2026-2027 Pupil Progression Plan

Local Education Agency:

W1A – JCFA East

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

Table of Contents

I. Background and Purpose 3

II. Placement of students in kindergarten and grade 1 4

III. Promotion and retention of students in grades 1, 2, 3, 4, 5, 6, and 7 5

IV. Promotion and support of students in grade 8 and high school considerations 7

V. Individual Graduation Planning 11

VI. Placement of transfer students 12

VII. Support for students 13

VIII. Literacy support standards for grades k-3 14

IX. Course Choice 15

X. Promotion and placement of certain student populations 16

XI. Louisiana GATOR 17

XII. Alternative Education Placements 18

XIII. Due process related to student placement and promotion 18

XIV. Additional LEA policies related to student placement and promotion 20

XIV LEA assurances and submission information 23

Background and Purpose

Louisiana state law (RS 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 PPP 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.

RS 17:24.4 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 purpose of this document is to assist LEAs in developing their required PPP 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 the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the 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.

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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

I. Placement of students in kindergarten and grade 1

Kindergarten

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 through eighteen shall send their 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 these provisions.

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) 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 30th 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 regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in 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.

JCFA enrolls students in grades 8-12, ages 14-21. Therefore, JCFA does not serve students entering Kindergarten or Grade 1.

II. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in Section VI. Support for students.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4, and 5.

JCFA enrolls students in grades 8-12, ages 14-21. JCFA does not serve students in grades K, 1, 2, 4, or 5

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see Section VI. Support for students).

- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" 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 grade 3.

JCFA enrolls students in grades 8-12, ages 14-21. JCFA does not serve students in grade 3.

Promotion of students in grades 6 and 7

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

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

JCFA enrolls students in grades 8-12, ages 14-21. JCFA does not serve students in grades 6 or 7.

III. 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

BESE *Bulletin 1566*, §707 provides the following exceptions to the promotion and support policy for eighth grade students. These waivers may be granted through the LEA, through its superintendent.

- *Mastery/Advanced Waiver* - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
    - the student scored *approaching basic* or above on the science and social studies components of LEAP;
    - the student had an overall 2.5 grade point average on a 4.0 scale;
    - the student had a minimum 92 percent attendance during the school year;
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
    - The student has attended a LEAP summer remediation program offered by the LEA.
- LEP Waiver - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.
- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:

- a physical illness or injury that is acute or catastrophic in nature;
- a chronic physical condition that is in an acute phase
  - physical illness - appropriate documentation must include a 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.
- court-ordered custody issues.
  - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

In the space below, please describe any local policies or additional considerations for grade 8 promotion waivers.

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

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.

Financial Aid Planning: The linked memorandum outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

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 PPP submitted to LDOE.
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 LDOE the rationale for any student:
    i. receiving more than two credit recovery credits annually; and/or

ii. 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 course. 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 a 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.

Credit recovery programs

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

For a credit recovery program to be approved, the courses must meet the following requirements:

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

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

V. Individual Graduation Planning

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, career coach) or IEP team (when applicable) shall begin to develop an 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/postsecondary plan.

School systems are to document at least one middle school career-related activity in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.

In the space below, please describe the plan to provide career coaching to each student and the middle school career-related activity.

JCFA will provide career coaching & career/college exploration to all 8th grade students through enrollment in the Quest for Success course. Through this course, students will participate in career interest & exploration activities that expose them to a variety of career pathways, LA-focused industries, & postsecondary opportunities, including college, technical education, industry-based credentials, & workforce options. JCFA will assist students in connecting their interests & career goals to appropriate high school coursework, graduation pathways, & postsecondary plans. Career exploration activities & identified goals will inform the development of each student's IGP.

V. 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 a 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 support 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 state law.

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

Unapproved Schools
The Chief Academic Officer or other designee should carefully investigate the composition of the unapproved school and its instructional program to determine the placement and/or credits for the student. The Chief Academic Officer and/or Executive Director may require the student to take a proficiency exam on any subject matter for which credit is required for graduation and for which the student earned a passing grade. The proficiency exam shall be the approved Edgenuity cumulative exam, and the student must earn a score of 60% or higher to earn the credit. Proficiency demonstrations may only be attempted once. The credit shall be entered on the transcript using the grade earned from the credit site if there is a valid site code. In the case of no valid site code, the credit would be entered using the grade earned on the proficiency exam from JCFA. In this circumstance, proficiency exams shall not be offered for credits requiring a state-mandated test, for example, LEAP. The school issuing the high school diploma shall account for all credits required for graduation, and its records must show when and where this credit was earned.

Home Study
Placement of students who are admitted from a Home School Program will be determined by the Chief Academic Officer or other designee. A secondary student shall receive credit for courses taken after a thorough evaluation of the student's course(s) has been conducted at the local level and/or receipt of the LDOE Home Study Approval Letter for the enrolled years. In the case of an

official transcript being unavailable, the student must submit a grade report and course descriptions. The Chief Academic Officer and/or Executive Director may require the student to take a proficiency exam on any subject matter for which credit is claimed. The proficiency exam shall be the approved Edgenuity cumulative exam, and the student must earn a score of 60% or higher to earn the credit. The credit shall be entered on the transcript using the grade earned from the credit site.

Student Transferring from a Foreign School
A student transferring from a foreign school, shall be allowed credit for work completed in the previous school. Properly certified transcripts showing the student's record of the units of credit earned shall be required. International student transcripts will be evaluated by a qualified counselor and verified for authenticity. A verified translation service may be used for review of international credits, if needed.

Credits earned by students attending American schools in foreign countries shall be accepted as earned and recorded accordingly on the student's official transcript.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	**Percentage**
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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.

VIII. Literacy support standards for grades K-3

- 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 support and interventions, including high-dosage tutoring, 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

IX. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
    - Priorities:
        - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
        - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
        - Students seeking access to TOPS aligned college credit;
        - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;

        - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
        - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
        - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

X. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support 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). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566* §701.

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 - Statewide Assessment Standards and Practices*. 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.

- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566* §701.

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.

Language Proficiency Screener
JCFA will use the state mandated English Language Proficiency Screener.

Placement for English learners with Records
Student transcripts should be evaluated and the student should be placed in the appropriate grade level based on credits earned in the appropriate high school program of studies (9-12).

Placement for English learners without Records
A LEP student entering the system without records will be placed in the 9th grade or Transitional 9th grade. To assist with this determination, the Chief Academic Officer or counselor may administer grade level appropriate exams.

XI. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
  - The student must be a resident of Louisiana and meet at least one of the following:
    - The student participated in the Louisiana Scholarship Program for the previous school year.
    - The student is entering kindergarten.
    - The student was enrolled in a public school for the previous school year.
    - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
  - enrolls full-time in a public school;
  - ceases to be a resident of Louisiana;
  - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
  - graduates or withdraws from high school;

- the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XII. 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 - Louisiana Handbook for School Administrators*, §2903 and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

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.

JCFA is an alternative Type 2 charter school. Students must be ages 14 to 21 (students with an IEP may enroll up to age 22) and a resident of the state of Louisiana. Enrollment of 14-year-old students is limited to students entering the 8th grade at the JCFA campus located on Jefferson Highway. Students must have proven unable to perform successfully in the traditional high school setting for academic or personal reasons. These reasons include, but are not limited to: the need for child care, employment, illness or maternity, over-aged as determined by age vs. credit, classified as a dropout or determined to be at risk of dropping out, and/or adjudicated youth wishing to enroll in a diploma program.

XIII. 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. The description should include procedures for teachers, students, and parents related to student placement and should include dispute resolution steps that will be taken within the school and district leadership.

Regular education students
Secondary student grade levels are determined according to the number of Carnegie units remaining to earn a diploma on their selected pathway. The following process must be followed by a student, parent, or faculty/staff member requesting a change in a student's grade placement:

- A request for a change in grade level placement may be requested in writing to the Chief Academic Officer (CAO) within the first 30 days of enrollment. This request must include the requested grade level and the rationale for the request.
- If the CAO does not concur with the request, the person making the request may petition the Executive Director or designee.
- If the Executive Director or designee does not concur with the request, the person making the request may petition the Board to review all transcripts and all pertinent data related to the case. This request for appeal must be made within 14 calendar days following the conference with the Executive Director.

Students with disabilities
Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEIA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and Bulletin 1706, Regulations for Implementation of the Children with Exceptionalities Act (R.S.17:1941 et seq.) section 507-509.

Section 504 students
Due process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the Parental Rights for Exceptional Students Booklet distributed to parents at the time parental permission is requested.

Hearings
If at any time the parents cannot come to an agreement with the school regarding their child's education, they have the right to ask for an impartial hearing. The hearing may be held on any matter relating to the identification, evaluation, or placement of the child or the provision of a "free appropriate public education."

Either party aggrieved by the hearing decisions maintains the right to Judicial Review. To obtain a hearing, the parent should make a written request to the Louisiana Department of Education. An impartial hearing officer will be assigned to preside over any such hearing and arrive at a decision. To ensure impartiality, a hearing officer may not be:

- An employee of a public agency (school system, institution, etc.) which is involved in the education or care of the child.
- Anyone who has a personal or professional interest which would conflict with objectivity in the hearing.

Hearing Rights
Rights to which both the parents and the school are entitled include the right to:

- Be accompanied and advised by legal counsel and by persons with special knowledge of the

problems of children with disabilities.

- Present evidence, cross-examine, and compel the attendance of witnesses.
- Receive a written or recorded verbatim record of the hearing.
- Receive a written record of the findings of fact(s) and decision(s) resulting from the hearing.
- Have their child attend the hearing.
- Open the hearing to the public.

XIV. 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.

Ex. Determination of Valedictorian
Homework policy
Minimum number of classes for a graduating senior
Summer school credit

JCFA offers students the opportunity to earn credit through demonstrated proficiency utilizing Edgenuity's web-based curriculum. Credit is awarded when a student scores a 60% or above on the corresponding cumulative exam for the course.

Grade levels are determined according to the number of Carnegie units remaining to earn a diploma on the student's selected pathway.

a. Freshman (9th grade) Between 18 - 24 BESE required Carnegie units remaining
b. Sophomore (10th grade) Between 12.5 – 17.5 BESE required Carnegie units remaining
c. Junior (11th grade) Between 6.5 – 12 BESE required Carnegie units remaining
d. Senior (12th grade) 6 or fewer BESE required Carnegie units remaining.

All JCFA students shall be scheduled for no more than four courses at a time. Exceptions may be made through discussion with the SBLC taking the following into consideration: student's progress, grades, attendance, Work Ethic Rubric scores, banking time, and ability.

Students who do not earn a passing score on the LEAP 2025 assessment shall have the opportunity to earn credit through demonstrated proficiency utilizing Edgenuity's web-based curriculum.

One-half unit of credit may be awarded for all one-unit courses. For courses culminating in a state assessment, a half credit may be awarded for the first half of the course. The second half of the course may only be awarded once the student has completed the state assessment.

Students may earn Carnegie credit based on demonstrated proficiency on CLEP exams at the discretion of the SBLC. Students earning Carnegie credit in this manner shall be awarded credit on a pass/fail basis as determined by the American Council on Education's recommended scores for each exam.

High School Graduation Participation Requirements

There will be two graduation ceremonies each year. Participation in the graduation ceremony is encouraged for all graduates. In order to be eligible to participate in a ceremony, students must have met all requirements for high school graduation no later than the designated date determined by school administration. Administration will announce the required completion date as soon as the graduation date has been set. Exceptions may be made for extenuating circumstances and only with approval from the Chief Academic Officer and Executive Director.

Grading Scale for Regular Courses

GRADE	STANDARD	QUALITY POINTS
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
0-59	F	0.0

Grading Scale for Advanced Placement, International Baccalaureate, Gifted, and Dual Enrollment:

GRADE	STANDARD	QUALITY POINTS
90-100	A	5.0
80-89	B	4.0
70-79	C	3.0
60-69	D	1.0
0-59	F	0.0

Students must score an average of 60% on each course's cumulative exam. Students who fail the cumulative exam will not receive credit for the course and a grade of "F" will be entered on the student's transcript. Grades will be calculated in the following manner:

30% Assessments
30% Class work
20% Work ethic
20% Cumulative exam

Final grades reported on transcripts shall include letter grades.

State standardized test scores will count for 20% of the student's final grade in courses requiring a LEAP2025. For students with an active IEP, the LEAP2025 score will count for 5% of the final grade.

Credits earned culminating in a LEAP2025 assessment will be calculated using the policy above to determine 80% of the student's final overall course grade (95% for students with active IEPs). The remaining 20% of the final overall grade (5% for students with active IEPs) will be determined by the LEAP2025 assessment outcome.

Credit Recovery
Students who have attempted the LEAP exam, but failed the course, shall be given an opportunity to earn the failed Carnegie unit by enrolling in a credit recovery course. The previously attempted coursework will remain a part of the student's academic record and will appear on the official transcript. The completed credit recovery course shall be recorded and clearly labeled on the official transcript.

Grade Improvement Policy
A student should meet with the Student Success Coordinator, or his/her designee, to review the student's academic record in order to determine eligibility and benefit of repeating previously completed courses. Eligible students must be enrolled in their final three (3) Carnegie unit courses in order to elect to repeat courses. An exception may be made in the case of prerequisite coursework. Students seeking to repeat courses previously passed must have a JCFA GPA of 2.5 or higher. Exceptions to the GPA requirement may be made by the CAO or his/her designee.

Students who elect to repeat a course for the purpose of attaining a higher grade, attempting to increase their grade point average (GPA), will automatically be assigned the last grade earned, even if that grade is lower. The last grade earned is the grade averaged for the final local GPA. Both grades remain on the permanent transcript. A course may only be repeated one time.

Should a student repeat a course for which he/she has taken and passed a credit exam with a grade of "P," the grade of the repeated course will be considered the final grade. The final grade is the grade averaged for the final local GPA. Both grades remain on the permanent transcript

XV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

W1A (JCFA East)

2026-2027 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: 9/15/2026

Superintendent

Board President