

**Students**

**Grades/Evaluation of Student Achievement - Grades K-12**

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 or performance levels that represent an accurate evaluation of the student's achievement.

Teachers shall evaluate a student's work in relation to the District's adopted standards. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

Grades and performance levels 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 channels such as classroom participation, homework, benchmark and formative assessments, tests and portfolios.

When reporting student performance levels to parents/guardians of students in grades K-6, teachers shall 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. Teachers in grades 7-12 shall communicate with parents through phone calls, written notification, or electronic grade book, and school district forms required in the grading process.

The Board recognizes that the developmental levels of young children vary a great deal. In order to give parents/guardians more information and also promote students' self-esteem and experiences of success, teachers with students in kindergarten through grade six shall use the following performance levels: (1) Standard not met; (2) Standard nearly met; (3) Standard met; and (4) Standard exceeded. In grades seven through twelve, teachers shall use letter grades A through F to indicate the student's level of achievement and may also furnish examples of student work.

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

## **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.

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point averages (GPA), including the courses to be included with the GPA and whether extra grade weighting shall be applied to Advanced Placement, Pre-Advanced Placement, honors, and/or concurrent postsecondary courses.

Legal References:    EDUCATION CODE  
41505-41508 Pupil Retention Block Grant (moved above – sequence)  
48070 Promotion and retention  
48205 Excused absences  
48800-48802 Enrollment of gifted students in community college  
48904-48904.3 Withholding grades, diplomas, or transcripts  
49066 Grades; finalization; physical education class  
49067 Mandated regulations regarding pupil's achievement  
49069.5 Students in foster care, grades and credits  
51242 Exemption from physical education based on participation in interscholastic athletics  
76000-76002 Enrollment in community college  
CODE OF REGULATIONS, TITLE 5  
10060 Criteria for reporting physical education achievement, high schools  
30008 Definition of high school grade point average for student aid eligibility  
UNITED STATES CODE, TITLE 20  
1232g Family Education Rights and Privacy Act (FERPA)  
6101-6251 School-to-Work Opportunities Act of 1994  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy Act  
COURT DECISIONS  
Owasso Independent School district v. Falvo (2002)  
122 S. Ct. 934  
Las Virgenes Educators Association v. Las Virgenes Unified School District (2<sup>nd</sup> Appellate District 2001) 86 Cal.App.4<sup>th</sup> 1  
Swany v. San Ramon Valley Unified School District (N.D Cal. 1989)  
720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education (App. 2 Dist. 1986) 224 Cal. Rptr. 885, 179 C.A. 3d 593

MANAGEMENT RESOURCES:

CDE PUBLICATIONS

Aiming High: High Schools for the 21<sup>st</sup> Century, 2002

Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students, 2001

Elementary Makes the Grade!, 2001

WEB SITES

CDE: <http://www.cde.ca.gov>

Advanced Placement Challenge Project:

<http://www.apchallenge.net>

Policy

adopted: 04/17/84

revised: 06/02/98

revised: 09/21/04 (technical revision)

revised: 04/04/06 (technical revision)

revised: 09/05/06

revised: 02/16/10

revised: 06/09/10 (technical revision)

revised: 09/07/10 (technical revision)

revised: 10/16/18