

FONTANA UNIFIED SCHOOL DISTRICT

SECONDARY

GRADING POLICY

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From January-May 2025, the Department of Secondary Schools worked with a committee of secondary school teachers, teachers on assignments, coordinators, assistant directors, directors, assistant principals, and principals to review the 2011 Secondary Grading Policy and discuss the concepts from of *Grading for Equity* by Joe Feldman and *Grading with Integrity* by Thomas Guskey, Nancy Frey, and Doug Fisher and how the Secondary Grading Policy should support teachers in providing the most accurate and effective feedback of learning to students and their families. This version serves as a refresh and revision to the out-of-date terms and practices from 2012 when this was last sent to the Board for approval. The team will continue to meet to bring back a reimagined Secondary Grading Policy that ensures that these policies and procedures align with the best educational practices for evaluating student learning and support the Board Focus Areas and the District’s Learner Profile. The committee included 17 teachers from grades 6-8, 21 teachers from grades 9-12, and 4 Teachers on Assignment, all from various subject areas. Secondary Administrators, District Office Administrators, and Fontana Teachers’ Association designated representatives also participated. The Secondary Academic Advisory Panel and Student Services also provided feedback.

As Board Policies and Administrative Regulations are revised, the Secondary Grading Policy will be updated to reflect those changes.

Purpose for Grading

The Fontana Unified School District recognizes that every graduating class faces new challenges. It is the goal of the Board of Education, administrators, teachers, and support staff to help students meet those challenges by preparing students for college and career readiness. While students must attain basic literacy and numeracy, they must also attain essential skills, which include critical thinking, problem solving, interpersonal skills, negotiation, and teamwork.

Fontana Unified School District believes that grades serve as a valuable instructional purpose by helping students and families identify the student's areas of strength and areas needing improvement; recognizing that each student is an individual. Families and students have the right to receive course grades that represent an accurate evaluation of the individual student's achievement of academic standards.

Grades should be based on impartial, consistent observation of the quality of student work and student mastery of course content and academic standards. Students shall demonstrate this mastery through a variety of ways such as assessments, class activities, homework, quizzes, essays, labs, projects, and portfolios. Behavior, effort, and attendance are evaluated and reported separately from the student's academic grade.

The district's grading policy shall be administered in a uniform manner based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that students' grades conform to this system.

Teachers should inform students and families in advance how student achievement will be evaluated in the classroom. The grade assigned by the teacher shall not be changed by the Board of Education or the Superintendent except as provided by law, Board Policy, or administrative regulation. (Education code 49066)

These procedures were developed as directed by Board policy by a committee of teachers and reviewed by administrators and instructional support staff.

Fontana Unified School District expects formal collaboration process of Professional Learning Communities (PLC). The role of PLCs is referred to throughout this document.

All educational decisions should relate to answering the four key questions of PLCs:

- What do we want our students to know and be able to do?
- How will we know when each student has learned?
- How will we respond when some students have not learned?
- How will we extend the learning for students who have demonstrated proficiency?

Through this process, FUSD will work to provide all students with equal access to a standards-based curriculum, quality first-instruction, and academic support. To facilitate this, the PLCs will develop parameters and guidelines for grading procedures in line with this Secondary Grading Policy.

Fontana Unified School District expects formal collaboration process of Professional Learning Communities (PLC). The role of PLCs is referred to throughout this document.

Evaluation of Student Achievement

Grades for Achievement

- Grades will reflect student achievement toward mastery of course content standards as defined by district approved curriculum.
- Grades shall be reported for each marking period as described in the Secondary Grading Policy.
- Teachers are expected to provide supporting data for grades assigned. Grade records shall reflect an adequate sampling of work from summative and formative assignments in each content area, consistent with district approved curriculum, to justify the assigned grade.
- In all aspects of grading and reporting, it is critical that teachers give accurate and complete information to families. Grades should reflect levels of achievement consistent with district approved curricula for all students. Under no circumstances will a teacher alter a student's grade based on personal feelings, whether favorable or unfavorable, toward that student. All grading practices must be objective, equitable, and free from bias, ensuring the integrity of the academic evaluation process.
- Students with individualized Education Plans (IEP) must be graded based on their performance in the district approved curriculum with appropriate accommodations as outlined in their IEP.
- The electronic grading system must be set up to have the student grades calculated in percentages to maintain consistency across courses.
- Grades shall be available and kept current for student and family monitoring through the district approved electronic grading system.

Nonacademic Grading

- A student may only receive an "Incomplete" due to incomplete work because of illness/other excused absences or if they student has been enrolled for 20 days or less for high school/10 days or less for middle school. If not made up within six weeks, the Incomplete shall become an F.
- Plus (+) and minus (-) signs may be used at the discretion of the teacher except for an Incomplete or F grade.
- No academic grade of a student participating in a physical education class may be adversely affected because of circumstances beyond their control or because they do not wear standardized physical education apparel.

Partial Credit for Students Qualifying Under California Education Code 51225.2

- If students change schools during the school year, they have a right to partial credits in all classes they are passing when leaving their former school, even if they do not complete the entire class.
- After students change schools, their new school must accept any partial credits issued by their former school.
- After students change schools, they have the right to be enrolled in the same or similar classes they were enrolled in at their last school.

- Students cannot be forced to retake a class or part of a class they have already completed with a passing grade, if it would make them off-track for high school graduation.
- Students have the right to take or retake any class they need to go to a California State University or University of California.
- A student's grade cannot be lowered because they were absent from school for a court hearing, or a court-related activity.

Demonstration of Proficiency

The student demonstrates proficiency in each area with at least 80 % of the grade level standards-based rubrics. Sampling of student work illustrates the proficient level of expectation for the majority of standards for the course. The student's work is comparable to the student exemplars and collaboratively designed rubrics that are labeled proficient.

- Grades are based on students' demonstration of proficiency of course content standards at grade level rigor.
- Grades assigned shall follow the grading rubric to be consistent and fair across the district. Proficiency is determined by performing at content standards. Mastery is determined performing above content standards.
- Professional Learning Communities (PLCs) will have agreed upon weighting and categories for determining student grades.
- Educators can use different forms of evidence to determine a student's level of proficiency based on academic standards, such as assessment data, class assignments, portfolios, etc.
- Clear learning objectives and grading criteria shall be explicitly communicated to students and families at the beginning of the course. Course-like teachers at each site will have similar syllabus expectations.
- Pass/fail courses will provide written objective criteria for granting a passing grade. Criteria will be clearly communicated by the teacher to students at the beginning of the course. Pass/fail grades may count for elective credit, but they are not calculated in the grade point average.
- Teachers will give students opportunities to correct assignments and to retake assessments. Guidelines and timelines will be established by the PLC and aligned to the Secondary Grading Policy.

Grading Guidelines

- Grades must consistently reflect, at the site and district levels, a continuum of standards-based achievement.
- Professional Learning Communities will establish standards based, aligned common grading criteria for student work and assessments.
- Teachers are responsible for communicating student progress by updating grades in the district approved grading software for academics (within a 2-week period), and work habits and citizenship. Citizenship, Work Habit information shall be included for Progress Report, Quarter, and Semester Grades when a student is failing or in danger of failing.
- If a student has made a reasonable attempt to complete an assignment, as determined by the PLC, the student will receive a grade of no less than 50% on Informal Assignments.
- Teachers shall allow students to retake assessments with the guidelines established by the PLC. Final Exams are not included in this, since they coincide with the end of the grading period. Assessments should be retaken, or test corrections submitted within two weeks.
- Grade improvement is determined by standards proficiency through the Assessment retakes/test corrections, and therefore no extra credit will be offered.
- Teachers will base their grades on the following: a minimum of 70% of a student’s grade will be based on formal, standards-based assessments that are summative in nature; a maximum of 30% will be based on informal, standard-based assignments that are formative in nature.

≥ 70% Assessment of Learning Summative Assessments Formal	≤ 30% Checking for Understanding Formative Assessments Informal
Standards Based Test & Quizzes Common Assessments, (PLC Unit Tests) Standards Based Summative Tests (Mid-terms, Semester Test) Large Projects (Summative) Final Draft Essays and on Demand Writing Lab Reports Mastery Assessments Summative Presentations Demonstrations of Proficiency Portfolios	Short Standards Based Information Quizzes (Entrance Ticket, Exit Ticket) Practice Test Small Projects (Formative) Draft Re-writes, Re-do assignments Homework Practice Classwork Student Involvement Class Activities Warm-Ups

Grading Rubric

*PLCs may choose to use the I to provide feedback that is more detailed to the students and families. However, for the purpose of grading Informal Assignments, students who have made a reasonable attempt, as determined by the PLC, will receive a minimum score of 50%, so that students are not penalized during the learning process.

Letter Grade	Min %	Descriptor	Performance Band	Rubric Score
A	90%	An <i>A</i> means the student shows mastery of content above grade level rigor with in-dept inferences and applications that go beyond what is taught in class.	Standard Exceeded	5
B	80%	A <i>B</i> means the student has completed proficient work on all course objectives at grade level rigor with no major errors or omissions.	Standard Met	4
C	70%	A <i>C</i> means the student has completed proficient work on the most important objectives, although not on all objectives, at below grade level rigor of what was explicitly taught in class.	Standard Nearly Met	3
D	60%	A <i>D</i> means the student has completed proficient work on at least half of the course objectives but is missing some important objectives and is at significant risk of failing the next unit/course in the sequence.	Standard Not Met	2
F	50%	An <i>F</i> means the student produces minimal information even with prompting. The student has completed proficient work on fewer than half of the lesson/course objectives and cannot successfully complete the next unit/course in the sequence.	Below Standard	1
*I	1%	An <i>I</i> means the student does not produce any information even with prompting. The student has completed proficient work on fewer than twenty-five percent of the lesson/course objectives and needs to retake the assignment. An <i>I</i> grade becomes an <i>F</i> after six weeks.	No Evidence	0

Formative and Summative Assessments

Successful schools engage students in all aspects of their learning. One such strategy is to balance both summative and formative classroom assessment practices and information gathering about student learning. Educators should frame their view of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps in learning may occur. In a balanced assessment system, both summative and formative assignments are an integral part of information gathering. PLCs should work together to create a common syllabus that includes assignments that are both formative and summative.

Formative Assessments or Informal Assignments

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening, at a point when timely adjustments can be made. Formative assessment is student practice, student involvement, and teachers providing descriptive feedback. Research shows students' involvement and ownership of their work increases students' motivation to learn. In addition, descriptive feedback can be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. **Some examples of formative assessments are** observations, questioning, discussion, entrance/exit tickets, warm-ups, drafts, learning/response logs, peer/self-assessments, practice presentations, kinesthetic assessments, individual whiteboards, constructive quizzes, think pair share, and homework.

Summative Assessments or Formal Assessments

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know, help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessment at the district/classroom level is an accountability measure that is used as part of the grading process. The key is to think of summative assessment to gauge, at a particular point in time, student learning relative to content standards. **Some examples of summative assessments are** state assessments, site-based common assessments, end-of-unit or chapter tests, end-of-term or semester exams, scores that are used for school accountability, and student grades.

It is important to know that state assessments, including the resources that serve as benchmarks, are not used to negatively impact a student's grade.

Homework

“Homework is a school related assignment which requires time and effort outside the regular classroom.” (BP 6154). Assignments may vary upon subject, but need to be designed so students may do one or more of the following:

- Practice and reinforce fundamental skills to meet course objectives.
- Aid in processing needed information to demonstrate mastery.
- Provide an opportunity to increase their learning ability through independent experiences with resources found outside of a classroom setting.
- Develop regular study habits, responsibility, and self-discipline, which are needed skills to budget their time effectively and work independently.
- Engage in shared learning experiences with family.
- Enhance concepts taught in class and may reinforce real world applications.

Grading Homework

Homework will be graded and will be part of 30% or less of students' overall grade along with other formative measures. Grading varies upon specific assignments. For example, some assignments may receive a rubric score; letter grade; percent score; or points for completion, full credit, partial credit, or no credit dependent upon the completion of work. Dependent upon the assignment students may receive one or more of the following forms of feedback in a timely manner:

- Direct instructional feedback when completed work is reviewed in class.
- Graded work returned with relevant and meaningful written comments.
- Peer evaluations with clearly outlined objectives.
- Additionally, homework completion will be part of the student's work habits grade.

Additionally, homework completion will be part of the student's work habits grade.

Communication between students and teachers should be established concerning individual circumstances that may exist within families. Students should be able to complete assignments independently.

Make-up, Late Work, Missing Assignments, and Zeros

Make-up Work

As per Board Policy 6154, students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure. The opportunity to make up work due to absence for a minimum of 1 day for every day of absence for full credit earned. If absences cross terms, the incomplete may be used.

Late Work and Missing Assignments

Students will be allowed to submit late summative assignments within reasonable time limits (as defined by the PLC) to demonstrate proficiency and earn a proficient grade. Penalties for late summative work will be determined by the PLC and will not exceed 30% of the credit earned.

Students can submit late formative assignments and receive credit for their work. The PLC will set reasonable deadlines, with a minimum of one week, for accepting late submissions. If necessary, minimal deductions (not exceeding 30% of the credit earned) may be applied. These guidelines aim to support learning while ensuring students are participating in practice opportunities.

Students who habitually do not turn in work should be referred to possible interventions, including tutoring, support classes, SSTs, etc. as guided by PLCs and site procedures. Teachers should continue to do all in their power to ensure students are completing the work. Students and families are integral members of the education team and need to continue to ensure that students are completing the required assignments. When students are struggling to complete the assignments, they or their families need to contact the teacher for additional support

Additionally, grades cannot be lowered due to absences related to court hearings, placement changes or court-related activity for Homeless/Foster Youth.

Assigning Zeros

Students who do not make a reasonable attempt to complete an assignment/assessment, as determined by the PLC. However, students will be given the opportunity to complete the work or retake the assessment to demonstrate learning. The PLC will determine appropriate guidelines for make-up work and retakes, with a focus on supporting mastery and student growth over compliance.

Work Habits and Citizenship

- Work habits and citizenship are reported separately from academic grades.
- Work habits are based on a student’s responsibility for completing assigned work, including completing work that is missed due to absences, suspensions, or assignments to alternative learning centers including school suspension.
- Citizenship is based on compliance with site and district expectations for student behavior.

Grade	Work Habits	Citizenship (Behavior)
O (Outstanding)	Completes all assignments, including homework	Consistently high compliance with site and district expectations for behavior
S (Satisfactory)	Completes most assignments, including homework	Generally complies with site and district expectations for behavior
N (Needs Improvement)	Completes some assignments, including homework	Needs to improve compliance with district and site expectations for behavior
U (Unsatisfactory)	Completes few assignments, including homework	Extremely poor compliance with district and site expectations for behavior

*Citizenship grades may be used to determine eligibility for rewards or privileges
as deemed appropriate at each school site.*

Students with Disabilities

Most students with disabilities other students. The exceptions are students in moderate to severe settings receiving Critical Skills curriculum as indicated on their Individual Education Plan (IEP.) ALL students with disabilities are eligible to have test administration directions simplified or clarified, the ability to mark in test booklet/computer-based assessment (other than responses) including highlighting, to be tested in a small group, and to have extra time on a test within a testing day.

Other accommodations and modifications are also available if they are listed in the students' IEP. General education teachers are a part of the IEP team and should confer regularly with the special education case carrier regarding the progress of the student. Special education teachers should make available a copy of the student's IEP for all teachers to follow and to be available for questions and concerns. Modifications and/or accommodations are based on Title 5 California Code of Regulations and should be part of the day-to-day program and assessments as identified in the IEP.

Grading is determined by the student's performance in the core curriculum. Grades are driven by the students' level of proficiency for each subject based on the academic standards and the district-adopted curriculum. Grades need to consider accommodations and modifications as they relate to the components of the grading policies. Each student's accommodations and modifications are listed in the student's IEP.

The grading procedure, except for moderate to severe populations, will use the following grading scale and weights:

RSP A minimum of 70% of the grade will reflect culminating tasks that demonstrate understanding of the content standards (assessments, essays, labs, projects, quizzes, etc.) A maximum of 30% of the grade will be based on small formative standards-based work such as, classwork, homework, and learning support factors.

SDC A minimum of 60% of the grade will reflect culminating tasks that demonstrate understanding of the content standards (assessments, essays, labs, projects, quizzes, etc.) A maximum of 40% of the grade will be based on classwork, homework, and learning support factors.

Students with Disabilities who are in general education classes will be graded using the adopted district grading policy weights and percent with appropriate accommodations and modifications per their IEP.

At the same time the site report cards are distributed, the special education teachers are required to send a progress report or annotated goals based on the student's IEP

Regarding Adaptations per the Student's IEP, special education teachers use a variety of adaptations when planning instruction for students with disabilities, especially instruction that is based on **state content** standards and curriculum. An adaptation may function as an accommodation or a modification depending on the situation in which it is used. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute which provides access

for a student with a disability to participate in the course, standard, or test, which does not fundamentally alter or lower the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute which provides access for a student with a disability to participate in a course, standard, or test, which does fundamentally alter or lower the standard or expectation of the course, standard, or test.

Adaptations MUST be given to those students who have it identified in their IEP. A teacher would be out of compliance if they gave a failing grade to any student with disabilities who has not been provided with all their legal accommodations and/or modifications as spelled out in their IEP. Adaptations may include but are not limited to: modified rubrics, reading of tests and questions, fewer choices on a multiple choice test (3 instead of 4), multiplication charts, calculator, special seating, word processors, spell checkers, reduced work load, modified assignments, use of notes or books during tests, or testing in the case carrier's room.

English Learners

All English Learner (EL) students are to receive the same district core curriculum and assessments as their general education peers, including those identified as English Only (EO), GATE, and Special Education. School sites are required by state and federal law to ensure that English Learners are appropriately placed in designated English Language Development (ELD) classes based on their English proficiency levels, as determined by the English Language Proficiency Assessments for California (ELPAC) and other relevant measures. Accurate placement is essential to meet legal obligations and to support students' language development and academic success.

State and federal mandates require that all students identified as English Learners receive designated ELD instruction until they meet the district's reclassification criteria, as outlined in Board Policy. ELs are assessed annually using the ELPAC, which determines their English language proficiency level and informs placement and instruction.

All ELD instruction must be aligned to the California 2012 ELD Standards, which are organized by proficiency levels (Emerging, Expanding, Bridging). These standards guide instruction in listening, speaking, reading, and writing and are designed to ensure ELs develop both English language proficiency and the academic language necessary for success in ELA and other content areas.

Progress in designated ELD courses should be assessed based on individual language growth as measured by the ELD standards. Grades in ELD classes should follow Fontana Unified School District's Secondary Grading Policy and reflect both formal and informal assessments of students' language development, including listening and speaking skills.

For core content classes, the letter grades of A, B, C, D, and F are used to indicate whether a student is meeting grade-level content standards. This grading applies to all students, including English Learners. While ELs may still be developing English proficiency, their grades in core subjects should reflect their understanding of the academic content—not their level of English language proficiency. Teachers are encouraged to use a variety of supports, scaffolds, and assessment strategies to ensure ELs can demonstrate their content knowledge and to fairly evaluate their progress in alignment with district grading policies.

Advanced Learners and Advanced Courses

FUSD recognizes the unique academic needs of Advanced Learners, such as those identified as Gifted (GATE), high achieving and those performing significantly above grade level, many of whom participate in Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. PLCs should develop guidelines and parameters for meeting these needs through the curriculum and instruction these students receive. These needs may be met through enrichment activities or through an advanced course of study. Students in AP and IB courses follow the College Board and IB-approved curricula designed to prepare them for external assessments and potential college credit. Instruction and assessment must align to program standards, with teachers balancing rigor and support through purposeful, standards-based assignments.

Advanced learners can also expect additional opportunities for enrichment outside the traditional classroom setting. Enrichment opportunities done outside the classroom that may constitute acceptable coursework may include:

- long-term projects
- extended written work
- additional reading
- formally written lab reports
- assignments requiring the use of specific technology
- standards-based community service projects

Assignments should be differentiated, and students should be given a choice – when appropriate – to meet their diverse needs. For example, a student might demonstrate her level of understanding by writing a play about the topic of study rather than completing the standard essay assigned to the rest of the class.

FUSD is committed to equitable access to advanced coursework and strives to ensure that students from all backgrounds are supported in accessing and succeeding in GATE, Honors, AP, and IB courses. Students in advanced courses should expect a more rigorous curriculum with high levels of expectation for quality work but should not be expected to do extra work or spend excessive amounts of time on homework unless the assignments are meaningful and directly related to standards and course outcomes. These students will receive deadlines and due dates well in advance. Because of the increased level of rigor in both the topics studied and the assignments and assessments, students will receive weighted grades toward their GPA (AR 5121). However, it is not appropriate to “inflate” a student’s grade or create artificially high standards for a particular student.

Teachers of advanced courses shall follow the entirety of the Secondary Grading Policy. PLCs are expected to establish guidelines and parameters for the resubmission of informal assignments and the retaking of formal assessments

Academic Honesty

FUSD requires all students to demonstrate honesty and to abide by ethical standards in preparing and presenting materials, as well as in testing situations. Grades should reflect the student's own work in the fairest viable way. Academic dishonesty, cheating, or plagiarism involves an attempt by the student to show possession of a level of knowledge or skill which the student does not possess. It involves any attempt by a student to substitute the product for another, as a whole or in part, as the student's own work. Students use of AI tools must align with the teacher's instructions and use expectations. Use of AI tools on schoolwork must be cited and may not be submitted as the student's original work This policy covers all school-related tests, quizzes, reports, class assignments, and projects.

Academic dishonesty includes, but is not limited to, the following:

Cheating

- Obtaining information from another student during an examination
- Communicating information to another student during an examination
- Knowingly allowing another student to copy one's work
- Offering another person's work as one's own
- Using an unauthorized electronic device to solicit, transmit, or search for answers
- Taking an examination for another student or having someone take an examination for oneself
- Sharing answers for a take-home examination unless specifically authorized by the teacher
- Using unauthorized material during an examination
- Altering a graded examination or assignment and returning it for additional credit, under the pretense that the teacher made an error
- Having another person or a company do the research and/or writing of an assigned paper or report
- Misreporting or altering the data in laboratory or research projects

Plagiarism

- Plagiarism is to present the ideas, words, or creative product of another as one's own. Credit must be given to the source for direct quotations, paraphrases, ideas, and facts which are not common knowledge.

Other Dishonest Conduct

- Stealing or attempting to steal an examination or answer key
- Stealing or attempting to change official academic records
- Intentionally impairing the performance of other students and/or a teacher, for example, by adulterating laboratory samples or reagents, by altering musical or athletic equipment, or by creating a distraction meant to impair performance
- Alteration of computer and/or gradebook records or forgery of signatures for the purpose of academic advantage

- Sabotaging or destroying the work of others

Collusion

- Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion is an act of academic dishonesty and will be disciplined in the same manner as the act itself.

The Role of the Teacher:

- A teacher who has evidence that an act of academic dishonesty has occurred shall, after speaking with the student and family, take one or more of the following disciplinary actions depending on the level of the infraction as established by the guidelines established by the Site/PLC:
- The student will receive an oral reprimand, and the student will redo the assignment as determined by the Site/PLC (for example, in cases where there is reasonable doubt that the student knew that the action violated the standards of academic honesty)
- The student will receive an F/NC, zero points, **or** a reduced number of points on all or part of a particular paper, project, **or** examination (for example, for a first-time occurrence of a relatively minor nature)
- The student will receive an F/NC for the grading period (for example, in cases where dishonesty is more serious, premeditated, or an ongoing offense)

In each of the instances listed above, the teacher will make a notation in the Visitation screen on Q, and the student's Work Habits and Citizenship marks may be impacted.

A student found to be academically dishonest may not have made a reasonable attempt on the assignment/assessment and therefore may not be able to resubmit their work as determined by the Site/PLC. However, because it is essential that the teacher know the true level of mastery that the student has for a particular standard, the student may be required to demonstrate their knowledge on a like assignment/assessment.

The Role of the Administrator:

- For any incident of academic dishonesty, which is sufficiently serious for the teacher to take advanced disciplinary action, which can lower the student's grade, the teacher shall report the incident to the administration for appropriate disciplinary action. The Administrator will determine the appropriate level of discipline based on the school's discipline hierarchy. These consequences will be recorded as part of the student's discipline record. Students found to be academically dishonest are subject to disciplinary action up to and including suspension; dismissal from student offices, athletics, and extracurricular activities; involuntary transfer; or expulsion under Education Code 48900 (f), (g), and/or (l).

References

Fontana Unified School District Board Policy & Administrative Regulations:

- 5113 Absences & Excuses
- 5121 Grades/Evaluation of Student Achievement
- 5131 Conduct
- 6011 Academic Standards
- 6020 Parent Involvement
- 6141.4 International Baccalaureate
- 6141.5 Advanced Placement
- 6146 Graduation Requirements
- 6146.1 Alternative Credits Towards Graduation
- 6146.4 Differential Graduation and Competency Standards for Students with Disabilities
- 6154 Homework/Make-up Work
- 6155 Challenging Courses by Examination
- 6173 Education For Homeless Children
- 6173.1 Education For Foster Youth

Feldman, J. (2024). *Grading for equity (2nd ed)*. Thousand Oaks, CA: Corwin

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Reeves, D. (2004). The case against the zero. *Phi Delta Kappa International*, 86 (4) 324-325.