

PROMOTION/ACCELERATION/RETENTION

Acceleration from Kindergarten to First Grade

Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011)

(cf. 5111 - Admission)

A student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for up to 10 weeks to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the district approving the placement in first grade.

Private Kindergarten Completion and First Grade Admission

Students who have completed one year in a private kindergarten shall be admitted to first grade if they will be six years old in accordance with California Education Code. Students who have completed one year of private kindergarten and will not be six years old in accordance with California Education Code may be admitted to first grade by meeting the criteria for kindergarten acceleration described above.

Continuation in Kindergarten

Whenever the Superintendent or designee and the parents/guardians agree that a student shall continue in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300, 48011)

PROMOTION/ACCELERATION/RETENTION (continued)

The Superintendent or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

Promotion/Intervention/Retention

In order to ensure optimal student achievement, the Board has adopted a promotion/intervention model designed to augment the promotion process. Depending on their levels and areas of competency, students not fully meeting grade-level standards may be promoted with either offered or mandatory interventions. While recognizing that retention is a last alternative, retention will be considered as a final grade level intervention when in the best interests of an individual student. The principal is responsible for determining the appropriateness of the request for retention.

This policy is intended to foster a school, home, and student accountability partnership for academic achievement and school progress by defining academic, social, and emotional expectations for grade levels K-8. Progress toward high school graduation shall be based on the students' completion of the required number of credits. In order to receive a high school diploma, students must complete the required number of credits and meet the minimum proficiency requirements established by the Board and the State of California.

Multiple Measures

A variety of assessment measures will be used to continuously monitor and determine each student's grade-level competency. When students fail to make progress toward grade-level standards in any grade, appropriate interventions will be provided. If students do not fully reach grade-level standards through an intervention program, they may be recommended for retention or may be promoted to the next grade with mandatory instructional assistance.

Intervention Focus

Students in each grade will be assessed with a variety of assessment measures, progress notices, and report cards. Those who are identified as not meeting grade-level standards will be provided additional instructional interventions. Interventions may be offered during, before, after school, on Saturdays, and during summer school. If those students who are identified as not meeting grade-level standards do not reach grade level standards through these interventions, they may be retained or they may be promoted with support to the next grade, with the expectation that additional, appropriate educational opportunities will be offered at that level.

The district will maintain specific performance levels for each grade level and each subject area that align with state performance levels. All data will be categorized by performance levels of mandated intervention, recommended intervention, meets standards, and exceeds standards.

PROMOTION/ACCELERATION/RETENTION (continued)

Consideration for promotion with interventions will be focused on specific subject areas including, but not limited to the following measures of academic achievements:

1. California standardized assessments in English/Language Arts and Math
2. MAP (Measures of Academic Progress) testing in reading, language usage, and math trimesterly
3. California English Language assessments annually
4. Progress notices to parents two to three times annually, or when students are at risk of failing a course
5. Credit accrual in high school
6. Grade-level assessments

Special Education Students

If the assessed deficits in academic, social, communication, or motor developments are the result of the student's disability it is the responsibility of the IEP team to determine whether or not the student will be retained. The general education teacher will assist the IEP team in making that determination within the context of district standards. Special education and related services must be aligned with the regular core curriculum and enable students to master the expected competencies to the maximum extent appropriate to their individualized needs. If a student with a disability fails to meet district or IEP developed promotion standards, the IEP team will reconvene to determine the appropriate interventions which may include required attendance in any district intensive instructional program. If the student does not attain or maintain a passing grade, they may be retained or they may be promoted with support to the next grade, with the exception that additional, appropriate educational opportunities will be offered at that level.

English Language Learners (ELL)

English Language Learners (ELL) face the unique challenge of developing proficiency in the English language at the same time they are gaining knowledge in academic content areas, such as mathematics, science, and history/social studies. ELLs will typically acquire conversational English in a relatively short period of time (six to eighteen months), but will require five to seven years to develop cognitive academic language proficiency. The fact that an ELL's academic skills remain below grade-level expectations after a few years is not sufficient cause to believe that he/she is a candidate for retention. Rather, ELL's should be invited to participate in a variety of ongoing interventions to provide additional opportunities to acquire both English language proficiency and academic content knowledge.

PROMOTION/ACCELERATION/RETENTION (continued)**Parental Notification**

The school site team shall advise parents in writing if their student is not meeting grade-level competencies. The site team may include the principal, teacher(s), counselor, psychologist, and/or other support staff. The students' parents/guardians shall be provided an opportunity to consult with the team and shall be involved in planning individual strategies for students whose work indicates that they will not be promoted without mandatory interventions. Parents/guardians may choose to exclude their students from this support; however, students who fail to meet grade level standards may be retained.

Appeal Process

The decision of the site team to retain or promote a student may be appealed. If an appeal is made, the burden shall be on the appealing party to show why the decision of the school site team should be overruled.

Parents may appeal the decision of the site team by following the procedure described below:

1. The appeal must be initiated within ten school days of notification of the determination of retention or promotion.
2. The appealing party shall submit a written request to the site principal to meet and to review records and criteria used by the site team in making this determination.
3. Within ten (10) school days following the meeting with the principal, the appealing party may submit a written request to the Associate Superintendent, LSS, or designee, specifying the reasons why the decision should be overruled.
4. Within ten school days of receiving the request, the Associate Superintendent, or designee, shall determine whether or not to uphold the decision of the site team.
5. The Associate Superintendent, or designee, shall notify the parent/guardian and the principal in writing of his/her decision. The decision of the associate superintendent, or designee, shall be final.

Acceleration of transitional kindergarten and kindergarten shall be in accordance with PUSD policy AR 6170.1. Acceleration is one option when higher academic achievement is evident. A student's social and emotional development shall also be considered prior to placement in a higher grade. Teacher and parent initiated requests for student acceleration shall be referred to the site team for review. The decision of the site team may be appealed using the process outlined above.

PROMOTION/ACCELERATION/RETENTION (continued)

Kindergarten

Students who have completed one year of kindergarten and meet age requirements in accordance with state law shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional school year. The school is required to keep a signed agreement by the parent (PUSD Form A-77) stating the child will be placed in a kindergarten room for not more than one additional year on file. This agreement may not be signed prior to June 1 of the calendar year in which the child will begin the second year in a kindergarten placement. This should not be included in a student's cumulative file.

Students participating in transitional kindergarten will be promoted to kindergarten and may not be retained in the kindergarten year.