

**Promotion/Acceleration/ Retention**

The Board of Education and Superintendent acknowledge that students served in Humboldt County Office of Education-sponsored programs have unique needs and circumstances and that these conditions will have a bearing upon any decision to promote, retain or accelerate.

Decisions regarding the promotion, retention and acceleration of students attending either the Juvenile Court School and/or a county office-operated community school shall be made after a review of the following:

- 1) The student's record of academic achievement prior to enrollment
- 2) The student's length of stay in the program and his/her academic progress during that period of stay as reflected in grades and credits earned and any increase in performance as measured by standardized and criterion-referenced assessments
- 3) Any applicable Individualized Educational Plan (IEP) requirements regarding alternative standards of progress and/or methods of assessment that may be in effect
- 4) Other appropriate criteria such as student portfolios, assignments aligned with Board-adopted proficiency standards, student running records, etc.

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.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels:

1. Second grade and third grade (proficiency in reading);
2. Third grade and fourth grade;
3. Fourth grade and fifth grade;
4. The end of the intermediate grades and the beginning of the middle school grades;
5. The end of the middle school grades and the beginning of high school.

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.

When a student in grades 2-9 is retained or recommended for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. The district also may offer supplemental instruction to a student in grades 2-6 who is identified as being at risk for retention.

The intent of the 1-year graduation rate is to hold DASS (Dashboard Alternative School Status) schools accountable for students who have earned sufficient credits to be appropriately classified as a grade 12 student such that they are expected to graduate with their peers under existing graduation policies.

### Grade Level Assignment

- A. To ensure HCOE-operated schools and programs receive accurate 1-year graduation rates under the stated intent of the DASS program, and to ensure maximum transparency and accountability, students entering programs in grades 9-12 will be classified or reclassified into grade levels according to the table below.

210 Credit Graduation Plan	130 Credit Graduation Plan (AB216/1806/2306 – Foster/Homeless Youth)
• 0-60 credits = 9th grade	• 0-33 credits = 9th grade
• 61-120 credits = 10th grade	• 34-67 credits = 10th grade
• 121-175 credits = 11th grade	• 68-100 credits = 11th grade
• 176+ credits = 12th grade	• 100+ credits = 12th grade

If student records received indicate 7th or 8th grade (or lower) – we will continue this on our records.

If the student has an IEP, the grade level must match the IEP record, which will be notated during IEP meetings if the grade level based on credits does not match the chronological age. The IEP will make all decisions about grade level and program offerings in the best interests of students and consistent with State and Federal Law.

Assignment to 12th Grade:

The following guidelines must be followed prior to assigning a student status as a 12th grader in Court and Community Schools.

- Currently have 176 or more credits for a regular graduation plan
  - Currently have 100 credits or more credits for a modified graduation plan (AB 216/1806/2306)
- B. Early Graduates:  
If an 11th grade student is within the needed credit range of graduating, s/he can be reclassified as a 12th grader. Typically the teacher would be the one to identify that a student is on track to graduate early, and the principal would approve the grade level change at the end of either the first quarter, the first/second semester only. Any other grade level change must be completed at the end of the year to avoid issues with state assessments.
- C. Upon a student's return to district, they are subject to the school and district of residence's policies on grade level assignment and may be reclassified upon re-enrollment in the school of residence. The Board recognizes that this is entirely consistent with the stated intent of holding comprehensive schools and districts accountable to the 4-year graduation rate.
- D. Nothing in Section B is intended to impact the eligibility of Foster Youth eligibility for graduation under the provisions stated above and consistent with California law.
- E. In addition, Special Education students will have their grade level assigned under this policy only to the degree the student is enrolled in a diploma track program and as consistent with IEP team decisions on this matter. The IEP will make all decisions about grade level and program offerings in the best interests of students and consistent with State and Federal law.

For students attending special education programs operated by the county, the Individual Education Plan (IEP) will describe the conditions by which the student will be assessed and identified for promotion/retention.

The Superintendent or designee shall provide opportunities for remedial instruction to any student identified as performing below minimum grade-level expectations to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but not be limited to, tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in

making a determination to accelerate a student.

*Legal Reference:*

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing ADA

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

48431.6 Required systematic review of students and grading

56345 Elements of individualized education plan

60641-60648 Standardized Testing and Reporting Program

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students