



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1

Meeting Date: February 5, 2026

Subject: Second Reading of Revised BP 5123 Acceleration, Promotion and Retention

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Academic Office

Recommendation: The Board Policy Committee is seeking approval for BP 5123: Acceleration, Promotion and Retention

Background/Rationale: The Board Policy Committee is seeking feedback on the following board policy related to the district process for retaining or accelerating students beyond their age-assigned grade level. Members of the Board Policy Committee are providing this second read and seeking Board approval in time for the district annual enrollment windows.

Financial Considerations: N/A

LCAP Goal(s): LCAP Goal 2

Documents Attached:

1. Revised BP 5123

Estimated Time of Presentation: 5 minutes

Submitted by: Erin Findley, Interim Chief Academic Officer;
Kari Lofing, Coordinator III GATE & AP Programs

Approved by: Lisa Allen, Superintendent

Policy 5123: Promotion/Acceleration/Retention

Original Adopted Date: 04/20/2001 | Last Reviewed Date: 04/20/2001

~~Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.~~

The Governing Board expects students to progress through each grade level within one school year. Towards 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 by meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the teacher or parent/guardian may recommend a student to be assessed for acceleration into a higher grade level in accordance with procedures and timelines described in AR 5123. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

When students are at risk of being retained to their current grade level, teachers shall make this recommendation as early as possible in the school year and as early in their school career as practicable. Parents/Guardians may also make a recommendation for retention should they believe it appropriate. Such students will be assessed for retention to their current grade level in accordance with procedures and timelines as described in AR 5123. In all cases, retention is the intervention of last resort.

Students may be identified for retention on the basis of failure to meet minimum levels of achievement as indicated by the following:

- Grades
- State Assessments
- District Assessments

Such students shall be identified for possible acceleration or retention in grades ~~KTK~~ 8. Students in TK are not eligible for retention, but may be considered for Acceleration via processes used in grades K-8. 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. .

The responsibility for determining acceleration or retention will be with a team comprised of the student's teacher(s), Parents/Guardians, Curriculum & Instruction staff, along with the school site administrator and the school's counselor, when available, and any other relevant members of the student support team. 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)

The final determination for retention is to be made by the student's regular classroom teacher with advisement from the Student Success Team. 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 any student in grades TK-8 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of intervention instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5) 8 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of intervention instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

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

The Governing Board of the Sacramento City Unified School District is committed to an education program that promotes success for all students, including English learners and special needs students. The guiding principals serve as the foundation for the implementation of the policy.

Guiding Principals-

1. Personal accountability on the part of students, parents/guardians, teachers and other staff.
1. Everyone in the system must follow a common set of guidelines.
1. Good teaching and instructional design help prevent learning difficulties and may be more cost-effective than intervention. The Sacramento City Unified School District will:
 - a. Provide professional development for teachers promoting the knowledge and skills to facilitate good teaching among diverse learners. Good teaching may include content expertise; knowledge of curriculum scope and sequence; implementing research-based teaching strategies and using the data generated from evaluative practices; the ability to adjust instruction to students' needs

and instructional targets; and the capability to help all student groups internalize performance needs and externalize behavioral expectations.

a. Utilize classroom assessments to keep a record of achievement and failure to achieve. Students who are at risk for not attaining the necessary skills pertaining to the grade level standards are to be identified as early as possible. Interventions will be developed and implemented in an environment conducive to learning.

1. Students are responsible for performing curriculum tasks and complying with behavioral norms and academic progress towards Board approved academic standards. Students are to assist their schools and teachers who provide instruction, on-going monitoring and student assessment and interventions when required. Families and teachers are to monitor progress and will intervene when achievement falls below standard criteria.

1. Parents/guardians are vital to the overall success of the academic program. Families have the duty and obligation to support their children. Parents/guardians are expected to take an active role by committing to the following home-school practices; support for on-time/full-time attendance; homework completion; habits which promote the acquisitional states to make learning possible; and the attitudes that link education with future goals and roles. Effective interventions require a partnership between the parents/guardians and the school that clearly communicates and supports the needs of the student.

1. Multiple assessments are used to discern academic progress from grades one to two, three to four, six to seven and eight to nine. Grade level prerequisite content standards establish the mastery guidelines for all adopted curricula. Grades 1, 3, 6 and 8 are key grades for making critical decisions regarding retention.

1. Retention is only chosen when it is in the best interest of the child. A retention decision is accompanied by an intervention plan that promotes learning and supports the student socially and emotionally. Retention is facilitated in such a manner to engender student esteem, engage familial support, and provide teacher adaptations or accommodations to produce new learning experiences.

1. The district's regulations that specifically address promotion criteria and practices are reviewed and revised annually. Site principals will continue to refine the implementation of these regulations. Staff will monitor the effectiveness of the criteria used for retention. Considerations for special education students and English Learners are provided.

PROMOTION AND RETENTION

Standards and Assessment

Students will be promoted from Kindergarten through grade eight by meeting language arts and math content standards and demonstrating sufficient academic growth toward the prerequisite language arts and math content standards for success at the next grade level. Prerequisite standards are measured by grade level assessments. The Board adopted content standards for language arts and math drive all assessment procedures and provide

~~the evaluation rubric for all students. Students achievement is determined on the basis of objective data using multiple assessments.~~

~~The student's progress toward mastery of the grade level prerequisite content standards will be measured by curriculum embedded assessments, standardized scores (STAR) and current grade level achievement and progress. Grade level achievement reflects the necessary mastery of prerequisite standards along with other developmental factors (social, emotional, and physical). The student will be promoted if the established grade level criteria are met or exceeded.~~

~~Monitoring~~

~~Each school has the responsibility to provide frequent reviews of student performance. Progress is indicated when achievement is aligned with the grade level prerequisite language arts and math content standards. Academic feedback and planning for individual student success is the shared responsibility of students, parents/guardians and school site staff. Monitoring and implementing promotion and retention procedures is the site responsibility.~~

~~Parent/guardian Notification~~

~~Parent/guardian notification and involvement in the implementation of prescribed interventions and/or retention decisions are required in accordance with Education Code 48070.5(e). The support and approval of parents/guardians are important to a student's success.~~

~~PROMOTION/RETENTION DECISION MAKING~~

~~Promotion decisions are based upon multiple criteria as established by administrative regulations. Students who do not meet the prerequisite grade level standards for success at the next grade level in language arts and math will be strongly recommended to participate in extended programs, (e.g., after school tutorials, Saturday school and summer school). Students who are academically failing at grade eight will be assigned to an intensive reading and math program designed to rapidly improve academic performance and prepare them for enrollment in the ninth grade in a comprehensive high school.~~

~~Acceleration~~

~~In the Kindergarten through the eighth grade levels, the Superintendent or designee may recommend a student for acceleration (double promotion) into a higher grade level when high academic achievement is evident. The student's social and emotional growth will be taken into consideration in making a recommendation to accelerate a student.~~

~~In the high school grades, the students may accelerate the acquisition of credits through established district procedures~~

~~Retention~~

~~The Promotion and Retention Policy has elements the include the following:-~~

~~1. In the first through the eighth grade levels, retention shall be considered only when it is in the best interest of the student. Prior to a retention decision, good first teaching and needed interventions will be implemented. Students will be strongly recommended to participate in identified interventions. Retention will be considered only after intervention effort have been unsuccessful. Retained students will receive priority consideration for entry into intervention programs.~~

~~2. Each school site will be responsible for implementing needed interventions and keeping records of systematic intervention programs for students not making progress toward mastery of content standards. Prescribed interventions will be designed to address lack of growth toward attainment of prerequisite content standards, with documentation starting at Kindergarten.~~

~~3. Retention recommendations will be made by the Grade Level/Segment Team after careful and systematic review of documentation of interventions over time and consideration of the teacher's written statement, in accordance with Education Code 48070.5(d)(2). Students will be retained unless the student's teacher or Grade Level/Segment Team recommends in writing that retention is not the appropriate intervention for the student's academic and social emotional deficiencies. Principals will consider the teacher's written statement and Grade Level/Segment Team recommendations in making the final decision. Parents/guardians are able to request an administrative review of the final decision.~~

~~KEY DECISION POINTS AND GUIDELINES~~

~~Critical Checkpoints for Making Decisions~~

~~Grade One~~

~~Grade one has been identified as the targeted grade level for promotion decisions. Retention should be considered as early in a student's academic career as possible. Grade one is pivotal to the acquisition of skills for reading and on-going successful achievement. As such, retention criteria have been identified for grade one to ensure that all students have the core knowledge skills for reading success.~~

~~Criteria and Decisions for Grade one~~

~~First grade students, who (1) do not demonstrate mastery of decoding and word recognition skills as identified in prerequisite content standards and measured by the grade level assessments OR (2) are not successful with applied classroom interventions and/or extended learning may be retained.~~

~~Grades Three, Six, and Eight~~

~~Grade three, six, and eight have been identified as targeted checkpoints for making promotion/retention decisions. These grades are viewed as pivotal to the acquisition of skills required for on-going successful achievement. As such, criteria have been defined for each of these grade levels to ensure that all students have the core knowledge and skills necessary for promotion and success at the next grade level. Retention may be considered at any grade level.~~

~~Criteria and Decisions for Grade Three~~

~~Third grade students, who have not been previously retained and who (1) do not demonstrate mastery of the prerequisite language arts content standards as measured by the grade level assessments OR (2) are not successful with classroom interventions and/or extended learning, may be retained.~~

~~Criteria and Decision for Grade Six~~

~~Sixth grade student who (1) do not demonstrate mastery of the prerequisite content standards in reading, language arts, and math, as measured by grade level assessments, OR (2) are not successful with classroom interventions and/or extended learning, will be recommended for Intensive Transitional Summer School and will be placed in Intensive Transitional Reading in the seventh grade.~~

~~Criteria and Decisions for Grade Eight~~

~~There are two situations that require decision making for students moving to the ninth grade.~~

- ~~• Students who do not demonstrate mastery of the prerequisite content standards for reading, language arts, and math, as measured by grade level assessments will be recommended for Intensive Transitional Summer School and will be placed in an intervention program in the ninth grade or ninth grade or may be retained at the eighth grade.~~
- ~~• Students who do demonstrate mastery in reading, language arts and math, but who do not pass end-of-course exams in science or history, will be strongly recommended to attend summer school and pass the failed end-of-course exams at the end of the summer school course. Students who do not pass the end-of-course exams in summer school, may be considered for retention at the eighth grade.~~

~~Promotion and Retention Provisions for Students with Disabilities~~

~~To the extent permitted by law, this policy pertains to all students including disabled students covered by protections offered by Individuals with Disabilities Education Act (IDEA) and/or Section 504 Rehabilitation, 1973. Special education and related services must be aligned with the general core curriculum and enable to student to master the expected competencies to the maximum extent appropriate to their individualized needs. It is important that consideration is given on an individual basis to the possible accommodations and modifications that a student needs to assist in demonstrating academic progress. Consideration, planning, and decision making for special education students will be the responsibility of the Individualized Education Plan (IEP) team, while the Student Study Team (SST) will address students identified under Section 504. If, even with support, the student will be unable to meet the standards due to the nature of severity of the disability, there should be documentation of individualized promotion standards.~~

~~Promotion and Retention Provisions for English Learners~~

~~English Learners will be promoted through grade levels by:~~

- ~~• Meeting English Language Development (ELD) Standards as measured by the state ELD test, and~~

- ~~Meeting prerequisite language arts and math content standards, as measured by the district's grade-level assessments~~

~~It is essential for the success of English Learners in all of the district curriculum that instruction provided be aligned with the student's level of English proficiency and that necessary and required additional and appropriate services be provided to them consistently. Mastery in language arts, including writing, and other core curricular areas will be measured through curriculum-embedded assessments and yearly expected benchmark gains established for the STAR tests.~~

~~English Learners at the Beginning Levels~~

~~English Learners who are initially assessed at the beginning levels of English proficiency (SASI IPT Levels 1-5) will not be considered candidates for retention during the first two years of enrollment in district programs. However, these students will be expected to meet established English language development (ELD) standards approved by the Board of Education.~~

~~English Learners at the Intermediate and Advanced Levels~~

~~English Learners who are assessed to be at the intermediate and advanced levels of English proficiency (SASI IPT Level 6-10) may be considered for retention when it is determined that the students have not met the achievement standards established for English-only students and the ELD Prerequisite Standards appropriate for the proficiency level and grade level.~~

~~English Learners at the Fluent/Non-proficient Level (Students who are above the advanced level and are fluent in English but have not scored above the 40th percentile on the SAT 9)~~

~~English Learners who are assessed to be at the fluent/non-proficient level (SASI IPT Level FN1) may be considered for retention when it is determined that the students have not met the achievement standards for their grade levels.~~

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
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
(students with disabilities)

California Department of Education Publication

California Department of Education Publication
Website

Website

Website

Description

FAQs Promotion, Retention, and Grading

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

CSBA District and County Office of

Education Legal Services

California Department of Education

CSBA

Cross References

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5111

5121

5125

5125.3

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5145.6-E PDF(1)

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6146.3

6146.5

6162.5

6164.5

6170.1

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6173.1

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Description

Staff Development

Parent Rights And Responsibilities

Admission

Grades/Evaluation Of Student Achievement

Student Records

Challenging Student Records

Parent/Guardian Notifications

Parent/Guardian Notifications

Dropout Prevention

Concepts And Roles

Academic Standards

Parent Involvement

Reciprocity Of Academic Credit

Elementary/Middle School Graduation Requirements

Student Assessment

Student Success Teams

Transitional Kindergarten

Gifted And Talented Student Program

Education For Foster Youth

Weekend/Saturday Classes

Summer Learning Programs

Supplemental Instruction

Board Policy Manual
Sacramento City Unified School District
Status:

Policy 5123: Promotion/Acceleration/Retention

Original Adopted Date: 04/20/2001 | Last Reviewed Date: 04/20/2001

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Management Resources	Description
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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

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Description

Staff Development
Parent Rights And Responsibilities
Admission
Grades/Evaluation Of Student Achievement
Student Records
Challenging Student Records
Parent/Guardian Notifications
Parent/Guardian Notifications
Dropout Prevention
Concepts And Roles
Academic Standards
Parent Involvement
Reciprocity Of Academic Credit
Elementary/Middle School Graduation Requirements
Student Assessment
Student Success Teams
Transitional Kindergarten
Gifted And Talented Student Program
Education For Foster Youth
Weekend/Saturday Classes
Summer Learning Programs
Supplemental Instruction