

Students

Promotion/Acceleration/Retention

The Board of Education believes that a student should progress with their peer group as they matriculate from grade level to grade level. To accomplish this, instruction should accommodate the varying interests, abilities and growth patterns of individual students and include strategies for providing extra attention or assistance when needed.

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 upon the student's ability to pass required and elective subjects necessary to earn the specified number of credits.

Acceleration is possible when high academic achievement is evident. 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:

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

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: diagnostic assessments, teacher observations, and other multiple educational measures.

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.

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.

**BP 5123(b)**

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

When a 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 District also may offer supplemental instruction to a student in grades 2-6 who is identified as being at risk for retention.

Legal Reference:

EDUCATION CODE

**37252-37254.1 Supplemental instruction**

**41505-41508 Pupil Retention Block Grant**

46300 Method of computing ADA

**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**

60648 Minimum performance levels

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

ORANGE UNIFIED SCHOOL DISTRICT  
Orange, California

Adopted: (7-88 4-94 5-99 6-07) 2-17