



Placer County Office of Education
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Gayle Garbolino-Mojica, County Superintendent of Schools

August 1, 2021

Dear Parents and Guardians,

In response to the COVID-19 pandemic, the California state legislature passed AB 104, which provides support for students enrolled in the 2020-2021 academic year.

This letter describes two supports included in AB 104:

1. The opportunity for families to choose to receive letter grades or choose the Credit/Not Credit option, and
2. The opportunity for families of an eligible student to formally request that the school allow their child to repeat the grade.

First, this bill allows families to select for students to have letter grades earned for courses in the 2020-2021 academic year changed to a Credit/No Credit grade. Families may choose to receive letter grades or choose the Credit/No Credit option for each course in the 2020-2021 academic year. This is an important decision, as a change to Credit/No Credit may not fit the post-graduation plans of all students. Please consider carefully if the change would benefit your child.

Grading Choice:

- All PCOE students and families have the option to keep the **letter grade** or change to **Credit/No Credit** for each course taken in the 2020-2021 school year.
- If wishing to change a letter grade to Credit/No Credit, please complete this [digital form](#) by **August 24, 2021**. The form is also located on our website. The form must be completed for each course, term, and grade desired to be changed. Please view your student's transcript in Aeries.
- PCOE staff will update student transcripts based on grade change forms received by August 30, 2021, and will notify families that the change is complete by August 30, 2021.

What are the two grading options?

- **Option #1:** Letter Grades: A, B, C, D, F grades as currently listed on the transcript – no action is necessary to keep the transcript as is.

- **Option #2:** Credit/No Credit: A, B, C, D grades change to “Credit” or F grades change to “No Credit” -- a completed form is necessary to request these changes.

What is the impact on GPA?

- **Letter Grades:** A-F grades will impact GPA, depending upon which courses students are enrolled.
- **Credit/No Credit:** Credit or No Credit grades will not impact GPA.

What is the impact on college admissions? (From CDE [website](#)):

- **CR/NC:** Some university systems are willing to accept credit/no credit grades in place of letter grades for all courses, including A–G courses, completed during the 2020-2021 academic year for all students. Grades of Credit/No Credit will not affect the CSU calculations of GPA. In addition, the universities have identified a range of other flexibilities they will offer to support access to college during this time. Please visit the [California Department of Education website](#) for a list of specific colleges and universities who have committed to accepting Credit/No Credit grades on student transcripts.

AB 104 requires CSU schools and encourages UC and private postsecondary schools to accept any transcripts with Pass/No Pass grades without prejudice.

- **Important Note:** Some postsecondary educational institutions, including those in other states, may not accept a Credit or No Credit grade instead of a letter grade for admission

Second, AB 104 allows families of eligible students to formally request that the school allow their child to repeat the grade.

Who is eligible for retention?

Your student must have received deficient grades (a D, F, No Pass) in at least half of their courses during the 2020-2021 school year to be eligible for retention.

Retention Choice:

- To consult with PCOE about the possibility of retention for your student, please contact Susan Connolly, Assistant Superintendent of Student Services at sconnolly@placercoe.k12.ca.us by **August 24, 2021**.
- During a meeting, parents/guardians and PCOE staff will discuss available learning recovery options, the research on the effects of retention, the benefits of particular interventions and supports for your student, your student’s academic information, IEP (if applicable), and

anything else relevant to whether grade retention is in the student’s best interests, both academically and socially.

- PCOE will issue a decision on your retention request within 15 calendar days of receipt of the retention request. If your student is retained, they will be offered specified supplemental interventions and supports. If your student is not retained, they will be offered the same specified additional interventions and supports, in addition to access to prior semester courses in which they received an unsatisfactory grade or another form of credit recovery or other specified supports.

What is the impact of retaining a student?

Typically, the Placer County Office of Education does not recommend retention of students. Research shows that grade retention is not likely to enhance a child’s learning and that simply having a child repeat a grade is unlikely to address the problems a child is experiencing¹. The evidence further indicates that grade retention, compared with the social promotion of similar children, is an ineffective and possibly harmful intervention and is one of the most powerful predictors of high school dropout.² Retained students tend to have lower levels of academic adjustment in later grades. In adolescence, retained students are more likely to experience poor interactions with peers, disliking school, behavior problems, and lower self-esteem³. If your child has an IEP, rather than retention, the better approach is often careful consideration in developing and implementing their IEP.

Sincerely,



Susan Connolly
Assistant Superintendent, Student Services

¹ Jimerson, Shane, Sarah M. Woehr, and Amber M. Kaufman., (2007) “Grade Retention and Promotion: Information for Parents”. Bethesda, Maryland: National Association for School Psychologists.

² *Ibid.*

³ Sipple, J.W., Killeen, K. & Monk D.H., (2004), “Adoption and Adaptation: School District Responses to State Imposed Learning and Graduation Requirements.” Educational Evaluation and Policy Analysis, Vol. 26, No. 2, pp. 143-168).