

VENTURA COUNTY BOARD OF EDUCATION

BOARD POLICY NO. 5123

ADOPTED: 08/23/99

CLASSIFICATION: Students

REVISED: 08/27/18

SUBJECT: Promotion/Retention

LEGISLATIVE BACKGROUND

Education Code 48070 and 48070.5 mandate that the Governing Board adopt a policy, at a public meeting, regarding the promotion and retention of students, including, but not limited to, promotion and retention at specified grade levels and with specified provisions.

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.

STATE MINIMUM GRADUATION REQUIREMENT EXEMPTIONS

Under California Education Code 51225.1, Foster Youth, homeless youth, current or former juvenile court school pupils, or children of military families who transfer after their second year of high school may be eligible to graduate under the terms of the California State Minimum Graduation Requirements instead of being required to meet local District Requirements for Graduation.

A. California State Minimum Graduation Requirements

1. Three Courses in English (30 credits)
2. Two Courses in Mathematics (20 credits) including 5 credits in Math I (second term) or Math 2 or in any higher-level Match course.
3. Two courses in science (20 credits), including biological and physical science
4. Three courses in social science (15 credits), including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one semester course in economics
5. One course (10 credits) in visual or performing arts or career technical education
6. Two courses in physical education (10 credits) unless the pupil has been exempted pursuant to the provisions of EC section 51241

B. Within 30 days of enrollment schools must identify all potentially eligible youth who transferred into their school after the student's second year of high school and conduct an assessment to determine the student's eligibility status including conducting a transcript analysis to identify courses and credits needed to meet locally defined graduation requirements

C. VCOE will then make a reasonable determination on whether the student can complete District graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

D. If the student is eligible for California State Minimum Graduation requirements, a consult will be held with the student and educational rights holder, social worker or probation officer, to inform them of the student's eligibility.

E. VCOE will honor any eligibility exemption determination made by a school in California provided the school counselor or principal receives such confirmation in writing.

F. VCOE will honor a student's legal right to continue to attend VCOE- operated schools for a fifth year of instruction under conditions set forth under law including a potentially eligible student's ability to graduate before the end of their fifth year.

- G. VCOE shall not request, nor honor any request to transfer a student to any of its programs solely to qualify a student for this exemption.
- H. An otherwise eligible student shall not be requested or compelled to graduate under the terms of this policy or California Law if they are otherwise eligible to attend VCOE programs.

GRADE LEVEL ASSIGNMENT

Legislative Background

- A. The Dashboard Alternative School Status (DASS) replaces the Alternative Schools Accountability Model (ASAM). Schools that participate in DASS will not receive a California School Dashboard in fall 2017. The California Department of Education is developing measures appropriate for alternative schools, for implementation in fall 2018.
- B. In May of 2018, the State Board of Education approved the methods for calculating the 1-year graduation rate for schools participating in DASS. The stated intent of the 1-year graduation rate is to hold DASS 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.
- C. To ensure VCOE-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 VCOE programs in grades 9-12 will be classified or reclassified into grade levels according to the table below.

Credits Earned at Enrollment	Assigned Grade Level
0 – 55	9 th Grade
56 – 110	10 th Grade
111 – 165	11 th Grade
166 – 220*	12 th Grade*

- D. 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.
- E. Nothing in Section C is intended to impact the eligibility of Foster Youth eligibility for graduation under the provisions stated above and consistent with California law.

- F. 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.

Legal Reference:

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 individualized education plan
60640-60649	California Assessment of Student Performance and Progress

CODE OF REGULATIONS, TITLE 5

200-202	Admission and exclusion of students
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Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)
FAQs Pupil Promotion and Retention
Kindergarten Continuance Form

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>