*Note: Option 2, as authorized by Education Code 48070.5(b)(1), is for use by districts that choose to identify students solely on the basis of the results of the STAR assessment and the minimum levels of proficiency recommended by the State Board of Education. Districts selecting this option should be aware that, pursuant to Education Code 60641, STAR test results are to be published on the CDE's web site by August 15 of each year, a date which may be problematic when determining whether or not a student must be retained or placed in a supplemental instructional program.\*\*\*

\*\*\*Note: With regards to special education students, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process; see BP/AR 6159 - Individualized Education Program. \*\*\*

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.

OPTION 1: Students shall be identified on the basis of their grades in Language Arts and Mathematics with a minimum 2.0 GPA for grades 4-8. The following other indicators of academic achievement shall also be used:

Students shall be identified on the basis of the assessment results on the state's Standardized Testing and Reporting Program by achieving at least a basic level of proficiency.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5149 - At-Risk Students)

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

\*\*\*Note: Education Code 48070.5 mandates that the Board's policy indicate the manner in which opportunities for remedial instruction will be provided to students who are recommended for retention or who are identified as being at risk for retention. See BP 6179 - Supplemental Instruction for language fulfilling this mandate. \*\*\*

\*\*\*Note: Education Code 37252.2 requires districts to offer programs of direct, systematic, and intensive supplemental instruction to students in grades 2-9 who have been recommended for retention pursuant to Education Code 48070.5 as well as those who have been retained. The following paragraph should be revised to reflect grade levels offered by the district.\*\*\*

\*\*\*Note: Education Code 37252.8, as amended by AB 1136 (Ch. 402, Statutes of 2005), provides an optional supplemental instructional program for students in grades 2-6 who have been identified as being at risk of retention. The following paragraph may be revised to include students at risk of retention if the district offers supplemental instruction to such students.\*\*\*

When any student in grades 2-8 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.

(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>

**Adopted: July 11, 2007**

**Gravenstein Union School District  
Sebastopol, California**