

**SAN LORENZO
UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION**

Students

AR 5121(a)

GRADES/EVALUATION OF STUDENT 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.

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. (Education Code 49067)

(cf. 5123 - Promotion/Acceleration/Retention)

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.

(cf. 5125 - Student Records)

(cf. 6146.1 - High School Graduation Requirements)

Grades for Achievement

For grades K-5, students' level of progress shall be reported as follows:

- | | |
|---|--|
| 1 | Making little or no progress towards end of year standards |
| 2 | Beginning to show progress towards end of year standards |
| 3 | Making progress towards end of year standards |
| 4 | Mastery of end of year standards |

For grades 6-12, grades for achievement shall be reported for each grading period as follows:

- | | | | |
|---|-----------|---------------------------|------------------|
| A | (90-100%) | Outstanding Achievement | 4.0 grade points |
| B | (80-89%) | Above Average Achievement | 3.0 grade points |
| C | (70-79%) | Average Achievement | 2.0 grade points |
| D | (60-69%) | Below Average Achievement | 1.0 grade points |
| F | (0-59%) | Little or No Achievement | 0 grade points |
| I | | Incomplete | 0 grade points |

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

Because of the more rigorous nature of Advanced Placement, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A	(90-100%)	Outstanding Achievement	5.0 grade points
B	(80-89%)	Above Average Achievement	4.0 grade points
C	(70-79%)	Average Achievement	3.0 grade points

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Grades for Special Education

Students with IEPs may be given modified grades only if the grade reflects the student's achievement in the modified curriculum. Any modifications to programming, instruction and grading must be documented in the student's IEP and be directly related to the student's identified disability.

A modification is a change in the course, standard, tests preparation, expectation, student response or other attribute that provides access for a student with a disability to participate in a course, standard or test, and does not fundamentally alter or lower the standard or expectation of the course, standard or test.

Grades for students with IEPs may not reflect that accommodations have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.

An accommodation is a change in the course, standard, tests preparation, location, timing, scheduling, expectation, student response or other attribute that provides access for a student with a disability to participate in a course, standard or test, and does not fundamentally alter or lower the standard or expectation of the course, standard or test.

Any accommodation or modification provided to a student in special education, must be documented on the student's IEP.

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 his/her control,

does not wear standardized physical education apparel. (Education Code 49066)

(cf. 6142.7 - Physical Education)

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. (5 CCR 10060)

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 for Citizenship, Study Skills, and Effort

Grades for citizenship, study skills, and effort shall be reported as comment marks for K-5 students on the report cards, as indicated below.

- a. Good Effort/Attitude
- b. Satisfactory Progress
- c. Area of Strength
- d. More effort needed
- e. Area of Concern
- f. Absences/tardies affect progress
- g. Behavior/attitude affect progress
- h. Student is improving

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

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

Students with IEPs, may earn a Pass/Fail grade in either a SPED course or General Ed course as long as participation in this grading system is voluntary and addresses the student's special needs and is documented in the student's IEP.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

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, but the student shall receive credit only once for taking the course.

The two grades shall be averaged in determining the student's overall grade point average (GPA).

Withdrawal from Classes

A student who drops a course during the first six weeks of the grading period 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 grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

(cf. 5113 - Absences and Excuses)

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

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: (Education Code 49069.5)

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

(cf. 6173.1 - Education for Foster Youth)

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade points assigned to each letter grade in accordance with the scale described in the section "Grades for Achievement" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed.

(cf. 5126 - Awards for Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

(7/02 11/03) 7/09 9/09

Board Adopted: October 20, 2009