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

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The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

Report cards or academic performance documents displaying students' grades or performance level in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

In grades 9-12, students who are on an IEP and on a Certificate of Completion Pathway or on the Alternative Pathway to a Diploma (students eligible to take the California Alternative Assessment [CAA]) will be graded with “Pass” or “Fail” to indicate student’s classroom participation and progress.

Grades for Student Academic Performance

Grades for student academic performance shall be reported each marking period. 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. The conference and/or written report shall be provided no less than 15 school days prior to the end of the grading period.

In kindergarten through fifth grade, teachers shall use developmental milestones using narrative descriptions with the following dimensions: (1) Social Emotional; (2) Physical; (3) Language; (4) Cognitive; (5) Literacy; (6) Mathematics; (7) English Language Acquisition.

The following academic performance levels shall be used: (1) Beginning to progress toward the grade level expectation; (2) Not consistently meeting grade level expectation; (3) Meeting grade level expectation; and (4) Consistently working above grade level expectation.

In grades six through twelve, teachers shall use narrative descriptions or written notices with letter grades A through F to indicate the student’s level of academic performance and may also furnish examples of student work.

Academic marks shall be based on the competency level of each student and subject area as it relates to standards. Criteria for determining grades for academic performance may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness
2. Contribution to classroom discussions
3. Demonstrated understanding of concepts in tests/assessments
4. Application of skills and principles to new situations
5. Organization and presentation of written and oral reports
6. Originality and reasoning ability when working through problems

Any grades assigned for academics shall be reported as follows for Grades 6-12:

Secondary Academic Mark		**Secondary GPA Weighted [a]**	**Secondary GPA Unweighted**
A	Thorough Understanding of Content Area Standards	5	4
B	Solid Understanding of Content Area Standards	4	3
C	Approaching Understanding Content Area Standards	3	2
D	Beginning Progress Towards Understanding Content Area Standards	1	1
F	No evidence of Progress Towards Standards	0	0
I	Incomplete [b]	Excluded from GPA calculation	Excluded from GPA calculation
NC/NP	No Credit/ No Pass	Excluded from GPA calculation	Excluded from GPA calculation
CR/P	Credit/ Pass	Excluded from GPA calculation	Excluded from GPA calculation

[a] Because of the more rigorous nature of Advanced Placement, honors*, UC designated honors, dual enrollment, and pre-approved select postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting.

[b] An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

*Honors courses without the UC designation are not recognized as an honors level course by UC/CSU. Students will earn an internal Lodi USD weighted GPA but do NOT earn a GPA weighted by the UC/CSU systems.

Elementary Academic Mark K-5	
4	Consistently working above grade level expectation
3	Meeting grade level expectation
2	Not consistently meeting grade level expectation
1	Beginning to progress toward the grade level expectation

Grades for Physical Education

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 their control, does not wear standardized physical education apparel.

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests.

College Courses - College Level Course Work

CCAP Dual Enrollment – College and Career Access Pathway (CCAP) Partnerships:

- UC/CSU transferable college courses where the student is dually enrolled in college and a Lodi USD high school
- Offered as part of a partnership between the school district and community college
- Limited to 15 units per semester
- CCAP Dual Enrollment coursework will be recorded on the high school transcript receiving a weighted GPA calculated on the 5-point scale
- The student will receive both college credit and high school credit for the course
- The student will receive the same letter grade as is granted by the college
- Courses may satisfy both Lodi USD elective graduation and UC/CSU a-g requirements
- Courses do not necessarily align with the UC/CSU pathway

Non-CCAP Concurrent Enrollment/College Early Start:

- Individual students also take courses at the community college outside of the traditional school day or during the summer
- Limited to 11 units per term
- Courses must be pre-approved and taken in a seat-based or online from an accredited college campus that is UC/CSU transferable
- Courses may satisfy both Lodi USD elective graduation and UC/CSU a-g requirements
- Courses do not necessarily align with UC/CSU pathway
- Grades from approved courses may be posted to student transcripts using a 4-point scale. Only grades from official and verified college transcripts will be accepted. It is the responsibility of the student/parent to order transcripts from the college and have them officially sent to the registrar of the high school.

Grades of a C- or better will be posted to the transcript using the following conversions:

College Units	HS Credits
0.5	1.67
1.0	3.33
1.5	5.00
2.0	6.66
2.5	8.33
3.0	10.00
3.5	11.66
4.0	13.32
4.5	15.00
5.0	16.65
5.5	18.32
6.0	20.00
6.5	21.66
7.0	23.31
7.5	25.00
8.0	26.64
8.5	28.31
9.0	30.00
9.5	31.64
10.0	33.30

Comments for Citizenship and Work Habits
Comments for citizenship and work habits shall be reported each marking period where applicable.

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

1. Student follows rules
2. Student respects public and personal property
3. Student maintains courteous, cooperative relationships with teachers and fellow students

Criteria for determining grades comments for effort work habits may include but are not limited to:

1. Student takes responsibility for having necessary tools and materials
2. Student shows interest and initiative
3. Student goes to work immediately and completes assignments
4. Student uses free time resourcefully

Repeating Classes
With the approval of the principal or designee, a student may repeat a course if they earned a D or F.

Category	**Grade Repair**	**Credit Recovery**
Applicable Course Grade	D	F
Eligible Courses	Meets an A-G requirement and the repeat course must have a curriculum similar to the original course (the same content but not necessarily the same title).	Meet A-G and/or graduation requirement and the repeat course must have a curriculum similar to the original course (the same content but not necessarily the same title).
How Credits Are Earned	**Option 1:** Both courses and course grades shall be entered on the student's transcript, but the student shall only receive credit for the higher graded course. The higher grade received shall be used in determining the student's overall grade point average (GPA) **Option 2:** Both courses and course grades shall be entered on the student's transcript and will be used in calculating the student's overall grade point average (GPA). The higher graded course shall be used for the A-G course credit. The D course grade shall be used for elective credit.	Both grades received shall be entered on the student's transcript. The highest grade received shall be used in determining the student's overall grade point average (GPA).

Effect of Absences on Grades
If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences.

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:

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

Withdrawal from Classes
A student or parent may initiate a drop request for a course during the first 15 school days of the semester/term without any entry on their permanent record card. A student who drops a course after the first 15 school days of the semester/term shall receive an F grade on their permanent record which will be included in the calculation of the GPA, unless otherwise decided by the principal or designee because of extenuating circumstances.

Grade Point Average
The Superintendent or designee shall calculate each student's total weighted GPA using the grade points assigned to each letter grade in accordance with the section "Grades for Student Academic Performance" above. When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12. Students who have opted out are permitted by the rules of the Student Aid Commission to provide test scores in lieu of GPA.

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/

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