

**Policy 5121: Grades/Evaluation Of Student Achievement**

**Status: ADOPTED**

Original Adopted Date: 08/25/2009 | Last Reviewed Date: 08/25/2009

The Board of Education believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

The Board desires the adoption of a Multi Tiered System of Support (MTSS) wherein schools provide a tiered system of academic supports to enable all students to equitably access the core curriculum. To that end, teachers provide multiple means of engagement; present information and content in different ways; and differentiate the ways that students can express what they know with the goal to create learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed. Each school is responsible for adopting strategies, programs, and interventions within this framework to facilitate a consistent approach to instruction and assessment.

~~The Board recognizes that an opportunity/access gap for significant portions of its student population exists, namely among African Americans, Latinos, students who are English Language Learners, and students with disabilities.~~ For the benefit of all students, the Board desires to identify and address the causes of disproportionate academic achievement to reduce and eliminate the racial disparities in under-served populations by introducing and reinforcing equitable grading practices that are accurate, bias-resistant, and motivational.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy and administrative regulation. (Education Code [49066](#))

Teachers shall evaluate a student's work in relation to standards which apply to all students at ~~his/her~~ the student's grade level. The Superintendent or designee shall establish and regularly evaluate the District's uniform grading ~~system~~ policy and administrative regulation, and principals shall ensure that student grades conform to ~~this system~~ those policies and regulations. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the course. ~~classroom~~.

A teacher shall base a student's grades solely on the quality of the student's academic work and mastery of course content based on approved district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, written expression, tests, projects, portfolios, and/or class discussion as appropriate. Any homework factored into the calculation of a final grade shall be compliant with Board Policy and Administrative Regulation 6154.

Elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

~~Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests and portfolios.~~

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

Students in grades IK-5 shall receive standards-based evaluations rather than letter grades in order to give parents/guardians more information about their children's progress towards meeting specific grade level standards.

Students in grades 6-12 shall engage in standards-based instruction and receive letter grades measuring their skills, processes and/or content knowledge.

Teachers at all grade levels shall use designated District-managed communication systems to communicate with families and students to ensure student data privacy and to provide confidentiality, transparency and timely feedback.

### **~~Unexcused Absences~~**

~~If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance.~~

### **Grade Point Average (GPA)**

The Superintendent or designee shall recommend to the Board the methodology to be used in calculating students' grade point averages.

The Superintendent or designee shall also recommend to the Board whether extra grade weighting will be assigned for honors courses that are substantially similar in depth, breadth and rigor to an Advanced Placement course, an entry-level college course or a community college level course.

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These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**State**  
5 CCR 10060

**Description**  
Criteria for high school physical education programs

5 CCR 30008	Definition of high school grade point average for student aid eligibility
Ed. Code 48070	Promotion and retention
Ed. Code 48205	Excused absences
Ed. Code 48800-48802	Enrollment of gifted students in community college
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 49066	Grades; finalization; physical education class
Ed. Code 49067	Mandated regulations regarding student's achievement
Ed. Code 49069.5	Students in foster care; grades and credits
Ed. Code 51242	Exemption from physical education based on participation in interscholastic athletics
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 76000-76002	Enrollment in community college
<b>Federal</b>	<b>Description</b>
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.67	Family Educational Rights and Privacy
<b>Management Resources</b>	<b>Description</b>
Court Decision	Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593
Court Decision	Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1
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Court Decision	Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764
CSBA Publication	Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016
U.S. DOE Office for Civil Rights Correspondence	Report Cards and Transcripts for Students with Disabilities, October 17, 2008
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">California Student Aid Commission</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">U.S. Department of Education, Office for Civil Rights</a>
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## Cross References

Code	Description
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4127	<a href="#"><u>Temporary Athletic Team Coaches</u></a>
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Alameda Unified School District

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Status: ADOPTED

Original Adopted Date: 06/08/1999 | Last Revised Date: 08/25/2009 | Last Reviewed Date: 08/25/2009

Assessment and Achievement (TK-5)

In transitional kindergarten through fifth grade, teachers will use the report cards to indicate the student's level of achievement. The report card will indicate each student's proficiency ranking in the following way:

~~Proficient 4 – Advanced Grade Level Standard~~

~~(P) 3 – Proficient Grade Level Standard~~

~~Not Proficient 2 – Approaching Grade Level Standard~~

~~(NP) 1 – Below the Grade Level Standard~~

4 = Advanced: ~~Demonstrates s~~Superior performance

3 = Proficient: ~~Demonstrates Solid academic~~ consistent performance

2 = ~~Approaching: Partial mastery of knowledge and skills necessary for proficient work~~ Moving toward proficiency/expectations

1 = ~~Below Basic: Knowledge and skills are below grade level~~ Experiencing significant difficulty

Advanced (4)

The student consistently meets and often exceeds the standard as it is described measured by the grade level ~~benchmarks-common assessment~~. ~~The student, with relative ease, grasps, applies and extends the key concepts, processes and skills to other subject areas for the grade level. They exceed the social and study skills benchmarks for the grade level.~~

**Commented [CJ1]:** Per Math TSA, "benchmark" may not be the appropriate word here.

**Commented [CJ2R1]:** Changed to "as it is measured by the grade level common assessment."

Proficient (3)

The student consistently meets the standard as it is described by the grade level benchmarks. The student ~~independently grasps and~~ applies the key concepts, processes, and skills to other subject areas in the grade level ~~and does so with limited errors. They meet the social and study skills benchmarks for the grade level.~~

~~Approaching Proficiency~~ Moving toward Proficiency/Expectations (2)

The student is beginning to, ~~and occasionally does,~~ meet the standard as it is described by the grade level benchmarks. The student is beginning to grasp and apply the key concepts, processes, and skills to other subject areas, ~~but may produce work that contains many errors, they are beginning to meet the social and study skills benchmarks.~~

~~Below Basic~~ Experiencing Significant Difficulty (1)

The student is not yet meeting the standard for the grade level as it is described by the grade level benchmarks. The student is working on learning the key concepts, processes, and skills for that grade level or a lower prior-grade level, and is seldom able to use skills and concepts in other subjects without many errors. The student seldom meets the social and study skills benchmarks.

In the Spring Trimester, sStudents must have at least a 3 in both Reading, and Writing, and Mathematics and no less than a 2 in Speaking and Listening to be considered proficient, in Language Arts. In Mathematics, students must have at least a 3 to be considered proficient.

At the end of the school year (Spring marking period), proficient (P) or not proficient (NP) will be assigned for Language Arts and Mathematics:

#### ELD Proficiency Levels TK-5

4 =Bridging Plus (Well Developed)

3=Bridging (Moderately Developed)

2=Expanding (Somewhat Developed)

1=Emerging/Novice (Beginning Stage)

- Bridging Plus (4)

Independently using a variety of high-level English language skills and fully participating in grade-level academic activities in all content areas. No language support required.

- Bridging (3)

Beginning to use a variety of high-level English language skills and fully participating in grade-level academic activities in all content areas. Light language support required.

- Expanding (2)

Independently using informal and social English, and using Academic English to learn and communicate about content. Moderate language support is required.

- Emerging Level (1)

Learning to use English for immediate needs (informal and social), and beginning to understand and use Academic vocabulary and language. Substantial language support is required.

#### **Grades for Achievement (6-12)**

Grades for secondary students shall be recorded and published in the District-managed electronic grading system. Teachers may not use third-party communication platforms or electronic gradebooks that are not under District management. Teachers will publish all grades that are used to calculate a student's final grade in the District-managed gradebook so that families and students may access those scores via their respective portals. Google Classroom is a recommended teacher/student workspace, not a gradebook, and those scores that calculate into final grades must be transferred/imported to the District-managed electronic gradebook.

Grades for achievement shall be calculated using a Minimum/Maximum scale whereby the lowest grade calculated shall be set at 50% in the District-managed electronic gradebook and the highest grade calculated shall be limited to 100%, thus providing a more proportionate grading scale and eliminating extra credit from calculations measuring student progress toward mastery of standards. The following is the District grading scale:

Grades for achievement shall be reported each marking period as follows:

#### **GPA**

A (90-100%) Advanced ~~Grade-~~Course-Level Standard 4.0 grade points

B (80-89%) ~~At or Above Grade-~~ Course-Level Standard 3.0 grade points

C (70-79%) ~~At Proficient Grade-~~ Course-Level Standard 2.0 grade points

D (60-69%) Approaching ~~Grade-~~Course Level Standard 1.0 grade points

F ( ~~500-59%~~) ~~Insufficient Evidence of Progress toward Course Grade-Level Standard Below-Basic Grade-Level Standard-0~~

I Incomplete 0

**Commented [CJ3]:** Change all "Grade-Level Standard" to Course-Level Standards.

**Commented [CJ4R3]:** Done

~~When~~ever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067) A student cannot receive a failing grade without written notification at least three weeks before the end of the report period, with adequate time to address the issues.

**Commented [CJ5]:** When instead of whenever

An incomplete is given only when a student's work is not finished because of illness or other excused absence. The student has 6 weeks to complete the work with the 6 weeks starting at the point of recovery from illness or when the student is otherwise capable of completing the work per the student's situation. If not made up within six weeks, the incomplete will become an F.

**Commented [CJ6]:** The student has 6 weeks to complete the work with the 6 weeks starting at the point of recovery from illness or when the student is otherwise capable of completing the work per the individual's situation.

Behavior, ~~effort~~ and attendance shall be reported in separate comments and/or evaluations, not in the student's academic grade.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

Teachers are encouraged to allow for progress in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement as it relates to the benchmarks/standards. Similarly, high grades at the beginning need not compensate for a downward trend in achievement as it relates to benchmarks/standards.

### Extracurricular and Cocurricular Activities

Students in grades 6 through 12 must earn at least a 2.0 or "C" grade point average in order to participate in school athletic activities per athletic league requirements. Students are not to be excluded from other extracurricular and cocurricular activities because of academic performance, extra-cocurricular activities. Behavior, effort, and attendance shall be reported in separate evaluations under citizenship, not in the student's academic grade.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work to better describe student's progress in specific skills and subcategories of achievement.

When a student who has been doing satisfactory work suddenly shows a marked decline in achievement, it could result in a "D" or "F" grade if the decline were to continue.

### Marks Grades for Citizenship and Effort

All students will be given marksgrades for citizenship and effort in all classes. These marksgrades will be reported each marking period as follows:

O - Outstanding

S - Satisfactory

N - Needs Improvement

U - Unsatisfactory

**Commented [CJ7]:** Aeries Comment Bank workgroup-- Why have an O and a U when an O/S can lead to bias and an U is no longer going to have consequences? Left with Satisfactory/Needs Improvement. Teachers already using COST/PBIS/School Climate and Culture with students.

Criteria for determining marksgrades for citizenship may include, but are not limited to:

1. Student obeysfollows classroom and school rules.
2. Student respects public and personal property.
3. Student maintains respectful, cooperative relations with all adults and fellow students.
4. Student takes responsibility for having necessary books, tools and materials.
5. Student shows interest and initiative.
6. Student takes responsibility to work promptly and completes assignments.
7. Student uses free time resourcefully and uses his/her learning ability to the fullest.
- 4.8. Student respects the rights of others to study and learn.

Students who receive two or more unsatisfactory grades from two or more different teachers during a trimester or semester will lose privileges such as participation in interscholastic athletic teams, school dances, and other extracurricular and cocurricular activities as determined by the administration.

### Marks for Habits of Work

All students will be given marks for Habits of Work in all classes. These gradesmarks will be reported each marking period as follows:

O - Outstanding

**Commented [CJ8]:** Aeries Comment Bank Workgroup: Could be the same as Citizenship with S/N but more concerned about the actual criteria and how it will be made available to students and families. Also, we might revisit the criteria and find something more in line with GFE. Also, here's a sample of WH:  
Works Ethically  
Works Collaboratively  
Contributes to Classroom Community  
Is Accountable  
Perseveres  
Pursues Personal Best

S - Satisfactory

N - Needs Improvement

U – Unsatisfactory

1. Criteria for determining marks for Habits of Work

1. Student attends consistently and is punctual.
2. Student demonstrates on task collaboration.
3. Student comes prepared to class.
4. Student manages time effectively.
5. Student asks for assistance when needed.
6. Student is open to feedback and revisions.
7. Student engages in class activities.

**Commented [CJ9]:** Could remove this addition of Habits of Work to allow more time for review. Prefer to match marks of S/N for both citizenship and habits of work.

1. Satisfactory or Outstanding in Citizenship

2. Attends consistently and is punctual

2. Collaborates with a positive attitude

3. Comes prepared to class

4. Manages time effectively, meeting deadlines

5. Asks for assistance when needed

6. Open to feedback and revisions

**Commented [CJ10]:** This was new language. No criteria existed. The Aeries Comment Bank Workgroup has come up with different language.

### Progress Reports - Middle School/High School - Grades 6-12

1. When a student is in danger of failing a subject, the parents/guardians must be notified at least three weeks before the end of the report period. When in doubt about a student receiving a failing grade, a notice shall be sent home.
2. In unusual circumstances when an exception to the above practice must be considered, a teacher must document the reason for the failing grade and the reason why parents/guardians were not notified in time for corrective action to be taken. When an exception is made, this documentation should be thoroughly discussed with the principal prior to the grade being sent home.

"Danger of failing" for the purpose of this policy, should be interpreted to mean:

- A student who is working at such a marginal level, so that any **one single** missed assignment or failed test prior to the end of the grading period will result in an "F" grade.
- A student who is likely to receive a "D" or "F" grade.

**Honor Roll**



Each school shall post an Honor Roll. All courses except pass/fail shall be counted in computing eligibility for the Honor Roll. To qualify for the High Academic Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.5 or better. To qualify for Academic Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.0 to 3.49.

#### Student Celebrations

Each site shall determine criteria and logistics for celebrating students by acknowledging and affirming progress and successes in academics, athletics, extracurricular and cocurricular activities, citizenship, random acts of kindness, and/or habits of works to foster communities that value diversity, equity as well as small and large contributions to the school community.

**Commented [CJ11]:** Honor Roll and Student Celebrations--Looking at eliminating Honor Roll in the Regulation and moving Student Celebrations out of Grading Policy/Regulations, but keeping the idea of expanding student celebrations. Student Celebrations are not technically grading policy.

#### Advanced Placement/Honors Courses (High School Level)

The district wishes to encourage students to take advanced placement and honors courses in academic subjects. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses as required by the College Board. Grades received in these courses will be counted on the following scale:

A = 5 points

B = 4 points

C = 3 points

D = 1 point

F = 0

#### Districtwide Final Examination Examinations, Portfolios, and Projects

At the high school level, students will take final exams or complete cumulative portfolios or projects in order to further demonstrate proficiency. At the high school level, students will take districtwide exams in the areas of Math, Science, English, History and Foreign Language, in order to further demonstrate proficiency.

**Commented [CJ12]:** Rename: Final Examinations/Portfolios/Projects

**Commented [CJ13]:** Revision:  
At the high school level, students will take final exams or complete cumulative portfolios or projects to demonstrate proficiency.

Students may challenge a course by taking a districtwide exam and scoring above grade level standards to be eligible to waive the course and to receive full credit.

**Commented [CJ14]:** Strike this. This is placement policy, not grading policy.

#### Pass/Fail Grading

With parental approval, students may elect, within the first four weeks of the semester, to earn a "Pass" or "Fail" grade instead of an A-F grade in the following courses:

1. All courses taken in the Alternative Education Program
2. All courses taken in the Special Education Program
3. 9-12th grade non-college preparatory courses (excluding courses required for graduation.)

Students who receive a "Pass" grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a "Fail" grade will not receive credit for taking the course.

**Commented [CJ15]:** Question from lthurnburn, does a Pass act as a neutral in the GPA, not counted at all in Aeries?

**Commented [CJ16]:** Strike "honors list."

Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and work plans related to specific subject knowledge are on file and have been approved by the principal or designee.

#### Repeated Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her the student's grade. The student shall receive credit only for taking the course once.

When a student in grades 9-12 repeats a class, both grades remain on the transcript, but the lower grade or same grade will be manually tagged to be excluded from the Grade Point Average effective for all 9-12 students, including current students.

The highest grade received will be the permanent grade on the student's transcript.

#### Clearing Deficiencies Due to D or F Grades After High School Graduation

Students who, by the time of high school graduation, have deficiencies due to D or F grades in certain "A-F" subjects may clear those grades in the summer immediately following high school graduation by enrolling in appropriate high school or college courses. Both grades received will be entered on the student's transcript. The highest grade received will be the permanent grade on the student's transcript.

#### Withdrawal from Classes

A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise determined by the principal or designee due to extenuating circumstances.

## Unexcused Absences

When an unexcused absence occurs, the student and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absence. (Education code 49067)

If the absence is not verified as excusable within five school days, it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/guardian shall make a record of this explanation and the date when it was given.

If a student receives a failing grade because of excessive unexcused absences (six per trimester, nine per semester), school records shall specify that the grade was given because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

- 1.—A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school
- 2.—A verified court appearance or related court-ordered activity

### Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10060	Criteria for high school physical education programs
5 CCR 30008	Definition of high school grade point average for student aid eligibility
Ed. Code 48070	Promotion and retention
Ed. Code 48205	Excused absences
Ed. Code 48800-48802	Enrollment of gifted students in community college
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 49066	Grades; finalization; physical education class
Ed. Code 49067	Mandated regulations regarding student's achievement
Ed. Code 49069.5	Students in foster care; grades and credits
Ed. Code 51242	Exemption from physical education based on participation in interscholastic athletics

**Commented [CJ17]:** Strike this whole section, including foster care student absences, since we are separating Academic progress from attendance. Per Ed Code: 4907 (b) The governing board of any school district **may** adopt regulations authorizing a teacher to assign a failing grade to any pupil whose absences from the teacher's class that are not excused pursuant to Section 48205 equal or exceed a maximum number which shall be specified by the board. Regulations adopted pursuant to this subdivision shall include, but not be limited to, the following:

The "may" gives the Board the discretion to take attendance out of reporting progress toward a standard. Instead, lack of attendance can result in lack of progress.

Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 76000-76002	Enrollment in community college
<b>Federal</b>	<b>Description</b>
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.67	Family Educational Rights and Privacy
<b>Management Resources</b>	<b>Description</b>
Court Decision	Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593
Court Decision	Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1
Court Decision	Owasso Independent School District v. Falvo, (2002) 534 U.S. 426
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U.S. DOE Office for Civil Rights Correspondence	Report Cards and Transcripts for Students with Disabilities, October 17, 2008
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">California Student Aid Commission</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">U.S. Department of Education, Office for Civil Rights</a>
Website	<a href="#">California Department of Education</a>

#### Cross References

Code	Description
4127	<a href="#">Temporary Athletic Team Coaches</a>
4127	<a href="#">Temporary Athletic Team Coaches</a>
4131	<a href="#">Staff Development</a>
4131	<a href="#">Staff Development</a>
4222	<a href="#">Teacher Aides/Paraprofessionals</a>
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4231	<a href="#">Staff Development</a>
4231	<a href="#">Staff Development</a>

4327	<a href="#">Temporary Athletic Team Coaches</a>
4327	<a href="#">Temporary Athletic Team Coaches</a>
5020	<a href="#">Parent Rights And Responsibilities</a>
5020	<a href="#">Parent Rights And Responsibilities</a>
5113	<a href="#">Absences And Excuses</a>
5113	<a href="#">Absences And Excuses</a>
5113.1	<a href="#">Chronic Absence And Truancy</a>
5113.1	<a href="#">Chronic Absence And Truancy</a>
5113.2	<a href="#">Work Permits</a>
5113.2	<a href="#">Work Permits</a>
5123	<a href="#">Promotion/Acceleration/Retention</a>
5123	<a href="#">Promotion/Acceleration/Retention</a>
5125	<a href="#">Student Records</a>
5125	<a href="#">Student Records</a>
5125.2	<a href="#">Withholding Grades, Diploma Or Transcripts</a>
5125.3	<a href="#">Challenging Student Records</a>
5126	<a href="#">Awards For Achievement</a>
5126	<a href="#">Awards For Achievement</a>
5127	<a href="#">Graduation Ceremonies And Activities</a>
5132	<a href="#">Dress And Grooming</a>
5132	<a href="#">Dress And Grooming</a>
6011	<a href="#">Academic Standards</a>
6020	<a href="#">Parent Involvement</a>
6020	<a href="#">Parent Involvement</a>
6141.2	<a href="#">Recognition Of Religious Beliefs And Customs</a>
6141.2	<a href="#">Recognition Of Religious Beliefs And Customs</a>
6141.5	<a href="#">Advanced Placement</a>
6141.5	<a href="#">Advanced Placement</a>
6142.4	<a href="#">Service Learning/Community Service Classes</a>
6142.7	<a href="#">Physical Education And Activity</a>
6142.7	<a href="#">Physical Education And Activity</a>
6143	<a href="#">Courses Of Study</a>
6143	<a href="#">Courses Of Study</a>

6144	<a href="#">Controversial Issues</a>
6144	<a href="#">Controversial Issues</a>
6145	<a href="#">Extracurricular And Cocurricular Activities</a>
6145	<a href="#">Extracurricular And Cocurricular Activities</a>
6145.2	<a href="#">Athletic Competition</a>
6145.2	<a href="#">Athletic Competition</a>
6146.11	<a href="#">Alternative Credits Toward Graduation</a>
6146.11	<a href="#">Alternative Credits Toward Graduation</a>
6146.3	<a href="#">Reciprocity Of Academic Credit</a>
6146.3	<a href="#">Reciprocity Of Academic Credit</a>
6146.5	<a href="#">Elementary/Middle School Graduation Requirements</a>
6152	<a href="#">Class Assignment</a>
6152.1	<a href="#">Placement In Mathematics Courses</a>
6152.1	<a href="#">Placement In Mathematics Courses</a>
6154	<a href="#">Homework/Makeup Work</a>
6154	<a href="#">Homework/Makeup Work</a>
6154-E PDF(1)	<a href="#">Homework/Makeup Work</a>
6155	<a href="#">Challenging Courses By Examination</a>
6155	<a href="#">Challenging Courses By Examination</a>
6158	<a href="#">Independent Study</a>
6158	<a href="#">Independent Study</a>
6162.5	<a href="#">Student Assessment</a>
6164.5	<a href="#">Student Success Teams</a>
6164.5	<a href="#">Student Success Teams</a>
6173.1	<a href="#">Education For Foster Youth</a>
6173.1	<a href="#">Education For Foster Youth</a>
6179	<a href="#">Supplemental Instruction</a>
6179	<a href="#">Supplemental Instruction</a>
6184	<a href="#">Continuation Education</a>
6184	<a href="#">Continuation Education</a>
9150	<a href="#">Student Board Members</a>
9150-E PDF(1)	<a href="#">Student Board Members</a>

**Regulation 5121: Grades/Evaluation Of Student Achievement**

**Status: ADOPTED**

**Original Adopted Date:** 06/08/1999 | **Last Revised Date:**     | **Last Reviewed Date:**

**Assessment and Achievement (TK-5)**

In transitional kindergarten through fifth grade, teachers will use the report cards to indicate the student's level of achievement. The report card will indicate each student's proficiency ranking in the following way:

- 4 = Advanced: Demonstrates superior performance
- 3 = Proficient: Demonstrates consistent performance
- 2 = Moving toward proficiency/expectations
- 1 = Experiencing significant difficulty

**Advanced (4)**

The student consistently meets and often exceeds the standard as it is measured by the grade level common assessment. The student applies and extends the key concepts, processes and skills to other subject areas for the grade level.

**Proficient (3)**

The student consistently meets the standard as it is described by the grade level benchmarks. The student applies the key concepts, processes, and skills to other subject areas in the grade level.

**Moving toward Proficiency/Expectations (2)**

The student is beginning to meet the standard as it is described by the grade level benchmarks. The student is beginning to apply the key concepts, processes, and skills to other subject areas.

**Experiencing Significant Difficulty (1)**

The student is not yet meeting the standard for the grade level as it is described by the grade level benchmarks. The student is working on learning the key concepts, processes, and skills for that grade level or a prior grade level.

In the Spring Trimester, students must have at least a 3 in Reading, Writing, and Mathematics to be considered proficient.

**ELD Proficiency Levels TK-5**

- 4 =Bridging Plus (Well Developed)
- 3=Bridging (Moderately Developed)
- 2=Expanding (Somewhat Developed)

1=Emerging/Novice (Beginning Stage)

- Bridging Plus (4)  
Independently using a variety of high-level English language skills and fully participating in grade-level academic activities in all content areas. No language support required.
- Bridging (3)  
Beginning to use a variety of high-level English language skills and fully participating in grade-level academic activities in all content areas. Light language support required.
- Expanding (2)  
Independently using informal and social English, and using Academic English to learn and communicate about content. Moderate language support is required.
- Emerging Level (1)  
Learning to use English for immediate needs (informal and social), and beginning to understand and use Academic vocabulary and language. Substantial language support is required.

### **Grades for Achievement (6-12)**

Grades for secondary students shall be recorded and published in the district-managed electronic grading system. Teachers may not use third-party communication platforms or electronic gradebooks that are not under District management. Teachers will publish all grades that are used to calculate a student's final grade in the district-managed gradebook so that families and students may access those scores via their respective portals. Google Classroom is a recommended teacher/student workspace, not a gradebook, and those scores that calculate into final grades must be transferred/imported to the district-managed electronic gradebook.

Grades for achievement shall be calculated using a Minimum/Maximum scale whereby the lowest grade calculated shall be set at 50% in the District-managed electronic gradebook and the highest grade calculated shall be limited to 100%, thus providing a more proportionate grading scale and eliminating extra credit from calculations measuring student progress toward mastery of standards. The following is the district grading scale:

Grades for achievement shall be reported each marking period as follows:

#### **GPA**

A (90-100%) Advanced Course-Level Standard 4.0 grade points

B (80-89%) Above Course-Level Standard 3.0 grade points

C (70-79%) At-Course-Level Standard 2.0 grade points

D (60-69%) Approaching Course Level Standard 1.0 grade points

F ( 50-59%) Insufficient Evidence of Progress toward Course Grade-Level Standard 0

I Incomplete 0



When it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code [49067](#)) A student cannot receive a failing grade without written notification at least three weeks before the end of the report period.

An incomplete is given only when a student's work is not finished because of illness or other excused absence. The student has 6 weeks to complete the work with the 6 weeks starting at the point of recovery from illness or when the student is otherwise capable of completing the work per the student's situation. If not made up within six weeks, the incomplete will become an F.

Behavior and attendance shall be reported in separate comments and/or evaluations, not in the student's academic grade.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code [49066](#))

Teachers are encouraged to allow for progress in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement as it relates to the benchmarks/standards. Similarly, high grades at the beginning need not compensate for a downward trend in achievement as it relates to benchmarks/standards.

### **Extracurricular and Cocurricular Activities**

Students in grades 6 through 12 must earn at least a 2.0 or "C" grade point average in order to participate in school athletic activities per athletic league requirements. Students are not to be excluded from other extracurricular and cocurricular activities because of academic performance.

### **Marks for Citizenship**

All students will be given marks for citizenship in all classes. These marks will be reported each marking period as follows:

S - Satisfactory

N - Needs Improvement

Criteria for determining marks for citizenship may include, but are not limited to:

1. Student follows classroom and school rules.
2. Student respects public and personal property.
3. Student maintains respectful, cooperative relations with all adults and fellow students.
4. Student respects the rights of others to study and learn.

### **Marks for Habits of Work**

All students will be given marks for Habits of Work in all classes. These marks will be reported each marking period as follows:

S - Satisfactory

## N - Needs Improvement

### Criteria for determining marks for Habits of Work

1. Student attends consistently and is punctual.
2. Student demonstrates on task collaboration.
3. Student comes prepared to class.
4. Student manages time effectively.
5. Student asks for assistance when needed.
6. Student is open to feedback and revisions.
7. Student engages in class activities.

### Progress Reports - Middle School/High School - Grades 6-12

1. When a student is in danger of failing a subject, the parents/guardians must be notified at least three weeks before the end of the report period. When in doubt about a student receiving a failing grade, a notice shall be sent home.
2. In unusual circumstances when an exception to the above practice must be considered, a teacher must document the reason for the failing grade and the reason why parents/guardians were not notified in time for corrective action to be taken. When an exception is made, this documentation should be thoroughly discussed with the principal prior to the grade being sent home.

"Danger of failing" for the purpose of this policy, should be interpreted to mean:

- A student who is working at such a marginal level, so that any single missed assignment or failed test prior to the end of the grading period will result in an "F" grade.
- A student who is likely to receive a "D" or "F" grade.

### Advanced Placement/Honors Courses (High School Level)

The district wishes to encourage students to take advanced placement and honors courses in academic subjects. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses as required by the College Board. Grades received in these courses will be counted on the following scale:

A = 5 points

B = 4 points

C = 3 points

D = 1 point

F = 0

### Examinations, Portfolios, and Projects

At the high school level, students will take final exams or complete cumulative portfolios or projects in order to further demonstrate proficiency.

### Pass/Fail Grading

With parental approval, students may elect, within the first four weeks of the semester, to earn a "Pass" or "Fail" grade instead of an A-F grade in the following courses:

1. All courses taken in the Alternative Education Program
2. All courses taken in the Special Education Program
3. 9-12th grade non-college preparatory courses (excluding courses required for graduation.)

Students who receive a "Pass" grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a "Fail" grade will not receive credit for taking the course.

Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and work plans related to specific subject knowledge are on file and have been approved by the principal or designee.

### **Repeated Classes**

With the approval of the principal or designee, a student may repeat a course in order to raise the student's grade. The student shall receive credit only for taking the course once.

When a student in grades 9-12 repeats a class, both grades remain on the transcript, but the lower grade or same grade will be manually tagged to be excluded from the Grade Point Average effective for all 9-12 students, including current students.

The highest grade received will be the permanent grade on the student's transcript.

### **Clearing Deficiencies Due to D or F Grades After High School Graduation**

Students who, by the time of high school graduation, have deficiencies due to D or F grades in certain "A-F" subjects may clear those grades in the summer immediately following high school graduation by enrolling in appropriate high school or college courses. Both grades received will be entered on the student's transcript. The highest grade received will be the permanent grade on the student's transcript.

### **Withdrawal from Classes**

A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise determined by the principal or designee due to extenuating circumstances.

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#### **Policy Reference Disclaimer:**

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

#### **State**

5 CCR 10060

#### **Description**

Criteria for high school physical education programs

5 CCR 30008	Definition of high school grade point average for student aid eligibility
Ed. Code 48070	Promotion and retention
Ed. Code 48205	Excused absences
Ed. Code 48800-48802	Enrollment of gifted students in community college
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
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Ed. Code 49067	Mandated regulations regarding student's achievement
Ed. Code 49069.5	Students in foster care; grades and credits
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Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 76000-76002	Enrollment in community college
<b>Federal</b>	<b>Description</b>
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.67	Family Educational Rights and Privacy
<b>Management Resources</b>	<b>Description</b>
Court Decision	Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593
Court Decision	Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1
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U.S. DOE Office for Civil Rights Correspondence	Report Cards and Transcripts for Students with Disabilities, October 17, 2008
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">California Student Aid Commission</a>
Website	<a href="#">CSBA</a>
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## Cross References

Code	Description
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4127	<a href="#"><u>Temporary Athletic Team Coaches</u></a>
4127	<a href="#"><u>Temporary Athletic Team Coaches</u></a>
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4231	<a href="#"><u>Staff Development</u></a>
4327	<a href="#"><u>Temporary Athletic Team Coaches</u></a>
4327	<a href="#"><u>Temporary Athletic Team Coaches</u></a>
5020	<a href="#"><u>Parent Rights And Responsibilities</u></a>
5020	<a href="#"><u>Parent Rights And Responsibilities</u></a>
5113	<a href="#"><u>Absences And Excuses</u></a>
5113	<a href="#"><u>Absences And Excuses</u></a>
5113.1	<a href="#"><u>Chronic Absence And Truancy</u></a>
5113.1	<a href="#"><u>Chronic Absence And Truancy</u></a>
5113.2	<a href="#"><u>Work Permits</u></a>
5113.2	<a href="#"><u>Work Permits</u></a>
5123	<a href="#"><u>Promotion/Acceleration/Retention</u></a>
5123	<a href="#"><u>Promotion/Acceleration/Retention</u></a>
5125	<a href="#"><u>Student Records</u></a>
5125	<a href="#"><u>Student Records</u></a>
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5126	<a href="#"><u>Awards For Achievement</u></a>
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5127	<a href="#"><u>Graduation Ceremonies And Activities</u></a>
5132	<a href="#"><u>Dress And Grooming</u></a>
5132	<a href="#"><u>Dress And Grooming</u></a>
6011	<a href="#"><u>Academic Standards</u></a>
6020	<a href="#"><u>Parent Involvement</u></a>

6020	<a href="#"><u>Parent Involvement</u></a>
6141.2	<a href="#"><u>Recognition Of Religious Beliefs And Customs</u></a>
6141.2	<a href="#"><u>Recognition Of Religious Beliefs And Customs</u></a>
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6145	<a href="#"><u>Extracurricular And Cocurricular Activities</u></a>
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6164.5	<a href="#"><u>Student Success Teams</u></a>
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6179	<a href="#"><u>Supplemental Instruction</u></a>
6179	<a href="#"><u>Supplemental Instruction</u></a>
6184	<a href="#"><u>Continuation Education</u></a>
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9150	<a href="#"><u>Student Board Members</u></a>
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