



Promotion & Retention Policy

Our Philosophy

Highland Academy Charter School prioritizes student success and growth. Promotion decisions are made with careful consideration of a student's academic achievement, social-emotional development, and readiness for the next grade level. Our goal is to promote students when they demonstrate the necessary skills and knowledge to thrive in the following year.

Promotion Criteria

Students are considered for promotion based on a comprehensive evaluation that includes:

- **Academic Performance:** This includes grades, performance on standardized assessments, and teacher observations of student progress in mastering grade-level standards.
- **Project-Based Learning:** Active participation, critical thinking, and problem-solving demonstrated through project work are considered.
- **Social-Emotional Development:** This includes a student's ability to collaborate effectively, follow classroom expectations, and demonstrate self-management skills.

Retention

Retention is a last resort used to ensure a student has the necessary foundation to succeed in the next grade level. Students may be recommended for retention if:

- **Multiple Indicators of Difficulty:** A student consistently struggles to meet grade-level standards across multiple subjects and assessments.
- **Middle School GPA Below 2.0:** Students in grades 6-8 with a GPA consistently below 2.0 will be considered at-risk for retention. Teachers will work with students and families to develop a plan for improvement, but retention may be necessary if significant progress is not made.
- **More Than One Retention:** Students will not be retained more than once in their academic career at Highland Academy Charter School. Alternative interventions will be explored for students who require additional support beyond a single retention.

Communication and Collaboration

Throughout the year, the school will communicate with parents/guardians regarding student progress. If a student is at risk of retention, parents/guardians will be notified early and offered opportunities to discuss the situation and develop a plan to support the student.

Remedial Instruction

To assist students in overcoming academic deficiencies, the School shall offer programs of direct, systematic, and intensive supplemental instruction to students who have been retained or who have been recommended for retention, pursuant to Education Code 48070.5. Supplemental instruction may also be offered to students who are identified as being at risk of retention. Such opportunities may include but are not limited to tutorial programs, before / after school programs, Saturday programs, intersession and summer school programs. Services shall not be provided during the regular instructional day if that would result in the student being removed from classroom instruction in the core curriculum. This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.

Appeal Process

Parents/guardians may appeal the decision to retain a student. This appeal must be made in writing to the Board of Directors within 30 calendar days of the retention order issued by the Executive Director. The Board of Directors must respond to the appeal within 30 calendar days of receipt of the appeal from the parents.

Special Needs Students

Special education and Section 504 students are expected to master the core academic content standards to the maximum extent appropriate. Special education students may be retained through the Individual Education Plan (IEP) process. Elementary and middle school students enrolled in special programs shall meet the goals stated in their Individual Education Plans (IEPs) or Section 504 Plans.

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
56345 Elements of individualized education plan
60641-60648 Standardized Testing and Reporting Program
60850-60859 Exit examination
BP 5123(d)
CODE OF REGULATIONS, TITLE 5 200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES 0900.90 Changes in Law concerning Eligibility for Admission to Kindergarten 90-10
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Performance Level Tables for the California Standards Tests and the California Alternative Performance Assessment Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten
LEGISLATIVE COUNSEL OPINION 1001.98 Promotion and Retention #21610

WEB SITES

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