

Students – Progress

Grades/Evaluation of Student Achievement

The Board of Education 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.

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. 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 standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, 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, needing to use the restroom during instructional time, and work habits, shall not be factored into the academic grade but may be reported separately.

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. (Education Code 49066)

Good communication between parent or guardian and teacher is important in the educational process. Contacts between parent and guardian and teacher are to be varied and frequent, and all appropriate forms of communication are to be utilized, including parent-teacher conferences, electronic mail, mail, telephone, fax, and school visitation by parents. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom.

Special Education students are to be evaluated regularly, and the evaluation shall be communicated to the student's parents or guardian according to the regulations and procedures of the Special Education Local Plan Area. 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.

Reporting to Parents, Elementary, Grades TK-6

The Elementary School Standards-Based Student Achievement Report reflects the educational progress of the student in core academic subjects in relation to the Common Core State Standards for Grades K-12 and the California Preschool Learning Foundations for Transitional

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Kindergarten. Progress in other subjects, as well as effort, work habits, and social skills, are also reported. This report is sent to parents or guardian at the end of each trimester grading period. A written progress report shall be sent to the student's parent or guardian during the grading period in the event the student is performing below grade level standard or the student is not making satisfactory progress.

A. Transitional Kindergarten/Kindergarten

Conferences are held with parents or guardian of transitional kindergarten/kindergarten children at the end of the first trimester. At the end of the second and third trimester, the Transitional Kindergarten/Kindergarten Common Core Standards-Based Student Achievement Report will be completed and distributed to parents or guardian.

B. Grades 1-6

In order to ensure systematic written communication to the parent, which will adequately denote the teacher's evaluation of student progress, the Standards-Based Student Achievement Report will be completed and distributed to parents or guardian at the end of each trimester. Teachers are encouraged to hold conferences with parents or guardian as appropriate.

Reporting to Parents, Secondary, Grades 6-12

A. Grades 6 -12

Report cards will be issued at the end of each quarter and distributed to parents or guardian. Written progress reports may be issued midway through the quarter. Teachers are encouraged to hold conferences with parents as appropriate.

B. 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, honors, and/or concurrent postsecondary courses.

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Legal Reference: Education Code Sections 48070; 48205; 48800-48802; 48904-48904.3;
49066; 49067; 49069.5; 51242; 69432.9; 76000-76002
Code of Regulations, Title 5 Sections 10060 and 30008
United State Code, Title 20 Section 1232g
Code of Federal Regulations, Title 34, Sections 99.1-99.67
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

Policy Adopted: 12/04/1956

Policy Amended: 12/21/1965; 06/12/1968; 06/04/1985; 09/15/1992; 05/21/1996;
01/14/2003; 11/16/2010; 02/21/2012; 06/17/2014; 09/15/2015; 08/15/2017

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