

Students**GRADES/EVALUATION OF STUDENT ACHIEVEMENT****Grades for Achievement**

Written report cards displaying students' grades 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.

In Kindergarten through grade five, grades for achievement shall be reported each marking period as follows:

Exceeding Standards (4)	The student consistently meets and often exceeds the standard as described by the grade-level standards. The student, with relative ease, grasps, applies, and extends the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled advanced (4).
Meeting Standards (3)	The student regularly meets the standard as described by the grade level standards. The student demonstrates proficiency in the vast majority of the grade level standards. The student, with limited errors, grasps and applies the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled proficient (3).
Not Meeting Standards Approaching (2)	The student is beginning to, and occasionally does, meet the standard as described by the grade level standards. The student is beginning to grasp and apply the key concepts, processes, and skills for their grade level, but produces work that contains many errors. The student's work is comparable to the student models and rubrics that are labeled basic (2)
Not Meeting Standards Significantly Below (1)	The student is not meeting the standard as it is described in the standards for this grade level. The student is working on standards that are one or more years below grade level. The student's work is comparable to the student models and rubrics that are labeled below basic (1).

In grades six through twelve, grades for achievement shall be reported as follows:

Grades 6-12

			Comprehensive	Alternative Education
A	Outstanding Achievement	4.0 grade points	5 credits	.5 to 5 credits
B	Above Average Achievement	3.0 grade points	5 credits	.5 to 5 credits
C	Average Achievement	2.0 grade points	5 credits	.5 to 5 credits
D	Below Average Achievement	1.0 grade points	5 credits	.5 to 5 credits
F/NP	Little or No Achievement	0 grade points	0 credits	0 credits
I	Incomplete	0 grade points	0 credits	0 credits

Whenever 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.

An incomplete is given only when a student's work is not finished because of illness or other excused absence.

In grades six through twelve, plus and minus signs may be used at the discretion of the teacher.

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 his/her control, does not wear standardized physical education apparel.

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

Criteria for determining grades for achievement 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.
4. Applications 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.

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.

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Grades and Comments for Citizenship and Effort

Grades and comments for citizenship and effort shall be reported as follows:

	K - 12	Responsibility for Learning
O	Outstanding	(K-12)
S	Satisfactory	(K-12)
N	Needs Improvement	(K-5)
U	Unsatisfactory	(6-12)

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

1. Student follows school and class rules (cooperation).
2. Student respects public and personal property.
3. Student maintains courteous, cooperative relations with teachers and fellow students.
4. Student works without disturbing others.

Criteria for determining grades or comments for effort 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.

Honor Roll

Each school shall post an Honor Roll. All courses except for Pass/Fail shall be counted in computing eligibility for Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.0 or better.

Advanced Placement, Honors and Selected IB and pre IB classes

The District wishes to encourage students to take advanced placement and honors courses in academic subjects. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be counted on the following scale:

- A = 5 points
- B = 4 points
- C = 3 points
- D = 1 point
- F = 0

Pass/Fail Grading

With parental approval, students may elect to earn a “Pass” or “Fail” grade instead of an A-F grade in the following courses:

1. All courses taken in the Alternative Education Program
2. All courses taken in the Special Education Program
3. 9-12th grade noncollege preparatory courses taken in summer school

Students who receive a “Pass” grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a “Fail” grade will not receive credit for taking the course.

Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the principal or designee.

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript. The highest grade earned will be entered on the student's transcript for the course and the lower grade will become elective credit.

Withdrawal from Classes

A student who drops a course during the first six weeks of the semester or four weeks of the trimester may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the semester or four weeks of the trimester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Foster Students

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.