

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.

(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)
(cf. 6170.1 - Transitional Kindergarten)

Promotion

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. 6146.5 - Elementary/Middle School Graduation Requirements)

Progress toward high school graduation shall be based on the students' ability to pass the courses necessary to earn the required number of credits and other state mandated examinations and guidelines.

(cf. 6146.1 - High School Graduation Requirements)

Acceleration

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

Retention

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.

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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.

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649. Attendance, district assessments, and grades, shall also be considered to determine the retention of a student.

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

(cf. 5149 - At-Risk Students)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

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)

When a student 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)

The parent(s)/guardian(s) shall be notified when a student is at risk of being retained, and when the student is to be retained. Parental accord is suggested but not required in grades

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1 through 12. At the kindergarten level, parental accord is required (EC 48001) for a student to be retained in kindergarten for an additional year. (EC 46300)

The teacher's decision to accelerate, promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

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

LEGISLATIVE COUNSEL'S OPINION

- Promotion and Retention #21610

CSBA POLICY ADVISORIES

- 0901.99 Social Promotion/Retention Policy Briefing: Considerations for English Language Learners
- 1112.98 Student Promotion/Retention Advisory

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

- 0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10
- 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>

Policy

- Adopted: January 20, 1998
- Revised: April 20, 1999
- Revised: July 15, 2003
- Reviewed: November 18, 2014

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

- Policy
- Revised: December 9, 2014