ADMINISTRATIVE REGULATION
Placentia-Yorba Linda Unified School District

Students 5124.1 - AR

PROMOTION/ACCELERATION/RETENTION

A. Purpose and Scope

To establish (1) promotion and retention criteria for grade levels specified by board policy, (2) assessment systems for student achievement that are aligned with the California Content Standards for the purpose of early identification and parent notification, and (3) intervention programs for students at risk of retention and students retained early in their school years.

B. General

1. The principal of each school site shall be responsible for the implementation of this board policy and administrative regulation.

C. Acceleration from Kindergarten to First Grade

1. 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)

2. 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 a long enough time 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.

D. Continuation in Kindergarten

1. 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)

2. 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.

E. Retention at Other Grade Levels

1. 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. (Education Code 48070.5)

2. At-Risk of Retention Process

   a. Before the end of the first trimester (Grades 2-6) or the end of the first quarter (Grades 6-8), students will be screened for being at risk of retention. Criteria for being at risk for retention are outlined below. Achievement Improvement Plans are developed and presented to parents.

   b. Appropriate interventions are implemented and monitored for impact. Intervention frequency and intensity are adjusted in relation to student needs.

   c. If a student is not responsive to intervention, a Student Study Team (SST) will be held by the end of the second trimester (Grades 2-6) or by the end of the third quarter (Grades 6-8).

   d. Achievement Improvement Plans will be reviewed by the end of May, and final determinations will be made for the retention or promotion of students who are at risk of retention.

<table>
<tr><th colspan="3">At Risk of Retention - Complete an Achievement Improvement Plan</th></tr>
<tr><th>Grade 2 to Grade 3</th><th colspan="2">Grade 3 to Grade 4</th></tr>
<tr><td>1. Grade 1 Final Report Card Reading achievement level 1
2. Grade 1 Final Report Card Foundational Skills Achievement Level 1
3. Grade 1 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below</td><td colspan="2">1. Grade 2 Final Report Card Reading achievement level 1
2. Grade 2 Final Report Card Foundational Skills Achievement Level 1
3. Grade 2 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below</td></tr>
<tr><th>Grade 4 to Grade 5</th><th>Elementary School to Middle School</th><th>Middle School to High School</th></tr>
<tr><td>1. Grade 3 Final Report Card Reading achievement grade F
2. Grade 3 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below
3. Grade 3 Reading state assessment results of “Minimal” (new language in</td><td>7. Grade 4 or 5 Final Report Card Reading achievement grade F
8. Grade 4 or 5 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below
9. Grade 4 or 5 Reading state assessment results of “Minimal” (new language in</td><td>14. Grade 7 Final Report Card ELA achievement grade F
15. Grade 7 Reading state assessment results of “Minimal” (new language in CAASPP reporting)
16. Grade 7 District Writing Prompt Score less than 2 (final genre)</td></tr>
</table>

CAASPP reporting) 4. Grade 3 Final Report Card Math achievement grade F 5. Grade 3 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below 6. Grade 3 Math state assessment results of “Minimal” (new language in CAASPP reporting)	CAASPP reporting) 10. Grade 4 or 5 District Writing Prompt Score less than 2 (final genre) 11. Grade 4 or 5 Final Report Card Math achievement grade F 12. Grade 4 or 5 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below 13. Grade 4 or 5 Math state assessment results of “Minimal” (new language in CAASPP reporting)	17. Grade 7 Final Report Card Math achievement grade F 18. Grade 7 Math state assessment results of “Minimal” (new language in CAASPP reporting)

F. Identification of Students to be Retained

1. 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 the following additional indicators of academic achievement:

   - Reading progress as measured on the report card as a 1 (Grade 2) or F (Grades 3-8)
   - Foundational Skills progress as measured on the report card as a 1 (Grade 2)
   - Reading progress as measured by i-Ready as two or more grade levels below (Grades 2-5)
   - Reading progress as measured by state assessment results of “Minimal” (new language in CAASPP reporting) (Grades 3-8)
   - Writing progress as measured by district writing assessments of a score less than 2 (Grades 4-8)
   - Math progress as measured on the report card as an F (Grades 4-8)
   - Math progress as measured by i-Ready as two or more grade levels below (Grades 4-5)
   - Math progress as measured by state assessment results of “Minimal” (new language in CAASPP reporting) (Grades 4-8)

Retention Criteria - Measures to be considered	
Grade 2 to Grade 3	Grade 3 to Grade 4
19. Grade 2 Final Report Card Reading achievement level 1	22. Grade 3 Final Report Card Reading achievement level 1

20. Grade 2 Final Report Card Foundational Skills achievement level 1 21. Grade 2 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below	23. Grade 3 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below 24. Grade 3 Reading preliminary state assessment results of “Minimal” (new language in CAASPP reporting)

Grade 4 to Grade 5	Elementary School to Middle School	Middle School to High School
25. Grade 4 Final Report Card Reading achievement grade F	32. Grade 5 or 6 Final Report Card Reading achievement grade F	39. Grade 8 Final Report Card ELA achievement grade F
26. Grade 4 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below	33. Grade 5 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below	40. Grade 8 Reading preliminary state assessment results of “Minimal” (new language in CAASPP reporting)
27. Grade 4 Reading preliminary state assessment results of “Minimal” (new language in CAASPP reporting)	34. Grade 5 or 6 Reading preliminary state assessment results of “Minimal” (new language in CAASPP reporting)	41. Grade 8 Final Report Card Math achievement grade F
28. Grade 4 District Writing Prompt Score less than 2 (final genre)	35. Grade 5 or 6 District Writing Prompt Score less than 2 (final genre)	42. Grade 8 Math preliminary state assessment results of “Minimal” (new language in CAASPP reporting)
29. Grade 4 Final Report Card Math achievement grade F	36. Grade 5 or 6 Final Report Card Math achievement grade F	43. Grade 8 District Writing Prompt Score less than 2 (final genre)
30. Grade 4 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below	37. Grade 5 i-Ready Diagnostic 2 or 3 performance level of two or more grade levels below	
31. Grade 4 Math preliminary state assessment results of “Minimal” (new language in CAASPP reporting)	38. Grade 5 or 6 Math preliminary state assessment results of “Minimal” (new language in CAASPP reporting)	

2. 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)

3. If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

4. If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be re-evaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

5. Students with Identified Disabilities

    a. Students who have been identified as individuals with exceptional needs who are eligible for special educational instruction and services pursuant to Part 30 of Division 4 of Title 2 of the Education Code and other students with a disability that affects a major life activity shall be promoted or retained based on criteria established by the IEP team.

    b. Students with disabilities who do not exceed the criteria for retention may be recommended for promotion if the student demonstrates progress toward annual goals, including benchmarks or short-term objectives as written in the Individual Education Plan. The IEP team shall review the students' progress toward district standards in reading, language arts, and mathematics to establish individualized criteria for promotion or retention.

6. English Language Learners

    a. In accordance with California Education Code Section 313(El Identification and Assessment), Proposition 58, Title 5 of the California Code of Regulations, the California English Learner Roadmap Policy, and federal requirements under the Every Student Succeeds Act (ESSA) and Title III, the following guidelines apply when determining the promotion or retention of English Learners (ELs):

        i. Equitable Consideration: Decisions regarding the promotion or retention of English Learners must be based on equitable, comprehensive measures. It is inappropriate to retain an EL solely due to limited academic achievement in English if the student has not yet had sufficient time and access to develop English language proficiency.

        ii. Language Development and Support: English Learners who have not yet achieved reasonable fluency in English, as determined by state language proficiency assessments and district language development data, shall be considered at risk for academic challenges and must be provided with linguistically and developmentally appropriate instructional support. Supplemental instruction shall include research-based strategies such as SDAIE (Specially Designed Academic Instruction in English) and instruction provided by CLAD- or BCLAD-certified teachers, in alignment with the district's implementation of the English Learner Roadmap.

        iii. Promotion and Retention Criteria: Retention or promotion of ELs must reflect a holistic view of student progress, including:

1. Growth within standards-aligned instruction provided in English and, where available, the student's primary language;

2. English language development progress, including assessment results (e.g., ELPAC) and classroom-based evidence;

3. Time in U.S. schools and the student's individualized learning trajectory;

4. Reclassification criteria and proximity to meeting benchmarks;

5. Input from the classroom teacher, EL specialist, and support staff in consultation with the student's parents/guardians.

7. When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

8. The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

G. Retention at Parent Request

1. Retention in any grade, by parent request, will be considered on a case-by-case basis through the School Study Team process. During this time, the parent/guardian will provide the rationale for retention. The school site team will have an opportunity to provide the rationale for promotion. The site team will document the process and provide a final determination.

H. Appeal Process

1. Whenever a student's parent/guardian appeals the teacher's decision to promote or retain a student, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. (Education Code 48070.5)

2. To appeal a teacher's decision, the parent or guardian shall submit a written request to the site Principal, specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based. The principal shall provide a written response to the appeal within 10 school days.

3. To appeal a site's decision, the parent/guardian shall submit a written request to the Educational Services gradespan director specifying the reasons that the site's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. Within 14 calendar days, the gradespan director will convene an appeals panel, inclusive of the parent/guardian, site administrators, and one Educational Services administrator. The gradespan director shall provide a written response to the appeal within 10 school days of the appeal panel meeting.

4. To appeal the Educational Services decision, the parent/guardian shall submit a written request to the Superintendent. Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the appeal panel's decision. If the Superintendent or designee determines that the parent/guardian has overwhelmingly proven that the appeal panel's decision should be overruled, he/she shall overrule the teacher's decision in a written response.

5. The Superintendent or designee's determination may be appealed by submitting a written appeal to the Governing Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process, or at the discretion of the Board, the Board may also choose to meet with anyone involved in making the prior decisions to determine the outcome of the appeal. The decision of the Board shall be final and documented with a written response.

6. If the final decision is unfavorable to the parent/guardian, he/she shall have the right to submit a written statement of objections, which shall become part of the student's record.

I. Approved by:

Dr. Olivia Yaung 5/28/2025 Assistant Superintendent, Educational Services	Dr. Allan Mucerino 5/28/2025 Superintendent

Legal Reference:

5 CCR	200-202	Admission and exclusion of students
Education Code	37252-37254.1	Supplemental instruction
	41505-41508	Pupil Retention Block Grant
	46300	Method of computing average daily attendance
	48010	Admittance to first grade
	48011	Promotion/retention following one year of kindergarten
	48070-48070.5	Promotion and retention
	56345	Elements of an individualized education plan
	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)
	FAQs Pupil Promotion and Retention
	Kindergarten Continuance Form
Website	CSBA District and County Office of Education Legal Services
	California Department of Education
	CSBA

Cross Reference:

Board Policy	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

Revised: 07/01/26