Grades/Evaluation of Student Academic Performance - Grades K-12

Adopted: 04/17/1984 **|** **Last Revised**: 03/10/2026 **|** **Last Reviewed**: 03/10/2026

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 academic performance.

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that grade level(s). Teachers shall evaluate a student's work in relation to standards which apply to all students at their grade level, and in compliance with accommodations and modifications as included on the student's IEP or 504 plan. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

A teacher shall base a student's grades or performance levels solely on the quality of the student's academic work and their mastery of course content based on California standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, 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.

Final grades should be based on impartial, consistent observation of the quality of the student's work and their mastery of course content and objectives.

The teacher of each course shall determine the student's grade. A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or rule.

When reporting student performance levels to parents/guardians of students in grades K-5 teachers shall add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and level of proficiency or developmental stage of standards. Teachers in grades 6-12 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 five shall use the following performance levels:

(1) Beginning to progress toward the grade level expectation
(2) Not consistently meeting grade level expectation
(3) Meeting grade level expectation
(4) Consistently working above grade level expectation

In grades six through twelve, including combo classes, teachers shall use letter grades A through F to indicate the student's level of achievement and may also furnish examples of student work.

A report card for a student with a disability may contain information about their 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.

No teacher shall permit any student, including a student aide, to view, record or change any student's grade or attendance in the teacher's print or electronic records. The classroom teacher is responsible for the accuracy of student grades and attendance records.

Effect of Absences on Grades or Performance Level

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, they may turn in the assignment without penalty for being late within a reasonable amount of time (as described in teachers syllabus/student handbook). The teacher shall evaluate and assign a grade/credit based on the quality of the work.

Grade Point Average

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, honors, UC designated honors, and/or dual enrollment/concurrent postsecondary courses.

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.

Legal References:

STATE

CALIFORNIA CODE OF REGULATIONS

5 CCR 10060 Criteria for high school physical education programs

5 CCR 30008 Definition of high school grade point average for student aid eligibility

EDUCATION CODE

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 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

FEDERAL

UNITED STATES CODE

20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974

CODE OF FEDERAL REGULATIONS

34 CFR 99.1-99.67 Family Educational Rights and Privacy

MANAGEMENT RESOURCES

COURT DECISIONS

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

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

Owasso Independent School District v. Falvo (2002) 534 U.S. 426

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

WEBSITES

CSBA District and County Office of Education Legal Services https://legalservices.csba.org/#

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

CSBA http://www.csba.org/

U.S. Department of Education, Office for Civil Rights http://www2.ed.gov/ocr

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

Rule Adopted:	06/02/1998
Revised:	08/05/2025
Revised:	09/21/2004
Revised:	05/07/2007
Revised:	06/09/2010
Revised:	09/07/2010 (technical)
Revised:	10/16/2018
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