Santa Fe High School
2026-2027 Grading Guidelines

Grading Roles and Responsibilities

Responsibility of Students:

1. Students are responsible for completing and submitting all assignments within the given time limits.
2. It is the responsibility of the student to communicate with the teacher if they do not understand an assignment and/or need to schedule a re-test. This must be done within the designated time allowable.
3. Students should seek assistance during class, or in TRIBE Time (tutoring), if they need additional help.
4. Students will attend tutoring during TRIBE Time, and/or by setting up an appointment with the teacher, if failing or if they need additional support or assistance.
5. It is the student's responsibility to attend school daily. This means students must be in class 90% of the time to receive course credit, in accordance with the Attendance Compulsory Law. Failure to do so may result in loss of credit and will result in make-up time.
6. If absent, it is the student's responsibility to request make-up work or assignments, using the procedures identified by the teacher on the course syllabus, within the designated time allowable.

Responsibility of Parents:

1. Parents are responsible for providing accurate contact information to the school, both during registration and updating as needed for clear communication.
2. Check grades on Skyward Family Access regularly. If parents are unable to gain access to Skyward, they should contact the school registrar.
3. Regularly communicate with the school if your child is facing academic difficulties. This includes failing grades and/or if you have any questions about their progress.
4. Ensure your student is at school each day, unless ill. Failure to meet the attendance policies may result in truancy. See Texas Compulsory Attendance Law for more information. https://tea.texas.gov/administrator-addressed-taa/taa-letters/attendance-admission-enrollment-records-and-tuition-august-2017
5. If a student has excessive absences (3 or more consecutively or is absent regularly), parents should contact teachers concerning make-up assignments and possible revised due dates.

Responsibility of Teachers:

1. The teacher of record will be responsible for recording grades in Skyward.
2. Each teacher's syllabus must be in accordance with SFHS Grading Guidelines. Teachers will discuss their syllabus with students within the first 2 weeks of school.
3. Peer grading is allowable, excluding major tests and project grades.
4. Teachers will record and return all graded minor and daily assignments within 72 business hours. Major assignments may take up to a week to return.
5. Teachers will have a system for make-up work and will communicate their expectations in their syllabus.
6. Teachers must have a minimum of (2) weekly grades and at least three (3) major grades per nine-week grading period (1 major grade every 3 weeks). The semester test grade is not one of the three major grades.
7. Teachers are encouraged to send weekly progress reports to all parents/guardians via Skyward.
8. All recorded grades must be based on TEKs.
9. Grades shall not be affected by participation in any extracurricular activity. For example, if a student is out for a school sponsored activity near the end of a UIL eligibility grade check, missing assignments for that period can't be marked as a zero without adequate time for a student to make them up.

10. Teachers will provide students with a rubric for long-term projects/alternative assessments. Rubrics must have check points for grading that are documented in the gradebook.
11. Teachers shall follow the SFHS Grading Policy and ask campus administration or department chairs for clarification.
12. If a student is failing a class, the teacher must contact the student's parents **at the third and sixth week** of the nine-week grading period. **If a student begins failing at the 8th week, parent contact must be made.** Parent contact should always be made for any student who failed the 9 weeks or semester by phone. Parent contact needs to be documented on contact logs. Notify parents of required possible tutorials and TRIBE Time embedded in the school day.

Responsibility of Administration:

1. It is the responsibility of the campus administrator to review WAGS, YAGS, and gradebooks to ensure compliance with the grading guidelines.

Grade Point Assessments

This district reports nine weeks grades to parents as numerical scores or may convert them to letter grades. The high school reports grades numerically as follows in this conversion table:
90—100 = A
80—89 = B
75—79 = C
70—74 = D
69 and below = F

Types of Assessment

Nine-week grades shall be made of daily, minor, and major assignments. Teachers will outline in their syllabus which types of assignments will be included in each grading category. No one assignment may account for more than 25% of a student's nine-week average, except in the case of Diversified Career Preparation where the weight of the employer evaluation is state-mandated.

- Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.
- Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child's educational program.
    a. Homework should never be used as a disciplinary measure but should be used to enrich and strengthen classroom experiences.
    b. Homework assignments may be used for discovery-type learning. There may be occasions where class work may become homework.
    c. Pre-reading text and/or novels may be necessary to prepare for classroom instruction.
    d. Teachers may not assign homework to students over holiday periods to preserve family time for students and their families.

Daily grades might include the following:

- Daily participation in class, daily class work, journals, warm-ups, exit tickets, informative packets, vocabulary work, notes, homework, and more based upon teacher discretion.

Minor grades might include the following:

- Classwork or Homework
- Small Projects/Labs/Major Project Checkpoints
    - Students may occasionally have additional homework time assigned to them beyond the given class time to work on special assignments, such as research papers, projects,

or reports and the like; homework may then be a contributing factor to major project checkpoint grades.

- Quizzes
  - Quizzes are short assessments designed by a teacher to evaluate a student's ongoing level of understanding and progress toward unit objectives.
  - Quizzes do not have to be scheduled in advance.

Major Grades might include the following:

e. Tests
   i. Tests are assessments designed to measure a student's successful attainment of the TEKS as expressed in the SFISD curriculum objectives. Tests are used as tools to evaluate a student's long-term mastery of an objective, skill, or subject.
   ii. Major tests are chapter, unit, or cumulative tests.
   iii. Major tests are intended to take one class period or more to complete.
   iv. A bonus question may be placed on an exam. The bonus must be tied to the TEKS and curriculum and may not be worth more than five (5) points.

f. Alternative Assessments
   i. Alternative assessments should be meaningful measures of real-world tasks.
   ii. The performance/product is the goal of instruction.
   iii. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting relevant information, and presenting appropriate information.
   iv. The method of presentation/product should be designed by the teacher, based on the subject area and content objectives. Teachers will provide students with a rubric for alternative assessments.
   v. Alternative assessments may be substituted for major tests.

g. Term Papers/Projects
   i. Term papers or projects are lengthy class work and/or homework assignments that may take up to several weeks for a student or group of students to complete.
   ii. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
   iii. Teachers will inform students of the term paper/project grading guidelines or rubric well in advance of the due date.
   iv. In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade proportionate to his/her participation.

h. Formative Assessments/Checks for Understanding
   i. These are assessments that are conducted throughout teaching and learning to diagnose student needs, plan the next steps of instruction, and provide students with feedback they can use to improve the quality of their work.
   ii. Formative assessments will be used to determine progress in the learning process and may not be recorded as a grade, unless it's a participation grade.

i. Labs
   i. Labs will provide hands-on learning experiences that reinforce theoretical concepts taught in the classroom and help students develop critical thinking, problem-solving, and laboratory skills.

j. College Board Advanced Placement Exams
   i. The purpose of AP programs at the high school level is to provide students with a rigorous course of study followed by a rigorous college exam. The coursework and course load at SFHS should prepare students to participate in the AP exam program.

High school AP classes provide students with opportunities to earn college credit while still in high school by earning a grade of 3, 4, or 5 on the AP exam.

ii. Enrollment in AP classes is voluntary. AP classes are weighted at a higher grade point standard due to the increased rigor of coursework (refer to SFHS Educational Planning Guide).

iii. Students enrolled in an AP class may choose to take the appropriate AP exam. See the Advanced Academics Agreement for more information.

2. Semester Assessments
    a. All courses will have comprehensive semester assessments on a scheduled exam day. Assessments may be written, performance, or project based.
    b. Semester assessments should be representative of the entire semester's work.
    c. If an assessment is project-based, a portion of the project must be given on the scheduled exam day. If an assessment is project-based, it must be approved by an administrator.
    d. Semester assessments will not be given early.
        i. If an assessment contains an essay portion, that portion may be given up to one week early. If an assessment consists of only an essay, it must be given during the scheduled time.
    e. Students who miss semester assessments due to absences must plan with teachers to make up the assessment within 10 days after the assessment was initially administered. An "I" Incomplete will be placed in the gradebook until the test is completed. After 10 days, a final grade of zero will be reported for the assessment.
    f. At the teacher's discretion, semester exams may be retaken. A student will have 3 school days to correct and/or retake a semester exam.

3. Semester Assessment Exemptions
    a. Semester exam exemptions will be awarded at the end of each semester. The complete requirements for exemptions will be released before each semester exam week.
    b. Exemptions will be based upon **no more than** 3 absences and/or 3 tardies in the semester for which the exemption is earned. If they have 4 or more in either of these categories, they are not eligible for an exemption in the classes eligible.
    c. Students must not have any outstanding fees.
    d. Students must not have participated in academic dishonesty or have been assigned ISS, OSS, or Alternative Campus Placement for any behavior for the semester.

    e. In addition to the student's attendance the following will also be factors:
        i. Student's grade average
        ii. Attendance exceptions may be made for approved college visits, religious holidays, extra-curricular activities, and co-curricular activities. (Refer to Section 3.6.3 TEA Student Attendance Accounting Handbook). *Students with medical or court-ordered documentation, with specific dates for their absences, may have additional absence allotments. In addition, bereavement excuses will be accepted for immediate family members, including parents, grandparents, and siblings. Parent notes do not count as attendance excuses for exemption purposes.

    f. Dual Credit courses do not acquire semester exam exemptions as outlined in the SFHS Grading Guidelines. Dual Credit professors will provide students with exam requirements in their syllabus.

4. Attendance and Exemptions:

a. Students will lose their exam exemptions if they obtain an unexcused absence after submitting their exam exemption form. This includes being absent on the day of the semester exam(s) in which you have earned an exemption, regardless of if you have less than 3 absences. **Students must be present on campus, even if they are exempt.**
b. Students must maintain their attendance record throughout the end of the school year.
c. Students who fail to maintain their attendance record and lose their exam exemption will have ten business days to make up their semester exam(s). ***Seniors must make up their exams before graduation.**

Grading Scale

1. Semester Averages
    a. 1st and 3rd Nine Weeks 40%
    b. 2nd and 4th Nine Weeks 40%
    c. Semester Exam 20%
    d. In the Diversified Career Preparation course, the employer evaluation will reflect 25-50% of the grade.

2. Nine-Week Averages (AP/Advanced Level Courses)
    a. Major Grades = 60%
    b. Minor Grades = 30%
    c. Daily Grades = 10%

3. Nine-Week Averages (On Level Courses)
    a. Major Grades = 50%
    b. Minor Grades = 30%
    c. Daily Grades = 20%

4. General Notes for Advanced/AP
    a. Students who enroll in advanced classes commit to completing the Santa Fe HS advanced academic course. Students requesting a course change will have to complete the course change request process from the beginning of the 7th week until the end of the 9th week. This process entails multiple steps, including a form signed by the teacher, parent/guardian, counselor, and assistant principal. Proof of tutoring and other interventions or support measures is required to request a course change. Course changes may not be official until after the first nine-week grading period ends. To initiate a change out of an advanced class, a conference must occur between the student, the parent/guardian, the teacher, and the counselor to determine the educational need. **Changes will only be made if it is deemed educationally necessary and space is available** in the lower-level course. A non-accredited course such as an off-block or office aide will not be considered. If the student transfers to another course, the student's grade (without weighting) will transfer to the new class. The following courses do not have an equivalent lower-level course and are not available to change after the first week of the fall semester; students not demonstrating an educational need may have to wait until the semester to change to a different semester-long course.

AP European History	AP Calculus	AP Biology
AP Environmental Science	AP Chemistry	AP Statistics
AP Spanish III/IV Language & Literacy		

University Interscholastic League (UIL) Eligibility
(Refer to UIL website http://www.utexas.edu/admin/uil/admin/side/acad.html)

1. A student who receives at the end of any grading period (after the first six weeks of the school year) a grade below 70 in any class (other than an identified advanced class) may not participate in extra-curricular activities for at least three school weeks.
2. Students earning a grade of below 70, but not less than 65 in ANY advanced course (advanced courses are designated as Advanced or AP) may be eligible to participate in extracurricular activities, provided all other courses are passed.
3. TRIBE Time will be mandatory for those students earning a grade of below 75. Students will not be penalized for attending tutorials. An ineligible student may continue to practice or rehearse. The student regains eligibility when the sponsor and/or supervisor determine that he or she has: (1) earned a passing grade (70 or above) in all classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
4. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period.
5. All activity coaches and directors are responsible for running grade reports for their students in accordance with the UIL policy.

Re-testing / Re-evaluation

1. Re-testing/Re-evaluation (group)
    a. Re-evaluation shall occur if the concept taught and tested is one of the essential knowledge and skills or is a prerequisite skill for future learning, and if 25% (50% for Advanced or AP) or more of all the students in a class period do not demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) on a test. A student may be awarded full credit using different methods of instruction for students not demonstrating mastery. [See policy EIA (Local)]. If a student fails to demonstrate mastery on the re-test, the higher of the two grades shall be recorded.
2. Re-testing/Re-evaluation (individual) Regular Level Courses/Advanced Courses
    a. A re-testing/re-evaluation opportunity shall be offered to all students. Students shall be permitted to retake any major test that the student has failed. At the teacher's discretion, a nine-week or semester exam may be retaken. A student will have 3 school days to correct and/or retake a nine-week or semester exam. **Students must attempt to take an exam, refusal to test does not warrant a re-testing opportunity.**
    b. All retests, not including nine-week or semester exams, must be done within ten school days.
    c. Under extenuating circumstances, and with principal approval, the teacher may waive the window(s) or return to the previous nine-week grading period in the current school year to allow a student to re-test.
    d. Re-testing/re-evaluation may include but is not limited to, oral examination, test corrections, or a formal test.
    e. A re-test must cover the same essential knowledge and skills and must be of the same difficulty as the original test.
    f. A student may score up to 70% on their re-test/re-evaluation.
    g. If test corrections are to be used for re-testing, procedures must be outlined in the teacher's syllabus.

3. Re-testing/Re-evaluation (individual) AP Level Courses
    a. Only one re-test will be allowed per nine weeks with a maximum grade of 70%. The student will have until the administration of the next exam to re-test during TRIBE Time, or at a scheduled time with the teacher.
    b. A re-test must cover the same essential knowledge and skills and must be of the same difficulty as the original test.

c. If a student fails to demonstrate mastery on the re-test/re-evaluation, the higher of the two grades shall be recorded.
d. Test corrections will be allowed for all tests in the nine weeks, except for comprehensive nine-week and semester exams. At the teacher's discretion, nine-weeks and/or semester exams may be retaken. A student will have 3 school days to correct and/or retake a nine-weeks and/or semester exam. Teachers will inform students of test correction procedures. With test corrections, students will earn 10 points on their exam grade with a maximum grade of 70%.

4. Re-Testing/Re-evaluation (individual) Dual Credit Courses
   a. Dual Credit professors will provide students with testing policies in their syllabus. Dual credit courses follow guidelines set forth by the College of the Mainland.

Non-Written Work

For grades on non-written work (projects, speeches, oral presentations/performances, individual performances, and group work) the teacher shall share clearly defined evaluative criteria, such as a specific rubric, with students before the exercise. These criteria shall serve as documentation that is essential in a parent conference. If a grade is given, it shall be recorded in the grade book. Rubrics/point systems used for non-written work will be based upon specific standards that are directly connected to the analysis of the subject area's TEKS.

Make-Up Work

1. Students shall be permitted to make up assignments and tests after an absence. The number of days allowed for make-up work to be completed will be equal to the number of times a class was missed.
2. Make-up work is available to all students. Teachers will have a system of informing students of their make-up work upon their return to class, which will be outlined in the teacher's syllabus.
3. Students are expected to make up assignments and tests after absences. Make-up work will be completed outside of class time or at the teacher's discretion. Students shall receive full-credit for satisfactory make-up work after an absence (as long as the work is turned in within the designated time frame).
4. Any student absent because of suspension shall request all work upon his/her return. A student is allowed the same number of school days to complete the make-up work as the actual suspension.
5. In cases where the student has missed a large quantity of work, the time may be extended. The teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work.
6. Students should not, on the day of returning to school, be required to take a quiz or test that was announced during the student's absence. Students will be required to take exams or turn in long-term projects when they have prior knowledge of the exam or due dates before the absence occurs.
7. Make-up work, including tests, may be an altered version to assess what the student has learned. The work should be of the same difficulty level as the originally assigned work and assess the same knowledge and skills.
8. Teachers may assign alternate work to ensure that absent students have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.
9. Make-up work often requires the student to attend TRIBE Time and/or scheduled tutorials to receive detailed instructions or assistance. Parents and students need to plan for transportation if attending a scheduled, after school tutorial.

DAEP or In-School Suspension Make-up Work

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete coursework needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The district may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district [see policy FOCA]. A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school [see policy FEA]. Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

Late Work

Assignments are due on time. Teachers may enter a grade of 0 on the day that an assignment is not turned in on time. Students may be permitted to turn in an assignment up to three (3) school days past the original due date with a grade deduction of 25 points off the grade earned. On the 4th school day, the assignment grade will be 0%. All daily and minor assignments associated with a major assignment (exam/test) must be turned in before the administration of the major assignment. Late work turned in past 3 days is at the teacher's discretion for acceptance and is not a requirement.

Incomplete Grades

A student receiving an "Incomplete" for a grading period has10 school days to convert the incomplete grade to an earned grade. In unusual cases where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limit for completing the work. (Refer to Section IV. University Interscholastic League)

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties per the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observations, or information from students [see policy EIA (Local)].

Behaviors defined as cheating:

- Giving or receiving information from any source (including exchanging/taking pictures), looking at someone else's work, or allowing someone else to see one's work.
- Unauthorized receipt or distribution of exam, test, or quiz contents, materials, or answer keys.
- Use of unauthorized resources, such as notes or electronic devices (such as, cellphones, Meta Glasses, etc.), or artificial intelligence.
- Taking an exam, producing a project, paper, or assignment for another student, or asking someone to take an exam or produce a project, paper, or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism:

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.
    - According to Plagiarism.org, to *plagiarize* means:
        - to steal and pass off (the ideas or words of another) as one's own
        - to use (another's production) without crediting the source
        - to commit literary theft
        - to present a new and original idea or product derived from an existing source
    - The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection if they are recorded in some way (such as a book or a computer file).
    - ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:
        - turning in someone else's work as your own
        - copying words or ideas from someone else without giving credit
        - failing to put a quotation in quotation marks
        - giving incorrect information about the source of a quotation
        - changing words but copying the sentence structure of a source without giving credit
        - copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)
        - using artificial intelligence or electronic applications to generate a product, essay, or to show work

  (Taken directly from http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/)

Consequences for academic dishonesty will include, but are not limited to the following:

- Teachers will contact the parent by **phone** to inform them of the academic dishonesty.
- A student will receive a 0% on all daily and minor assignments with no opportunity to gain credit for the assignment.
- Daily and Minor Assignments: Students will have a minimum of 3-hour detention for academic dishonesty. Further infractions will result in additional consequences, in accordance with the Student Code of Conduct.
- Major Assignments: A student will receive a 0% on all major assignments with the opportunity to re-take or re-make the assignment up to 50%. Further infractions of academic dishonesty on a major assignment will result in a 0% with no opportunity to gain credit for the assignment.
- Major Assignments: Depending on the severity of academic dishonesty, students will have a minimum of 1 and not to exceed 5 days ISS, in accordance with the Student Code of Conduct.
- STAAR, PSAT, SAT, ACT, and Other State or National Exams: The infraction will be reported to the state and the student's test will be invalidated. The student will also serve a minimum of 5 days of ISS (in-school suspension) and up to DAEP depending upon the severity to which the testing environment was impacted.

Communication

The state and district require each teacher to notify parent/guardian of the need for a conference at each nine-week grading period if the grade is below the level required for course credit or grade level advancement. **Teachers should make parent contact via phone or in-person, not email or ParentSquare.**

Progress Reports

1. Progress reports will be provided through Skyward Family Access every three weeks, except for the nine-week grading period.
2. It is the student's and parent's responsibility to view the progress report using Family Access. The parent/guardian is encouraged to contact the teacher regarding a student's progress.

3. If a student's grade falls below 75 after the second progress report, teachers must contact the parent/guardian by phone. If the parent/guardian cannot be reached by phone, a follow-up email must be sent.

Tutorials

Dedicated tutorial/intervention time is embedded into the instructional day immediately following 4th period to provide structured academic support for all students. Therefore, after-school tutorials are not required. To track this, Santa Fe High School will be using RTI Scheduler.

- Attendance must be taken in RTI Scheduler each day.
- If a teacher knows they will be out, the teacher must "close" their session for that day so that students can be auto enrolled into another session.
    - Once the teacher returns from their absence, the teacher must "open" their sessions back up.

If students need additional interventions, they may schedule an after-school tutorial with their teacher.

Teacher Records/Grade Book

1. Grades recorded in a grade book are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
2. Grades recorded in a grade book represent a confidential record for assessment of student performance.
3. The set of grades indicated in the grade book shall be the complete set from which the student's average is determined.
4. The computer grade book/attendance record must also include a record of student attendance and tardies.

Syllabus

At the beginning of the course, the teacher will provide each student with a general overview of information regarding the course. The syllabus should also include guidelines for student success in the course, expectations for the course, types of assessments used, the formula for averaging the student's grade, and the district allowance for the average amount of homework and other outside work.

Scope and Sequence Policy

All SFISD teachers will use Instructional Planning Guides created by campus-level and district-level instructional staff. Suggested major revisions should be submitted to the department head and administration as an update.

ESL Grading

Teachers of LEP students need to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. The student may have more difficulty in mastering the content area because of the language demands than the difficulty of the content. In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the district shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

- Assessment using ESL methodologies
- Assessment with multiple varied instruments (see policy EHBE)

The teacher can design an assessment (tests) for LEP students who have reduced demands on English by simplifying language, using uncomplicated sentences that concentrate more on curriculum, and being aware of cultural differences.

Non-traditional Academic Programs

Santa Fe High School offers credit recovery programs during the regular school year and the summer. For additional information, contact the student's counselor.