

EVALUATION OF STUDENT ACHIEVEMENT

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying 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 academic performance. (*cf.* 5020 - Parent Rights and Responsibilities)

With recommendations from teachers leaders the Superintendent or designee shall establish guidelines for a grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom. (*cf.* 0410 - Nondiscrimination in District Programs and Activities)

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district and state standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, formative and summative assessments, projects, portfolios, and/or class discussion as appropriate. Other 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 for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5. (*cf.* 6173.1 - Education for Foster Youth)

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, they shall be evaluated on mastery of standards without penalty for absence for subsequent satisfactory completion of the assignment or assessment.

The Board desires to emphasize the importance of good school attendance. A teacher may report a failing grade to a student who has 20%+ or more unexcused absences during the grading period (*cf.* 5113 - Absences and Excuses) (*Education Code 49067*) and have failed to demonstrate mastery.

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.

Scholastic Eligibility

All incoming freshmen are scholastically eligible upon initial enrollment.

Students must earn at least a 2.0 or “C” grade point average in order to participate in extracurricular activities or interscholastic athletic programs. *(Refer to Board Policy 6145.2: Scholastic Eligibility for Extracurricular Activities and Interscholastic Athletics)*

During a student’s four years of interscholastic athletic eligibility, they may request an academic probation term of scholastic eligibility per the requirements of Administrative Regulation 5121

Grade Reporting

When reporting student performance to parents/guardians, teachers may add comments, descriptions, and/or observational notes in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child’s progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student’s academic achievements shall not contain information disclosing the student’s disability.

(cf. 5125 - Student Records) (cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. The grade assigned by a teacher is final, absent any clerical or mechanical mistake, fraud, bad faith, or incompetency.

The Board and Superintendent cannot order a student’s grade changed unless the teacher, to the extent practicable, is given an opportunity to state the reasons that the grade was given and to be included in all discussions regarding the changing of the grade; (Education Code 49066).

The Superintendent or designee shall determine the methodology to be used in calculating students’ grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced

Placement, International Baccalaureate, honors, and/or concurrent postsecondary courses. (*cf.* 6172.1 - Concurrent Enrollment in College Classes)

Legal Reference:

EDUCATION CODE

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 student's achievement

49069.5 Students in foster care, grades and credits

51242 Exemption from physical education based on participation in interscholastic athletics

69432.9 Cal Grant program; notification of grade point average

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)

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) 534 U.S. 426

Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr>

ADOPTED: 10/26/77; Rev. 8/22/84, 5/11/88, 10/12/88

REVISION/REDESIGNATION: 5/10/95 (BP 116 - Grading); Rev 8/23/95, Rev. 5/8/96
Rev. 9/11/96; Rev. 9/24/97; Rev. 5/8/02; Rev. 12/11/02;
Rev. 9/10/03; Rev. 6/26/2013

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