

### Promotion/Retention/Acceleration

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

The Governing Board expects students to reach high levels of achievement and to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and rate of development of individual students and include strategies for addressing academic deficiencies when needed.

#### Grades 1-8

Students shall progress through the grade levels by demonstrating progress towards meeting standards required for satisfactory performance in the subsequent grade. This includes mastery of standards by achieving a ~~3 or 4~~ 2 or 3 on the standards-based elementary report card or passing grades in middle school English Language Arts and Mathematics courses.

#### Grades 9-12

Progress toward high school graduation shall be based on the student passing the required and elective subjects necessary to earn the annual required number of credits as outlined by current Board policy. The student must also meet proficiency requirements as measured by the High School Exit Exam in the first year specified by state law.

As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who are at risk of being retained and who should be retained in accordance with law, Board policy and administrative regulation.

The indicators of academic achievement shall include but not be limited to:

1. Report card standards or grades where applicable
2. California Standards Test
3. Teacher documented achievement levels in reading, mathematics and written expression
4. Site or district assessments

When a student is identified as being at risk for retention or is recommended for retention, the Superintendent or designee shall provide opportunities for supplemental instruction to assist the student in achieving academic proficiency. Such opportunities may include but are not limited to alternative academic courses and intervention (supplemental instruction).

When exceptional academic achievement is demonstrated, the Superintendent or designee may recommend a student for acceleration into a higher-grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.