

BOARD POLICY
Placentia-Yorba Linda Unified School District

Students

5124 - BP

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.

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

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: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the elementary 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 and additional local indicators of academic achievement.

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)

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 5124 - Promotion/Acceleration/Retention.

With regard 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 6171.5- Individualized Education Program.

When any student in grades 2-8 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)

On occasion, students with exceptionally high academic achievement will be recommended for double promotion by their parents or teacher. Students may be accelerated into a higher grade level if it is determined to be appropriate by the school site student study team, consisting of individuals knowledgeable of the child, including the parent, and the principal is in agreement with the team's determination. In such cases, the school team shall take into consideration the student's social and emotional growth as well as academic achievement when making such a determination.

Legal Reference

<u>State</u>	5 CCR 200-202	Admission and exclusion of students
	Ed. Code 37252-37254.1	Supplemental instruction
	Ed. Code 41505-41508	Pupil Retention Block Grant
	Ed. Code 46300	Method of computing average daily attendance
	Ed. Code 48010	Admittance to first-grade
	Ed. Code 48011	Promotion/retention following one year of kindergarten
	Ed. Code 48070-48070.5	Promotion and retention
	Ed. Code 56345	Elements of Individualized Education Plan
	Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress

Management Resources

California Department of Education Publication	FAQs Promotion, Retention, and Grading (students with disabilities)
California Department of Education Publication	FAQs Pupil Promotion and Retention
California Department of Education Publication	Kindergarten Continuance Form
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

<u>Board Policy</u>	4231	Staff Development
	5020	Parent Rights And Responsibilities
	5020	Parent Rights And Responsibilities
	5111	Admission
	5111	Admission
	5121	Grades/Evaluation Of Student Achievement
	5121	Grades/Evaluation Of Student Achievement
	5125	Student Records
	5125	Student Records
	5125.3	Challenging Student Records
	5145.6	Parent/Guardian Notifications
	5145.6-E(1)	Parent/Guardian Notifications
	5147	Dropout Prevention
	6000	Concepts And Roles
	6011	Academic Standards
	6020	Parent Involvement
	6020	Parent Involvement
	6120	Response To Instruction And Intervention
	6146.3	Reciprocity Of Academic Credit
	6146.3	Reciprocity Of Academic Credit
	6146.5	Elementary/Middle School Graduation Requirements

6162.5	Student Assessment
6164.5	Student Success Teams
6164.5	Student Success Teams
6170.1	Transitional Kindergarten
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6179	Supplemental Instruction

Policy adopted:	3/26/79
Policy revised:	5/13/85
Policy revised:	10/28/97
Policy revised:	6/29/99
Policy revised:	10/13/09
Policy revised:	7/22/2025