PROMOTION/ACCELERATION/RETENTION

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as 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. 6170.1 - Transitional Kindergarten)

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

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

OPTION 1: Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

PROMOTION/ACCELERATION/RETENTION

- results of local assessments
- results of state assessments
- other artifacts of academic performance

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

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)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

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 2-9 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)

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

Legal Reference:
        EDUCATION CODE
        46300 - Method of computing average daily attendance
        48010 - Admittance to first grade
        48011 - Promotion/retention following one year of kindergarten
        48070-48070.5 - Promotion and retention
        56345 - Elements of individualized education program

PROMOTION/ACCELERATION/RETENTION

60640-60649 - California Assessment of Student Performance and Progress
<u>CODE OF REGULATIONS, TITLE 5</u>
200-202 - Admission and exclusion of students

Management Resources:
<u>CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS</u>
FAQs Promotion, Retention, and Grading (students with disabilities)
FAQs Pupil Promotion and Retention
Kindergarten Continuance Form
<u>WEB SITES</u>
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy   **PASADENA UNIFIED SCHOOL DISTRICT**
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