

2023-2024 Pupil Progression Plan

Local Education Agency:

Lake Forest Elementary Charter School

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test_in mathematics, English language arts, science, and social studies_needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#).

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

First-Grade Entrance and Screening Requirements

- No Attendance/Partial Attendance in Kindergarten
 - Students entering first grade without attending a full-day public or private kindergarten for a full academic year shall be assessed using DIBELS (8th EDITION) and/or other appropriate screeners/assessment measures. The screening instrument results shall be used to plan instructional programs for each student.
 - A student must score at the proficient level or better on the screener/assessment instrument. If the criteria indicate that he/she is not

prepared for the first-grade curriculum, he/she will be referred to the SAT for final placement.

- Full Year of Kindergarten
 - If the student has attended a public or private kindergarten for a full year with a minimum of 161 days of attendance or the equivalent: The student shall meet multiple criteria that indicate readiness for first grade, including scoring at the proficient level or better on kindergarten benchmarks, End of Year Kindergarten Assessments and demonstrate readiness for first-grade reading as indicated on a standardized measure such as DIBELS (8th EDITION), Desired Results Developmental (DRDP) Profile-K (2015), I-Ready, etc. Promotion will not rest solely on the successful attainment of any one indicator but will include all criteria.
- Students attempting to enroll in first grade from out of state not meeting the kindergarten attendance requirement shall be assessed using the same procedures outlined for in-state students who did not meet the kindergarten attendance requirement.

II. Promotion for students in kindergarten and grades 1, 2, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 5, 6, and 7.

Lake Forest Charter School will use the following criteria to determine the promotion of each student in grades **Kindergarten, 1, and 2**, whether in the school building and/ or via distance or virtual learning:

- Quarterly exams will count as one-fourth of the quarterly grade.
- The pupil will meet all performance requirements for promotional subjects.
 - Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.

- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- LFC does not accept summer school credits for failed core academic subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts and mathematics. Students that attain between a 67 – 69 percent average must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the School Assistance Team (SATeam).
 - After the intervention, the SATeam will review achievement and determine whether the student will be promoted. Performance on the end of the year readiness requirements as indicated on a standardized measure such as DIBELS (8th Edition), Desired Results Developmental (DRDP) Profile-K (2015), I-Ready, etc. will be reviewed.
 - The decision of the SATeam is FINAL.
 - In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- The pupil will also attend a minimum of 161 days of school or its equivalent in minutes.

Lake Forest Charter School will use the following criteria to determine the promotion of each student in **grades 5, 6, and 7** whether in the school building and/or via distance or virtual learning:

- Quarterly exams will count as one-fourth of the quarterly grade.
- The pupil will meet all performance requirements for promotional subjects.
 - Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.
 - In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
 - LFC does not accept summer school credits for failed core academic subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts and mathematics. Students that attain between a 67

– 69 percent average must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the School Assistance Team (SATeam).

- After the intervention, the SATeam will review achievement and determine whether the student will be promoted. Performance on the end-of-the-year readiness requirements as indicated on a standardized measure such as DIBELS (8th Edition), Desired Results Developmental (DRDP) Profile-K (2015), I-Ready, etc. will be reviewed.
- The decision of the SATeam is FINAL.
- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- The pupil must attend a minimum of 161 days of school or its equivalent in minutes.

III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.

- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the third grade.

Lake Forest Charter School will use the following criteria to determine the promotion of each student in **grade 3** whether in the school building and/or via distance or virtual learning:

- Quarterly exams will count as one-fourth of the quarterly grade.
- The pupil will meet all performance requirements for promotional subjects.
 - Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.
 - In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
 - LFC does not accept summer school credits for failed core academic subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts and mathematics. Students that attain between a 67 – 69 percent average must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the School Assistance Team (SATeam).

- After the intervention, the SATeam will review achievement and determine whether the student will be promoted. Performance on the end of the year readiness requirements as indicated on a standardized measure such as DIBELS (8th Edition), Desired Results Developmental (DRDP) Profile-K (2015), I-Ready, etc. will be reviewed.
- The decision of the SATeam is FINAL.
- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- The pupil must attend a minimum of 161 days of school or its equivalent in minutes.

Promotion and Support Policy Process for Grade 3/Policy for Individual Academic Improvement Plan:

- Identify students who are struggling academically using the roster provided by the LDOE.
- Lake Forest will utilize the LDOE Individual Academic Improvement Plan (IAIP) template.
- The school and the parent(s) will meet to develop the IAIP.
- The student will be referred to the LFC Support Services Department for intense intervention and support.
- Lake Forest Charter School does not participate in transitional grade programs.

IV. Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All

participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Lake Forest Charter School will use the following criteria to determine the promotion of each student in **grade 4** whether in the school building and/or via distance or virtual learning:

- Quarterly exams will count as one-fourth of the quarterly grade.
- The pupil will meet all performance requirements for promotional subjects.
 - Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.
 - In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
 - LFC does not accept summer school credits for failed core academic subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts and mathematics. Students that attain between a 67 – 69 percent average must participate in a summer intervention program at the

expense of the parent. This summer intervention must be pre-approved by the School Assistance Team (SATeam).

- After the intervention, the SATeam will review achievement and determine whether the student will be promoted. Performance on the end of the year readiness requirements as indicated on a standardized measure such as DIBELS (8th Edition), Desired Results Developmental (DRDP) Profile-K (2015), I-Ready, etc. will be reviewed.
- The decision of the SATeam is FINAL.
- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- The pupil must attend a minimum of 161 days of school or its equivalent in minutes.

Promotion and Support Policy Process for Grade 4/Policy for Individual Academic Improvement Plan:

- Identify students who are struggling academically using the roster provided by the LDOE.
- Lake Forest will utilize the LDOE Individual Academic Improvement Plan (IAIP) template.
- The school and the parent(s) will meet to develop the IAIP.
- The student will be referred to the LFC Support Services Department for intense intervention and support.
- Lake Forest Charter School does not participate in transitional grade programs.

V. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to

determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation

program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

Lake Forest Charter School will use the following criteria to determine the promotion of each student in **grade 8** whether in the school building and/or via distance or virtual learning:

- Quarterly exams will count as one-fourth of the quarterly grade.
- The pupil will meet all performance requirements for promotional subjects.
 - Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.
 - In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
 - LFC does not accept summer school credits for failed core academic subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts and mathematics. Students that attain between a 67 – 69 percent average must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the School Assistance Team (SATeam).
 - After the intervention, the SATeam will review achievement and determine whether the student will be promoted. Performance on the end of the year readiness requirements as indicated on a standardized measure such as DIBELS (8th Edition), Desired Results Developmental (DRDP) Profile-K (2015), I-Ready, etc. will be reviewed.
 - The decision of the SATeam is FINAL.

- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- The pupil must attend a minimum of 161 days of school or its equivalent in minutes.
- Lake Forest Charter School does not participate in transitional grade programs.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post secondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

N/A

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

All new registrants to Lake Forest Charter School are required to present to the school administrator/designee of the school:

- a copy of their official birth records;
- a transcript, but a report card may be used until the parent(s), within a reasonable time, can acquire and give the school an official transcript. After tentative placement and all means are exhausted to obtain a school transcript, which is still not available, the **school administrator/designee** can assign permanent placement based on pupil progress in the tentative grade placement and/or through a developmentally appropriate examination process or the **school administrator/designee** can assign the student to the previous grade.
- the immunization records as required to comply with state law and the regulations of the city of New Orleans Health Department;
- a completed Home Language Survey form which is available at the school;
- a copy of LEAP scores for entry to grade 5 or standardized assessment report if a student is coming from a private or out-of-state school.
- Documentation that the school is an approved school within the state (public/non-public)
 - A pupil transferring to Lake Forest Charter School from another “approved” school (designated by the State educational agency) within the state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All core academic subjects(English language arts, mathematics, science, and social studies)grades on that transcript will be considered when averaging the final grade of the student.
- Approved out-of-state schools (public/non-public)
 - A pupil transferring to Lake Forest Charter School from another “approved” school (designated by the State educational agency) out-of-state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All core academic subjects(English language arts, mathematics, science, and social studies)grades on that transcript will be considered when averaging the final grade of the student.
- Home Study and Unapproved schools (public/non-public)
 - A pupil transferring to Lake Forest Charter School from another “approved” home study program (designated by the State educational agency) within or

out of state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All core academic subjects(English language arts, mathematics, science, and social studies)grades on that transcript must be considered when averaging the final grade of the student. If the student transfers from an unapproved home-study program or an unapproved school (public/nonpublic) within or out-of-state, the student shall be required by the **school administrator/designee** of Lake Forest Charter School to undergo an assessment on all or any part of the work completed in the former school and should be placed in a grade based upon the results of the examination.

- Student entering 5th Grade
 - For students in grade five transferring to Lake Forest Charter School from any in-state nonpublic school (state-approved and unapproved), or homeschooling program, or Louisiana resident transferring from any out of state school, grade placement will be based on the promotional determination indicated on the report card or transcript provided by the sending school.
- Names of the entrance tests used to determine grade placement
 - When grade placement must be determined, the enrolling student will be assessed at the school level utilizing a comprehensive exam for the grade level prior to the anticipated enrollment grade. The comprehensive exam will be selected by the **school administrator/designee**.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.

- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall

- Provide information on activities that can be done at home to support the student’s literacy proficiency.
- Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28: CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

- The student will meet all performance requirements for promotional subjects.
 - Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.
 - In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
 - LFC does not accept summer school credits for failed core academic subjects.

X. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Established Procedures for Identifying Language Minority Students

Students, who enter Lake Forest Charter School for the first time, shall complete the Home Language Survey that identifies language minority pupils. Responses on the survey are used as a tool to identify students in need of screening. The completed survey will be retained in the student's cumulative record and recorded in the LEA's student information system. (Reference Bulletin 1851).

Established Procedures to Determine If Language Minority Students

- Pupils who have been identified as Language Minority according to the Home Language Survey must be referred to a qualified staff member for the assessment using an appropriate screener to determine English Language Proficiency.
- The oral, writing and reading portions of the English Language Proficiency Screener (ELPS) will be used to collect data needed to determine the level of English language proficiency for placement by developmental level.
- Tests are administered by a certified EL teacher or trained designee.

English language proficiency assessment results directly influence instructional placement. However, EL students must be placed in an age-appropriate grade consistent with the district's policy for regular grade/general education placement. If there is a discrepancy between the chronological age and the grade placement of the pupil based on records and/or screening, the pupil shall be placed in the grade level of his age-mates.

If a parent does not refuse services (via written notification), the limited English proficient student is placed in a comprehensive educational program that is designed and proven to provide instruction that leads to English language proficiency and academic achievement. Depending on the student's English proficiency level, the English and content area programs may be concurrent or sequential but are not designed to segregate the EL student beyond the extent necessary to achieve the goals of the district. Using integrated language and content instruction allows EL students to continue their academic development while acquiring English proficiency. When designing an individual plan of instruction for EL students, teachers should use the English Learners' Accommodation Checklist to ensure equitable access to the curriculum (Appendix U. Schools provide services to EL students through alternative language program instruction via highly qualified certified EL teachers. The program provides intensive

instruction in English through a variety of accepted educational models designed for second language acquisition such as:

- Sheltered English Instruction
- Content-Based English as a Second Language

EL students who have exited the specialized language program(s) must be monitored for two (2) years to ensure that students can meaningfully participate in the district's general education plan. Former transitioned EL students will be monitored by a certified EL teacher, regular classroom teacher, school counselor/and or social worker. Their findings will be reported each grading period to ensure that these students are successful in the district's overall educational program. Students who demonstrate the ability to meaningfully participate in the district's educational program do so with the general student population. Students not able to participate meaningfully in the district's educational program are assessed to determine the reason for participation deficiencies (i.e., previous English Learner (EL) status, other academic deficits, special needs, social or cultural factors, etc.) and provided appropriate services based on the results of the assessment(s). Examples of measures that the district may use to evaluate the success of the EL student's ability to meaningfully participate in the general program are:

- Standardized tests including NRT and CRT
- Teacher observation measures and checklists
- Portfolios
- Grade point averages/report card grades
- Promotion/retention rate
- Quarterly exams
- Inclusion of EL student in gifted and talented programs
- IEPs
- Parent feedback

A student meets the criteria for exiting EL status as follows:

- ELs who achieve a score of Proficient on ELPT have demonstrated that they have attained a level of English language skills necessary to independently provide, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English.

- To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 (Early Advanced) or level 5 (Advanced) on all four ELPT domains including speaking, listening, reading, and writing.
- Once a student has achieved overall proficiency on ELPT, the student is no longer classified as EL and will be reclassified as Fully English Proficient. Schools will notify parents through a notification letter and update their student information system with the student's new, non-EL status.

A former EL may be reclassified as EL if they meet all of the following criteria:

- It is 3 years or less from initial classification to Fully English Proficient.
- There is documentation in the form of assessment scores, classwork, or observations that the student is struggling with the language demands in numerous content areas.
- All other classroom interventions have been unsuccessful.
- The SAT Team determines that there is still a need for specific types of language support.
- Once a student has been identified as needing to be rescreened, the school system will administer ELPS again and make placement decisions based on the student's most current proficiency levels.

XI. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Lake Forest Charter does not offer Alternative Education Placement Programs.

XII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Regular Education Students and Students with Disabilities

- In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the **school administrator/designee** to discuss the discrepancy.
- Parents/guardians may request an appeal of a disputed grade through the Curriculum Review Team, which consists of the teacher of record, the **school administrator/designee**, Executive Director of Curriculum & Instruction, Director of Curriculum & Instruction, and School Social Worker. All final decisions must be documented and placed in the student's cumulative record.
- The request for review of special education records for promotion is given to the Students Assistant Team. This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after the review of records, programming, and assessment data by the SATeam.
- Decisions by the SAT team are final and appeals are not granted.
- Students with disabilities and/or exceptionalities must also meet all promotional requirements set forth for the regular education students.

Students Receiving Section 504 Services

- Students receiving services under Section 504 of the Rehabilitation Act of 1973 must also meet all promotional requirements set forth for the regular education students.

XIII. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Review Process Student Placement/Promotion

Parents, guardians, teachers, the **school administrator/designee**, CEO, or members of the administrative team may initiate a review of student placement. The current **school administrator/designee** should be notified in writing when a placement review is necessary or desired. The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the school building level committee/SATeam.

Team/parent conferences should be held in order to develop effective intervention strategies for a student. Student interventions will be evaluated monthly for effectiveness and adjusted as needed. These strategies and adjustments will be documented in writing to the parent and appropriate teachers.

The review process will be monitored by school-level administrators in accordance with BESE and OPSB policy. Student cumulative records will be examined for appropriate documentation. Students receiving the intervention will be reviewed for the effectiveness of the intervention implementation. Student records are protected by the "Pupil Records and Privacy Rights of Parents and Pupils", OPSB Policies-Regulations-By-Laws 5125.1R.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) **Lake Forest Elementary Charter School** 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: October 19, 2023.

DocuSigned by:
Mardale S. Early

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Superintendent

DocuSigned by:
Gina Dupart

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Board President