

Promotion/Acceleration/Retention

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)

Progress toward high school graduation shall be based on the student's ability to pass the courses necessary to earn the required number of credits and on his/her ability to pass the statewide 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 when all other options have been exhausted within the present grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student. The student's academic capacity to accelerate into a higher grade may be measured by: grades, California Assessment of Student Performance and Progress (CAASPP) scores, district benchmark assessment scores, and other appropriate measures.

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.

Student Promotion Criteria (Education Code 48705.5)

As early as possible in the school year, teachers shall identify students who are being considered for retention and who are at risk of being retained based on the following criteria:

Grade 2 and 3

Students will be considered for retention by receiving two or more of the following in reading:

1. A grade of "1" in reading on a 4 point rubric scale on the progress report card
2. A percentile rank of 59 or below on the English Language Arts End-of-the-Year Test
3. ~~Below Basic or Far Below Standard Basic~~ **Standard Basic** in English Language Arts on the CAASPP

Grades 4 and 5

Students will be considered for retention by receiving two or more of the following in English language arts and/or Mathematics:

1. A grade of "1" in reading on a 4 point rubric scale on the progress report card
2. A percentile rank of 59 or below on the English language arts and/or Mathematics End-of-the-Year Test
3. ~~Below Basic or Far Below Standard Basic~~ **Standard Basic** in English language arts and/or Mathematics on the CAASPP

Grades 6, 7 and 8

Students will be considered for retention by receiving two or more of the following in English by receiving:

1. A grade of "F" in English (two or more quarters)
2. A score of 1 or below on a 5 point rubric on the writing sample
3. Below **Standard Basic** or ~~Far Below Basic~~ in English Language Arts on the CAASPP

Students will be considered for retention by receiving two or more of the following in Mathematics by receiving:

1. A grade of "F" in Mathematic (two or more quarters)
2. Below **Standard Basic** or ~~Far Below Basic~~ in Mathematics on the CAASPP

(cf. [5121](#) - *Grades/Evaluation of Student Achievement*)

(cf. [5149](#) - *At-Risk Students*)

~~When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies.~~ **When any student in grades 2-9 is retained or recommended for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. The Superintendent or designee also may offer supplemental instruction to a student in grades 2-6 who is identified as being at risk for retention (Education Code 37252.2, 37252.8, 48070.5)** Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or the establishment of a Student Success Team (student study team).

(cf. 6176 – *Weekend/Saturday Classes*)

(cf. 6177 – *Summer Learning Programs*)

(cf. 6179 – Supplemental Instruction)

(cf. ~~6164.5~~ Student Study Teams)

(cf. ~~6177~~ Summer School)

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

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 plan

60640-60649 California Assessment of Student Performance and Progress

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

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Policy SOUTH PASADENA UNIFIED SCHOOL DISTRICT

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