



Santa Ana Unified School District

BOARD POLICY NO: 5123

EFFECTIVE: 07/16/2018

REVIEWED: 06/26/2018

SUBJECT: Promotion/Acceleration/Retention

CATEGORY: Philosophy, Goals, Objectives and Comprehensive Plans

RESPONSIBLE OFFICE(S): Educational Services, K-12 School Performance and Culture, K-12 Teaching and Learning, Elementary Education, Secondary Education

SCOPE:

The Governing Board expects students to progress with their peers through the school system's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

POLICY:

Promotion

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements in basic skills as set by the Board.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

(cf. 6146.5 - Elementary/Intermediate School Graduation Requirements)

(cf. 6170.1 - Transitional Kindergarten)

Acceleration

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.

Retention

Teachers shall identify students who are at risk of retention 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 from Kindergarten onward. (Education Code 48070.5)

Before retaining a student, the principal or designee shall determine that:

1. The student has been 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:



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- a. State assessments
 - b. District approved assessments
 - c. Excessive attendance/enrollment gaps
2. The student has received Tier II intervention related to the targeted area of need, but the student's achievement was not sufficient to be prepared for advancement.
 3. The student will receive appropriate supports targeted to the student's needs and maturity during the retention school year.

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

DESIRED OUTCOME:

Students in kindergarten through 3rd grade shall be identified for retention primarily on the basis of their reading proficiency level. Students in 4th and 5th grade, intermediate school grades and high school grades shall be identified for retention on the basis of reading, English language arts, and mathematics proficiencies. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

With regards to students with disabilities, 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.

IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

District Policies and Procedures:

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.



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The Superintendent or designee shall provide an appropriate academic and/or social emotional learning intervention plan and/or supplemental instruction to assist the student in meeting grade-level expectations:

1. When a student is at risk of retention
2. When a student is recommended for retention
3. As an option to avoid retention.
4. During the student's retention year

(Education Code 37252.2, 37252.8, 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

Parental accord is suggested but not required unless at the kindergarten level (cf. 5121 - Grades/Evaluation of Student Achievement)

Retained students may be given the opportunity to attend a different district school. (cf. 5116.1 – Intra-district Open Enrollment)

Legal Reference:

EDUCATION CODE

37252-37253

46300 Method of computing ADA

48011 Promotion and retention following one year of kindergarten

48070 – 48070.5 Promotion and Retention

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

48010 Admittance to first grade

48431.6 Required systematic review of students and grading

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

CODE OF REGULATIONS

200-202 Admission and exclusion of students



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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>

CBE:<http://www.cde.ca.gov>

ADOPTION AND REVISION HISTORY:

Adopted: (8-78 8-90 4-98 7-00) 7-18 Santa Ana, CA