



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Standards-Based Promotion, Retention,
and Acceleration Policy

NUMBER: BUL-113901

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POLICY: This bulletin outlines the policies and guidelines for standard-based promotion, retention, and acceleration for Los Angeles Unified students.

MAJOR CHANGES: This bulletin replaces Bulletin No. 601, Standards-Based Promotion Policy (SBP), Parent Notification and Appeal Process, issued December 17, 2003, and Bulletin No. 721, Eighth Grade Standards Based Promotion Policy, Parent Notification, Documentation and Appeal Process, issued December 17, 2003. The content has been updated to reflect changes in organizational structure and policy.

GUIDELINES: The Los Angeles Unified Board of Education expects students to progress through each grade level within one year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies and acceleration opportunities as needed. All teachers are prepared through professional development to acquire in-depth knowledge of content and instructional strategies to meet the needs of all students.

ROUTING

Local District Superintendents
Administrators of Instruction
Community of Schools
Administrators
Administrators of Operations
Directors
Counseling Coordinators
Principals
Assistant Principals
Early Childhood Education
Administrators

I. PROMOTION AND RETENTION OF PUPILS

A. Promotion and retention shall be considered at the following grades:

1. Between kindergarten and first grade.

a. The California Department of Education defines Kindergarten Continuance as having more than one school year in kindergarten.



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California Education Code sections 48011 and 48070-48070.5 provide that after a child has been lawfully admitted to kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's Parent/legal guardian/educational rights holder ("Parent") agree to have the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date. Kindergarten students who have previously attended TK or ETK, are not eligible for retention. A Parent who agrees to have their child continue in kindergarten must sign the Kindergarten Continuance Form. For more information refer to REF-6756.1, *Kindergarten Continuance (Including Kindergarten Retention): Parental Agreement for Pupil to Continue in Kindergarten an Additional Year*, dated February 8, 2021.

2. Between second grade and third grade.
 3. Between third grade and fourth grade.
 4. Between fourth grade and fifth grade.
 5. Between the end of elementary school and the beginning of middle school grades which typically occurs between fifth grade and sixth grade but may vary depending upon the grade configuration of the school.
 6. Between the end of the middle school grades and the beginning of high school which typically occurs between eighth grade and ninth grade.
- B. The District may retain a pupil not included in grade levels noted above, or for reasons other than those specified below if such retention is determined to be appropriate for that pupil and written approval is received by the Parent. A student may be retained at any grade level in grades K-8. The decision to retain a student not included in the grade levels noted above or for reasons other than those stated in this policy must be discussed with and written approval received from the Parent and proper compliance with policy procedures must have been followed, as outlined below.



II. REQUIRED PROCESS FOR PROMOTION, RETENTION, AND ACCELERATION

The teacher and the Student Support and Progress Team (SSPT) must review student progress and implement interventions throughout the school year. The SSPT team, teacher(s) and Parent will meet to consider whether a student is retained, retained with interventions and possible promotion, or promoted with interventions. Refer to BUL-6730.1, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*, dated July 13, 2017, and REF-43782, *Implementing a Multi-Tiered System of Supports Framework*, dated July 1, 2018.

Using the SSPT within an MTSS framework ensures students' needs are addressed. The MTSS framework is systemic, continuous, and predicated on high-quality first instruction, data-based decision making, evidence-based interventions, and assessment practices that are applied across all levels of the system to align resources and supports necessary for each student's academic, behavioral, and social-emotional success.

- A. The SSPT functions as a continuous process that:
 - 1. Evaluates student data
 - 2. Makes recommendations based on student need
 - 3. Ensures high quality intervention support
 - 4. Reviews progress monitoring data
 - 5. Makes data-based decisions regarding educational needs and identification of students who require a more intensive and targeted level of support

- B. The SSPT process consists of the following:
 - 1. Initial request, consultation meeting, referral information
 - 2. Development of intervention plan, goal setting, identifying programs, strategies, resources, interventions, tiers of support and progress monitoring
 - 3. Follow-up meetings
 - 4. SSPT process for "reclassification" meetings
 - 5. Accessing SSPT toolkit



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- C. The SSPT should follow a six-step solution seeking process:
1. Analyze data to develop a thorough analysis of the student's progress
 2. Utilize data to prioritize needs
 3. Establish specific, measurable, achievable, relevant, and timely (SMART) goals
 4. Select evidence-based strategies for each SMART goal
 5. Determine result indicators to ensure that the identified evidence-based strategies are being implemented as designed and are achieving the desired effect on the whole child

For specific information and tools to establish responsive SSPT teams, refer to the MTSS toolkit at <https://lausdaea.net/sspt/>. In addition, use Attachment A, Standards-Based Promotion: End of School Year Promotion/Retention Determination Letter and if applicable, Attachment B, Justification for Promotion Letter for instances where the recommendation for promotion is determined based on other considerations, as authorized by Education Code section 48070.5 (d)(1).

III. DETERMINATION OF TEACHER(S): RETENTION/PROMOTION/ACCELERATION

The teacher's evaluation shall be provided to and discussed with the pupil's Parent and the school principal before any final determination of pupil retention or promotion. For students with disabilities, please see Section VII of this policy for additional requirements prior to any final determination of pupil retention or promotion.

If the pupil does not have a single regular classroom teacher, the teacher of reading instruction for students in grades 2-3 will be responsible for the retention/promotion/acceleration decision. Teacher(s) of reading, English/language arts, and mathematics will be responsible for the retention/promotion/acceleration decision for students in grades 4-8.

A written determination, after review by the SSPT, shall specify whether the student will be retained, promoted, or accelerated, as applicable. If the determination is to not retain, the written determination shall include the reasons that retention is not appropriate for the pupil and shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement (refer to Attachment A and B).

If the teacher(s) recommendation to retain/promote/accelerate is contingent



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upon the pupil's participation in a summer school or interim session program, the pupil's academic performance shall be reassessed at the end of the program, and the decision to retain/promote/accelerate the pupil shall be reevaluated at that time.

IV. IDENTIFICATION OF PUPILS FOR RETENTION

The identification of pupils who should be retained and who are at risk of being retained in their current grade level shall be made on the basis of either of the following:

- A. The results of the assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Section 60648.
- B. The pupil's grades and other indicators of academic achievement designated by the District.

Other indicators of academic achievement may include:

Elementary:

1. Reading

- a. Well-Below Benchmark or Below Benchmark on End of Year (EOY) DIBELS

OR

- b. Standard Not Met or Standard Nearly Met on the Smarter Balanced assessment

OR

- c. Final progress report mark of "1" or "2" on the English Language Arts Composite Score.

2. Mathematics (Grades 4-5/6)

- a. Not Met or Nearly Met on Edulastic Common Formative Assessment 3 (CFA 3)

OR

- b. Standard Not Met or Standard Nearly Met on the Smarter Balanced assessment

OR

- c. Final progress report mark of "1" or "2" on the Mathematics Composite Score.



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Middle School:

1. English Language Arts
 - a. Semester final grade “F” in both semesters of either ENG 6AB, ENG, 7AB, or ENG 8AB
AND
 - b. Performance Level 1 on the Renaissance Star Reading assessment on Middle of Year (MOY) and End of Year (EOY) administrations
OR
 - c. Standard Not Met on the ELA/Literacy Smarter Balanced Assessment

2. Mathematics
 - a. Semester final grade “F” in both semesters of either MATH 6AB, MATH 7AB, or MATH 8AB
AND
 - b. Performance Level 1 on the Renaissance Star Mathematics assessment on the Middle of Year (MOY) and End of Year (EOY) administrations
OR
 - c. Standard Not Met on the Mathematics Smarter Balanced Assessment

Additional Considerations:

Between kindergarten and first grade, second and third grade, and third and fourth grade, identification shall be made primarily on the basis of the pupil’s level of proficiency in reading.

Between fourth and fifth grade, between elementary and middle school, or between middle school and high school, identification shall be made primarily based on the pupil’s level of proficiency in reading, English language arts, and mathematics.

If any of the measures noted above identifies that a pupil is performing below the minimum standard for promotion, the pupil should be considered for retention in the pupil’s current grade level unless the pupil’s regular classroom teacher determines in writing that retention is not the appropriate intervention for the pupil’s academic level.



V. PARENT NOTIFICATION

The school shall notify the Parent when a pupil is identified as being at risk of retention or identified for promotion, as early in the school year as practicable. The Parent shall have the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil. Opportunities for remedial instruction will be provided to pupils who are recommended for retention or who are identified as being at risk for retention.

VI. ENGLISH LEARNERS

As defined by federal and state law, an English Learner is a student whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards, the ability to successfully achieve in the classroom where the language of instruction is English, or the opportunity to participate fully in society. To provide the most effective services to all English Learners, we must value the extensive linguistic and cultural assets they bring from their communities and families to the classroom. All schools are expected to provide a Multi-Tiered System of Support for English Learners who are struggling academically, linguistically, socio-emotionally, and/or behaviorally.

All progress monitoring begins in the classroom with daily use of formative assessments of language and content knowledge, such as student progress forms (SPF). At the school-wide level and for specific student groups (Newcomers, PLTEs, and LTEs) and at-promise English Learner students, the SSPT plays a pivotal role in monitoring the progress of English Learners.

Before considering retention of English Learners, schools must provide intervention and progress monitoring as indicated in REF-070901 *Monitoring English Learners Academic Progress, ETK-12*, Section 5. The intervention plan includes English language support that is appropriate to the students' linguistic and/or academic needs. The SSPT must also monitor the plan's implementation and the effectiveness of the intervention services.

The SSPT monitors the progress of at-promise English Learners and their responses to interventions provided. A follow-up meeting should be held at the conclusion of each intervention interval. If an at-promise English Learner does not show measurable progress following the provided intervention, the SSPT should:



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- A. Revisit the intervention plan for the at-promise English Learners
- B. Modify the intervention provided (i.e., instructional strategy, intervention program, goal, grouping, duration, and frequency)
- C. Adjust the level of tiered support based on student data outcome
- D. Implement a modified intervention plan
- E. Revisit and document on Individual Reclassification Plan (IRP)

The English Learner Progress Profile and Individual Reclassification Plan (IRP) are additional data sources that shall be used to support in comparing the English Learner student's progress in meeting the established progress expectations. For more information refer to REF-070901 *Monitoring English Learners Academic Progress, ETK-12 Attachment A-1*, dated December 21, 2020.

VII. CONSIDERATIONS FOR STUDENTS WITH DISABILITIES (SWDS)

The state of California allows local governing boards to determine promotion standards that apply to all students, including those with disabilities. For SWDs for which retention is a consideration, the following applies: all SWDs shall have the same notification; documentation; intervention; and communication to families and students of the possibility of retention as outlined above for students without disabilities. This includes warning notices.

When a student eligible for special education is not progressing at the expected rate academically, and prior to determination for retention or promotion, an Individualized Education Program (IEP) team meeting must be held to consider the following:

- A. Is the current IEP for the student's academic, linguistic, social, emotional, behavioral needs appropriate?
- B. Is the manner of assessment appropriate, including accommodations and modifications identified in the IEP?
- C. Were all the services required by the District provided?
- D. Were the linguistic needs of English Learners appropriately identified?
- E. Was the assessment conducted consistent with the IEP?
- F. Was the student's promotion standard appropriate and clarified in the IEP?

Goals, accommodations, and/or modifications, should be refined as needed to provide appropriate support. Additionally, intervention to address the areas of need in preparation for the next grade should be considered.



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For SWDs eligible for a Section 504 plan, consideration should be given to whether the student's disability adversely impacts the student's potential for learning or rate of learning and whether accommodations or updates to accommodations can minimize the impact. If accommodations are not sufficient, other supportive measures and referrals may be warranted.

Students eligible for a Section 504 plan are on the core curriculum and are expected to meet grade-level standards. Through the Section 504 process, the individual needs of the student are described, and appropriate accommodations are determined. If a student with a Section 504 plan is not progressing toward grade level standards, then a Section 504 plan meeting may be convened, as warranted, before a determination of retention is made. The Section 504 team should consider the following:

- A. Does the current Section 504 plan appropriately address the student's academic, linguistic, social, emotional, health and behavioral needs?
- B. Are accommodations warranted or implemented with fidelity for the standardized and performance assessments that measure the student's progress?
- C. Are all the necessary accommodations identified in the Section 504 plan or are updates warranted?
- D. Were the accommodations administered in accordance with the Section 504 plan?
- E. Were communication systems and subsequent actions regarding the possibility of retention documented and in alignment with the school's systems for students without disabilities?

Depending on the answer to these questions, then the Section 504 team may carefully consider, discuss, and document any additional updates to the Section 504 plan that align with the student's current needs.

For at-promise English Learners with disabilities, the EL Designee and/or designated faculty member shall join the Individualized Education Program (IEP) team to review the IEP EL goals, as well as the IRP's, and determine the type of support needed for each individual English Learner. Schools should provide intervention and progress monitoring as indicated in REF-070901 *Monitoring English Learners Academic Progress, ETK-12*, Section 4, dated June 28, 2019.



VIII. ACCELERATION OF PUPILS

Students shall progress through the grade levels by demonstrating growth in learning as determined by multiple assessments of student performance. For elementary and middle school students, please see section II for the review process. Following that review, when high academic achievement is evident, the principal may recommend a student for acceleration into a higher grade level. The student's academic, social, physical, and emotional readiness, Parent input, as well as potential harm to the student's social-emotional well-being by inappropriate acceleration shall be taken into consideration in making a determination to accelerate a student.

A. Considerations for Elementary:

In rare instances, TK and Kindergarten age-eligible students may accelerate to first grade provided that the criteria are met as outlined in REF-5777.6, *Transitional Kindergarten Implementation*, dated April 29, 2021.

B. Considerations for Middle School:

It is recommended that if a student's academic achievements warrant acceleration, placement in honors grade-level courses with a high level of depth and complexity be considered.

In mathematics, skipping grades is not advised due to the progressive nature of the California Mathematics Standards (see MEM-6812.3 *Middle School Mathematics Placement and Pathways*). Schools are encouraged to take advantage of math acceleration options to provide differentiated instruction to meet the needs of high achieving students.

In rare instances, if a Parent requests grade promotion, an SSPT should be convened to review student qualitative and quantitative data that includes the following:

- Grades in all core classes: it is recommended that student has consistently earned a grade "A" in all core courses
- Renaissance Star Reading and Star Mathematics assessments: Performance Level 4 in each assessment in MOY and EOY administrations
- Smarter Balanced Assessment: Standards Exceeds
- Social-Emotional measurements
- Teacher observations/recommendations



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If a Parent is requesting their middle school student to be promoted to high school, the above recommendations should be reviewed by the middle school and selected high school SSPT teams to determine the best placement for the student. For additional information regarding placement in high school mathematics courses, see REF-069702.1 *High School Mathematics Placement and Pathway*.

IX. DOCUMENTATION

All schools must document all decisions related to retention, promotion, and acceleration following the SSPT guidelines. Additionally, any attachments used should be maintained in the student's cumulative folder. Documentation for students who are retained or promoted should be entered into MiSiS. Refer to <https://achieve.lausd.net/Page/6215> for more information or contact the Local District Counseling Coordinator. This information should not be included in the Contact Log.

X. APPEALS OF PROMOTION/RETENTION OF PUPIL

The decision of the teacher to retain or promote a pupil may be appealed. If an appeal is made, the burden shall be on the appealing party to show why the decision of the teacher should be overruled (Attachment C, Parent/Guardian/Educational Rights Holder Request for Standards-Based Promotion School Site Level Appeal Meeting). The Parent may include pertinent supporting information. Appeals regarding students with disabilities shall follow the same process described in this policy and shall take place after the conclusion of the IEP meeting or Section 504 plan consideration described in Section VII, and after the teacher's final determination of pupil retention or promotion. The IEP team or Section 504 team recommendations, as applicable, will be considered in the final decision to retain or promote.

Until an appeal decision is reached, the child shall remain in the District-assigned placement, unless otherwise noted. Procedures for appeal meetings are:

A. At the school level:

1. Within three school days of receiving the request for appeal (Attachment C), the Standards-Based Promotion (SBP) Appeal Team, consisting of the principal/designee and a teacher, shall contact the Parent(s)/guardian(s)/educational rights holder(s) ("Parent") with a date, time, and location for the site-level appeal meeting. Ensure documents are placed in the student's red folder.



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2. Within seven school days of receiving the request, the SBP Appeal Team shall meet with the Parent and attempt to resolve the matter.
 3. Within three school days of the appeal meeting, the SBP site-level appeal team shall render a decision.
 4. Within five school days of the site-level appeal meeting, the principal shall notify the Parent in writing of the appeal decision (Attachment D, Notification of Standards-Based Promotion School Site Level Appeal Decision). If the matter is not resolved through the site-level appeal meeting, Parent may request either a Local District meeting for general education students (Attachment E, Parent/Guardian/Educational Rights Holder Request for Standards-Based Promotion Local District Level Appeal Meeting) or may follow special education procedures for students in special education (see Section VII).
- B. At the Local District Level:
1. Parent(s) may request a Local District-level meeting by completing Attachment E and may submit additional pertinent information. Within three school days of receiving the request for a Local District appeal meeting, schools will forward the request form and pertinent information to the designee at the Local District office.
 2. Within five school days of receiving the request form, the Local District designee will contact Parent with the date, time, and location for the appeal meeting.
 3. Within five school days of the Local District level appeal meeting, the Local District administrator or designee shall notify the Parent in writing of the appeal decision (Attachment F, Notification of Standards-Based Promotion Local District Level Appeal Decision) and forward a copy to the school site. The Local District decision is final.
 4. Immediately upon receipt of the Local District's appeal decision, the principal or designee shall make any necessary changes in the student's current educational program and update all student records.
 5. Students with disabilities, with an existing Individualized Education Program (IEP), shall remain in student's current placement until the IEP team reaches a decision or a decision is reached through special education due process procedures.

AUTHORITY:

Education Code sections 35160, 37252-37254.1, 41505-41508, 46300, 48011, 48070-48070.5, 48431.6, 56345, 60641-60648, 60850-60856, 5 CCR section 200-202.



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RELATED RESOURCES:

- BUL-4692.8, *Section 504 of the Rehabilitation Act of 1973*, dated February 8, 2021
- REF-6756.1, *Kindergarten Continuance (Including Kindergarten Retention) Parental Agreement for Pupil to Continue in Kindergarten for an Additional Year*, dated February 8, 2021
- BUL- 2332.7, *Elementary School Progress Report Marking Practices and Procedures*, dated August 3, 2018
- BUL- 5708.2, *Transitional Kindergarten, Kindergarten, and First Entrance Age Requirements, Verification of Birth and Placement Forms*, dated August 7, 2018
- BUL-1353.1, *Marking Practices and Procedures in Secondary Schools*, dated December 23, 2005
- MEM-6866.3, *Placement, Scheduling and Staffing for English Learners in Middle School*, for 2020-2021, dated October 13, 2020
- BUL-6730.1, *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*, dated July 30, 2017
- REF-43782, *Implementing a Multi-Tiered System of Supports Framework*, dated July 1, 2018
- REF-070901, *Monitoring English Learners Academic Progress, ETK-12*, dated December 21, 2020
- BUL-3448.3, *Master Plan Documentation for English Learners, ETK-12*, dated February 11, 2019
- BUL-4140.2, *Review and Consideration of Request for Special Education Evaluation*, dated August 8, 2019
- Resources on Retention from California Department of Education:
 - o Jimerson, Shane, Sarah M. Woehr, and Amber M. Kaufman. 2007. *Grade Retention and Promotion: Information for Parents* (PDF). Bethesda, Maryland: National Association for School Psychologists (accessed April 28, 2016). Grade retention is one of the most powerful predictors of high school dropout. In adolescence, retained students are more likely to experience problems such as poor interactions with peers, disliking school, behavior problems, and lower self-esteem.)
 - o Learning Disabilities Association, 1998. *To Promote or Retain?* Pittsburgh, PA: Learning Disabilities Association (accessed July 6, 2015). The weight of the evidence of literally hundreds of studies shows that retaining children does not produce higher achievement. Rather than



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- flunking students, schools should provide high quality instruction for children who find learning difficult.)
- o Thompson, C. and E. Cunningham. 2000. *Retention and Social Promotion: Research and Implications for Policy* (PDF). ERIC Digest Number 161 (accessed July 6, 2015). (Retaining students, regardless of the grade at which they are retained, increases the likelihood that they will drop out of school. Consistent with the Chicago findings, the advantage for retained students declined each year and disappeared altogether after three years.)
 - o California Department of Education regarding students with disabilities and retention
(link: <https://www.cde.ca.gov/sp/se/sr/promoretntn.asp>).

ASSISTANCE: For further assistance and information, please contact the respective office:

Office	Contact	Position	Phone	E-mail
Advanced Learning Options	Arzie Galvez	Director	213-241-8220	arzie.galvez@lausd.net
Multilingual and Multicultural Education Department	Jose Posada	Administrator	213-241-5582	jmp1322@lausd.net
Elementary Instruction	Carlen Powell	Administrator	213-241-5333	carlen.powell@lausd.net
Secondary Instruction	Brenda Pensamiento	Administrator	213-241-5333	bpensami@lausd.net
Special Education Division	Marco Tolj	Administrator	213-241-5852	marco.tolj@lausd.net
Access, Equity & Acceleration Unit	Elizabeth Pratt	Administrator	213-241-3340	eip3143@lausd.net

Office	Contact	Position	Phone	Email
Academic & Counseling Services	Shelly Alavez	Counseling Coordinator	213-241-6688	sxa3900@lausd.net
Academic & Counseling Services (Options)	Nancy Chavez	Counseling Coordinator	213-241-2540	nchave2@lausd.net
LD Central	Carmela Bravo	Counseling Coordinator	213-241-0126	cbravo@lausd.net
LD East	Eiman Hernandez	Counseling Coordinator	323-224-3100	exh6016@lausd.net
LD Northeast	Janet Lord	Counseling Coordinator	818-252-5400	jlord@lausd.net
LD Northwest	Angelica Streif	Counseling Coordinator	818-654-3600	axs03761@lausd.net
LD South	Barbara Politz	Counseling Coordinator	310-354-3400	blp2505@lausd.net
LD West	Gina Kim	Counseling Coordinator	310-914-2100	gxk1383@lausd.net



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- ATTACHMENTS:** Attachment A: Standards-Based Promotion: End of School Year
Promotion/Retention Determination Letter
Promoción de grado basada en las Normas Académicas:
Carta de determinación de la Promoción/Retención de grado al final
del año escolar (Spanish)
- Attachment B: Justification for Promotion Letter
Carta de Justificación para la Promoción de Grado (Spanish)
- Attachment C: Request for Standards-Based Promotion School Site Level
Appeal Meeting
Carta de Solicitud del Padre/Tutor/Titular de los Derechos
Educativos para una Reunión de Apelación sobre la
Promoción de Grado – a nivel escolar – (Spanish)
- Attachment D: Notification of Standards-Based Promotion School Site Level
Appeal Decision
Notificación sobre la Promoción de Grado basada en
las Normas Académicas Carta de decisión sobre la
apelación – a nivel escolar – (Spanish)
- Attachment E: Request for Standards-Based Promotion Local District Level
Appeal Meeting
Carta de Solicitud del Padre/Tutor/Titular de los
Derechos Educativos para una Reunión de Apelación
sobre la Promoción de Grado – a nivel distrital –
(Spanish)
- Attachment F: Notification of Standards-Based Promotion Local District
Level Appeal Decision
Notificación sobre la Promoción de Grado basada en las
Normas Académicas – Carta de decisión sobre la apelación a
nivel distrital – (Spanish)



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ATTACHMENT A

Standards-Based Promotion:
End-of-School Year Promotion/Retention Determination Letter Template
PLACE COPY IN STUDENT'S RED FOLDER (Intervention/Intersession SSPT Documents)

[Insert School Letterhead]

Date: _____

Dear Parent/Guardian/Educational Rights Holder of:

Student Name Student ID #
Date of Birth Grade School

Re: Promotion/Retention Determination

This letter is to inform you that the following promotion/retention determination has been made:

- Student is promoted for the coming school year.
Student in grades 2-4 does not meet the criteria for promotion, however the teacher recommends promotion, and the Justification for Promotion Form is attached.

Required Interventions: _____

- Student in grades 5-6 does not meet criteria for promotion, however, the teacher recommends promotion, and the Justification for Promotion Form is attached.

Required Interventions: _____

- Student in grade 8 does not meet criteria for promotion, however, the teacher recommends promotion, and the Justification for Promotion Form is attached.

Required Interventions: _____

- Student will be retained.

Parent Signature _____ Date: _____

Teacher Signature _____ Date: _____



Promoción de grado basada en las Normas Académicas:
Carta de determinación de la Promoción/Retención de grado al final del año escolar
COLOCAR COPIA EN LA CARPETA ROJA DEL ESTUDIANTE
(Documentos SSPT de Intervención/año escolar prolongado)

[Insert School Letterhead]

Fecha: _____

Estimado(a) padre/tutor/titular de los derechos educativos de:

Nombre del Estudiante Núm.

de ID estudiantil

Fecha de Nacimiento

Grado

Escuela

Asunto: Determinación de Promoción/Retención de grado

Esta carta tiene el objetivo de informarle que se ha tomado la siguiente decisión sobre la promoción/retención de grado:

- El estudiante será promovido al siguiente grado en el año escolar entrante.
- El estudiante en los grados 2.º a 4.º no cumple con los criterios de promoción de grado, sin embargo, el maestro recomienda la promoción, y adjuntamos el Formulario de Justificación para la Promoción de Grado.

Intervenciones que se requieren: _____

- El estudiante en los grados 5.º a 6.º no cumple con los criterios de promoción de grado, sin embargo, el maestro recomienda la promoción, y adjuntamos el Formulario de Justificación para la Promoción de Grado.

Intervenciones que se requieren: _____

- El estudiante en los grados 5.º a 8.º no cumple con los criterios de promoción de grado, sin embargo, el maestro recomienda la promoción, y adjuntamos el Formulario de Justificación para la Promoción de Grado.

Intervenciones que se requieren: _____

- El estudiante repetirá el grado escolar.

Firma del Padre _____

Fecha: _____

Firma del maestro _____

Fecha: _____



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ATTACHMENT B

Justification for Promotion Letter Template

PLACE COPY IN STUDENT'S RED FOLDER (Intervention/Intersession SSPT Documents)

[Insert School Letterhead]

Date: _____

Dear Parent/Guardian/Educational Rights Holder of:

_____	_____	_____
Student Name		Student ID #
_____	_____	_____
Date of Birth	Grade	School

This letter is to inform you that your child is being promoted, although your child does not meet the standard criteria for promotion. Pursuant to Education Code Section 48070.5(1) (d), this student shall be retained unless the student's regular classroom teacher specifies in writing that retention is not the appropriate intervention, and that the student will be promoted. In accordance with the Education Code, and based on a review of your child's academic record, the student's classroom teacher has determined that retention of the student is not appropriate for the followings reason(s) (please check box(es) and initial):

- Previously retained and referred to other resources.
- ELD progress demonstrated by other factors indicated in Additional Comments section below.
- Affective needs of the student (social/emotional/serious illness/family situation).
- Previous year's final Progress Report indicates continuous growth and progress toward grade level standards.
- Individualized Education Program (IEP) team has recommended promotion.
- Section 504 team has recommended promotion.

Additional Comments: _____

Your child does not meet the criteria for promotion based on the following:

The following interventions are available to assist your child in meeting State Standards:

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

This plan for intervention has been provided and discussed with the student's Parent as verified by the signature below:

Parent Signature: _____ Date: _____



DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
BOLETÍN NORMATIVO

ANEXO B

Carta de Justificación para la Promoción de Grado
COLOCAR COPIA EN LA CARPETA ROJA DEL ESTUDIANTE
 (Documentos SSPT de Intervención/año escolar prolongado)

[Insert School Letterhead]

Fecha: _____

Estimado(a) padre/tutor/titular de los derechos educativos de:

Nombre del Estudiante	Núm. de ID estudiantil
Fecha de nacimiento	Grado
	Escuela

Esta carta tiene el objetivo de informarle que su hijo(a) será promovido al siguiente grado, aunque su hijo(a) no cumple con los criterios basados en las normas para la promoción. En virtud del Código de Educación, sección 48070.5 (1) (d), el/la estudiante tendrá que repetir el grado a menos de que el maestro de la clase regular del estudiante especifique por escrito que la retención de grado no es la intervención apropiada, y que el estudiante será promovido de grado. De acuerdo con el Código de Educación, y con base en un análisis del expediente académico de su hijo(a), el maestro de la clase del estudiante ha determinado que la retención de grado no es apropiada para el estudiante por el siguiente motivo(s) (por favor marque la casilla(s) y ponga sus iniciales):

- Anteriormente repitió grado y se le derivó a otros recursos.
- Mostró progreso en ELD mediante otros factores expuestos en la siguiente sección de Comentarios Adicionales.
- Necesidades afectivas del estudiante (sociales/emocionales/enfermedad grave/situación de la familia).
- El Informe de Progreso del año anterior indica un crecimiento continuo y progreso hacia las normas de su grado escolar.
- El comité del Programa de Educación Individualizado (IEP) recomendó la promoción de grado.
- El equipo de la Sección 504 recomendó la promoción de grado.

Comentarios adicionales: _____

Su hijo(a) no cumple los criterios de promoción con base en lo siguiente: _____

Las siguientes intervenciones están disponibles para ayudarle a su hijo(a) a cumplir con las Normas Estatales: _____

Firma del maestro(a): _____ Fecha: _____

Firma del Director(a) _____ Fecha: _____

Este plan para la intervención se proporcionó y discutió con el padre/madre de familia del estudiante, lo cual se verifica mediante la firma a continuación:

Firma del Padre: _____ Fecha: _____



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

ATTACHMENT C

**Parent/Guardian/Educational Rights Holder Request for Standards-Based
Promotion School Site Level Appeal Meeting Letter Template**

Date: _____

Student Name: _____

Date of Birth: _____ Grade: _____ School: _____

Parent/Guardian/Educational Rights Holder Name: _____

Phone: _____ Email: _____

Home Address: _____

The appeal meeting will be held at the school site with the Standards-Based Promotion Appeal Team. Every effort will be made to resolve the issue at the school site level. Parents of students with disabilities must appeal the promotion determination through Special Education Process Procedures.

I request a Standards-Based Promotion Appeal meeting for the following reason(s):

If the matter is not resolved at the school site level, I understand that I may request a second appeal at the Local District level.

Signature of Parent/Guardian/Educational Rights Holder: _____

Date: _____

I will need a translator in the _____ language.

Please return this form to the principal within ten (10) days.



DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
BOLETÍN NORMATIVO

ANEXO C

**Carta de Solicitud del Padre/Tutor/Titular de los Derechos Educativos para una Reunión
de Apelación sobre la Promoción de Grado – a nivel escolar -**

Fecha: _____

Nombre del estudiante: _____

Fecha de Nacimiento: _____ Grado escolar: _____ Escuela: _____

Nombre del padre/tutor/titular de los derechos educativos: _____

Tel: _____ Correo-E: _____

Domicilio del hogar: _____

La reunión de apelación se llevará a cabo en el plantel escolar con el Equipo de Apelaciones sobre la Promoción de Grado con base en las Normas Académicas. Se realizará todo lo posible para resolver esta cuestión a nivel escolar. Los padres de estudiantes con discapacidades deberán apelar la determinación de promoción de grado mediante los procesos de educación especial.

Solicito una reunión de Apelación sobre la Promoción de Grado por el siguiente motivo(s):

Si no se resuelve este asunto a nivel escolar, comprendo que podré solicitar una segunda apelación a nivel de Distrito Local.

Firma del padre/tutor/titular de los derechos educativos: _____

Fecha: _____

Necesitaré un traductor del siguiente idioma _____.

Favor de entregar este formulario al director dentro del plazo de (10) días.



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

ATTACHMENT D

Notification of Standards-Based Promotion School

Site Level Appeal Decision Letter Template

PLACE COPY IN STUDENT'S RED FOLDER (Intervention/Intersession- SSPT Documents)

[Insert School Letterhead]

Date: _____

Dear Parent/Guardian/Educational Rights Holder of:

_____	_____	_____
Student Name		Student ID #
_____	_____	_____
Date of Birth	Grade	School

After careful review of all the material presented regarding your child's promotion determination, the Standards-Based Promotion Appeal Team has concluded (check one):

- Student is promoted for the coming school year.
- Student is promoted to the _____ grade and placed in one of the following programs:

- Student is retained for the coming school year.

If you have any questions, please contact the school principal. If you do not agree with this decision, you may appeal by completing the *Request for Standards-Based Promotion Appeal Meeting Local District Level Form*, which may be obtained from the school office. Parents of students with disabilities must appeal the promotion determination through the Special Education Process Procedures.

Principal Signature: _____

Date: _____



Notificación sobre la Promoción de Grado basada en las Normas Académicas Carta de decisión sobre la apelación -a nivel escolar - COLOCAR COPIA EN LA CARPETA ROJA DEL ESTUDIANTE (Documentos SSPT de Intervención/año escolar prolongado)

[Insert School Letterhead]

Fecha: _____

Estimado(a) padre/tutor/titular de los derechos educativos de:

_____	_____	_____
Nombre del Estudiante		Núm. de ID estudiantil
_____	_____	_____
Fecha de Nacimiento	Grado	Escuela

Tras analizar minuciosamente todo el material que se presentó sobre la determinación de promoción de grado de su hijo(a), el Equipo de Apelaciones sobre la Promoción de Grado concluyó que (marcar uno):

- El estudiante será promovido al siguiente grado en el año escolar entrante.
- El estudiante será promovido al ____ grado y se le colocará en uno de los siguientes programas:

- El estudiante repetirá el grado escolar en el año escolar entrante.

Si tiene alguna pregunta favor de comunicarse con el director escolar. Si no está de acuerdo con la decisión, puede apelarla llenando la *Solicitud para una Reunión de Apelación sobre la Promoción de Grado basada en las Normas Académicas – a nivel distrital* - la cual se podrá obtener en la oficina de la escuela. Los padres de estudiantes con discapacidades deberán apelar la determinación de promoción de grado mediante los procesos de educación especial.

Firma del Director(a) _____

Fecha: _____



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

ATTACHMENT E

**Parent/Guardian/Educational Rights Holder Request for Standards-Based
Promotion Local District Level Appeal Meeting Letter Template**

Date: _____

Student Name: _____

Date of Birth: _____ Grade: _____ School: _____

Parent/Guardian/Educational Rights Holder Name: _____

Phone: _____ Email: _____

Home Address: _____

I request a Standards-Based Promotion Appeal meeting for the following reason(s):

Signature of Parent/Guardian

Date

I will need a translator the _____ language.

I further understand that the decision at the Local District level is final.

Parents of students with disabilities must appeal the promotion determination through the Special Education Process Procedures. Please return this form to the Principal within ten (10) days. The Local District Superintendent or designee will contact the Parent(s)/guardian(s)/educational rights holder(s) with the date, time, and location for the Standards-Based Promotion Local District Appeal Meeting.



**Carta de Solicitud del Padre/Tutor/Titular de los Derechos Educativos
para una Reunión de Apelación sobre la Promoción de Grado -a nivel distrital-**

Fecha: _____

Nombre del estudiante: _____

Fecha de Nacimiento: _____ Grado escolar: _____ Escuela: _____

Nombre del padre/tutor/titular de los derechos educativos: _____

Tel: _____ Correo-E: _____

Domicilio del hogar: _____

Solicito una reunión de Apelación sobre la Promoción de Grado por el siguiente motivo(s):

Firma del padre/tutor

Fecha

Necesitaré un traductor del siguiente idioma: _____

Además, entiendo que la decisión a nivel de Distrito Local es definitiva.

Los padres de estudiantes con discapacidades deberán apelar la determinación de promoción de grado mediante los procesos de educación especial. Favor de entregar este formulario al Director(a) dentro del plazo de (10) días. El Superintendente del Distrito Local o administrador designado se pondrán en contacto con el padre(s)/tutor(es)/titular(es) de los derechos educativos del estudiante con la fecha, la hora, y el lugar para la Reunión de Apelación en el Distrito Local sobre la Promoción de Grado basada en las Normas Académicas.



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

ATTACHMENT F

Notification of Standards-Based Promotion
Local District Level Appeal Decision Letter Template
School Office: PLACE COPY IN STUDENT'S RED FOLDER
(Intervention/Intersession- SSPT Documents)

[Insert Local District Letterhead]

Date: _____

Dear Parent/Guardian/Educational Rights Holder of: _____

Student Name

Student Name: _____ Student ID: _____

Date of Birth: _____ Grade: _____ School: _____

After careful review of all the material presented regarding your child's promotion determination, the Local District's final decision regarding your Standards-Based Promotion Appeal has concluded:

- Student is promoted for the coming school year.
- Student is promoted to the _____ grade and place in one of the following programs:

- Student is retained for the coming school year.

If you have any questions, please contact the Local District _____ at _____.
A copy of this form has been forwarded to your child's school.

Local District Superintendent/Designee Signature _____

c: School Principal



DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
BOLETÍN NORMATIVO

ANEXO F

Notificación sobre la Promoción de Grado basada en las Normas Académicas
- Carta de decisión sobre la apelación a nivel distrital -

Oficina escolar: COLOCAR COPIA EN LA CARPETA ROJA DEL ESTUDIANTE
(Documentos SSPT de Intervención/año escolar prolongado)

[Insert Local District Letterhead]

Fecha: _____

Estimado(a) padre/tutor/titular de los derechos educativos de: _____
Nombre del estudiante

Nombre del Estudiante: _____ Núm. de ID estudiantil: _____

Fecha de Nacimiento: _____ Grado: _____ Escuela: _____

Tras analizar minuciosamente todo el material que se presentó sobre la determinación de promoción de grado de su hijo(a), la decisión final del Distrito Local referente a su Apelación sobre la Promoción de Grado concluyó que:

- El estudiante será promovido al siguiente grado en el año escolar entrante.
 Se promoverá al estudiante al _____ grado y se le colocará en uno de los siguientes programas:

- El estudiante repetirá el grado escolar en el año escolar entrante.

Si tiene alguna pregunta favor de comunicarse con el personal del Distrito Local _____ al _____.

Se envió una copia de este formulario a la escuela de su hijo.

Superintendente del Distrito Local/Persona Designada _____

c: [Name], Director/a escolar