



## **STUDENT INTERVENTION, PROMOTION AND RETENTION POLICY**

The governing board of Diego Hills Central Public Charter (“Charter School”) approves this policy in alignment with California Education Code Sections 48070-48070.5. The Charter School shall provide parent(s)/guardian(s) information about this policy in the Student-Parent Handbook.

### **Promotion and Retention Guidelines**

Students' results from the California Assessment of Student Performance and Progress (“CAASPP”) system may be included as indicators of academic achievement. However, CAASPP summative test score results may not be the exclusive criterion for promotion or retention until the minimum performance levels required for meeting this purpose are established, pursuant to EC Section 60648.

For English Learners, retention cannot be based on the student’s lack of English fluency as related to meeting English standards.

### **Theory of Action**

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.

There is very little research to support retention as a strategy for academic acceleration should a student be academically behind. In general, the Charter School does not believe retention without a targeted and strategic acceleration program is of benefit to a struggling student.

In addition, the Charter School is opposed to formulaic retention triggers that do not take into consideration individual circumstances, age of child, access to strategic programming, and the student’s personal feelings.

### **Acceleration and Promotion**

When high academic achievement is evident, the teacher may recommend a student for acceleration into a higher grade level. The teacher shall consider the student's maturity level in making a determination to accelerate a student.

If the teacher's recommendation to promote is contingent on the student's participation in an intervention or 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 reevaluated at that time.

### **Intervention and Retention**

Due to the Charter School's individualized educational approach within its independent study program, if students have received comprehensive academic and social/emotional interventions and fail to make adequate progress, the Charter School may consider those students for retention if all of the retention criteria are met. Final retention decisions will be made by the Charter School Intervention and Retention Team, consisting of at least the student's teacher and school principal.

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in this policy, the student shall be retained in their current grade level unless the Charter School Intervention and Retention Team 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.

The Charter School shall also provide a copy of this policy to those parent(s)/guardian(s) who have been notified that their child is at risk of retention.

### ***Retention Criteria***

1. The Charter School Intervention and Retention Team must conclude that retention is in the best interests of the student and consider emotional and social consequences.
2. The Charter School must have provided a retained student with a comprehensive intervention plan the year prior and followed the interventions requirements outlined in the intervention policy (including parent contact and progress reporting in the timeline outlined).
3. There must be a distinct and targeted retention plan developed for that student that provides a master teacher with a track record of accelerating instruction, a comprehensive intervention plan that includes, but is not limited to, intervention and/or remediation program(s), and social/emotional support that academically motivates the student.
4. Identification of students at-risk of retention must take place at least eight weeks prior to the end of the school year. Parent(s)/guardian(s) of identified students must be notified in writing at least six weeks prior to the end of the school year. Retention plans must be developed by the Charter School Intervention and Retention Team and approved by the Area Superintendent at least three weeks prior to the end of the school year.

Retention decisions will be reversed in the fall if the student scores at levels 3 or 4 in either English Language Arts or Mathematics on the CAASPP.

### ***Retention of English Learners***

English Learners at EL levels 1, 2, or 3 who have been enrolled in schools in the United States three years or fewer may not be retained. Should a teacher or parent/guardian feel that retention would benefit a student who meets these criteria, they must make a formal request to the Charter School Intervention and Retention Team.

### ***Retention of Students with Disabilities***

Special education students can only be retained as part of their Individualized Education Plan.

### **Final Determination**

The teacher's evaluation concerning the student's progress shall be discussed with the parent(s)/guardian(s) before the Charter School Intervention and Retention Team makes the final determination of student retention or promotion.

The discussion may occur via a teacher/parent/student conference (preferred), telephone call, a general parent/guardian meeting, or home visitation. When possible, the discussion is to be conducted in the primary language of the parent(s)/guardian(s).

### **Appeal**

The Charter School Intervention and Retention Team's decision to promote or retain a student may be appealed. The burden shall be on the parent(s)/guardian(s) to show why the Charter School Intervention and Retention Team's decision should be overruled.

If a parent or guardian wishes to appeal the Charter School Intervention and Retention Team's decision for promotion or retention, the parent/guardian may bring their appeal to the Area Superintendent who will make a final determination. The parent(s)/guardian(s) must file an appeal within ten (10) school days of the date on the written notice of retention. Appeals received after ten (10) school days will not be considered.

Appeals must be in writing and include any information or documentation parents or guardians believe supports the request for an appeal. Appeals shall be submitted to the Area Superintendent at:

Diego Hills Central Public Charter  
Attn: Area Superintendent – Promotion & Retention  
4348 54<sup>th</sup> St.  
San Diego, CA 92115-5300

The Area Superintendent shall review the information provided in the written appeal and may, but is not required, to meet with the parent(s)/guardian(s) to discuss the appeal. The Area Superintendent shall review the student's academic performance records and assessment testing scores on which the Charter School Intervention and Retention Team relied. The Area Superintendent shall send the parent(s)/guardian(s) a written decision on the appeal within 30 calendar days of receipt of the written appeal. The Area Superintendent's decision is final.

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