



PALISADES

CHARTER HIGH SCHOOL

Palisades Charter High School GRADING POLICY

Background

Palisades Charter High School (PCHS) affirms that the California content standards serve as the basis for curriculum, instruction, assessment, and accountability. The standards, as described in the Content Standards for California Public Schools, define what students should know and be able to do throughout the school year and serve as the basis for assessments. Educators use grades to:

- Give each student and his/her family feedback about the student's progress and mastery of the content standards,
- Provide guidance to students about future course work,
- Provide guidance to teachers for instructional planning, reteaching, and intervention,
- Provide information useful to plan for student matriculation, retention, and future course work,
- Plan for professional development.

Determination of Grades

The grade to be given to any individual shall be determined in the good faith professional judgment of the teacher and shall not be changed by PCHS except in situations of clerical or mechanical mistake, fraud, bad faith, incompetence, or failure to comply with the then-current PCHS grading policies, procedures, and criteria in accordance with the Education Code Sections 49066 and 49067.* A grade shall not be changed for any of the above reasons unless the responsible teacher has to the extent practicable (a) been given prior notice and an opportunity to explain verbally and/or in writing, the reasons for which the grade was given; and (b) been included in discussions relating to the change of grade. Claimed violations of this section are subject to the grievance procedures outlined in the UTLA contract (UTLA Contract, Article V).

Marking Practices and Procedures

In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards and will conform to the following expectations:

a. Marking Practices for Report Cards and Progress Reports

1. Marking practices are to reflect student performance and progress toward mastery of the standards. A student's mark on progress reports and report cards



PALISADES

CHARTER HIGH SCHOOL

may not reflect a comparison of that student's performance with the performance of other students.

2. On the course description or syllabus, the teacher's criteria for marks will include a detailed explanation in the class syllabus of how the teacher's grade is determined including grading scales and/or weighted categories.
3. Academic marks will reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and/or mastery of California content standards.
4. Class work, homework, and other assignments that are taken into consideration for the progress report mark will be graded, recorded, and returned to students within a reasonable time. The criteria for determining a "reasonable" range of time is three class periods from the time that the assignment or assessment is turned in up to fifteen class periods based on the complexity of the assignment.
5. Classwork, homework, and other assignments are designed to give students meaningful feedback on academic progress. Meaningful homework is an extension or enhancement of classwork and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark. Homework assignments for a course shall be announced during scheduled class time. Homework assignments that have not been announced in class shall not be assigned as required work via Schoology/LMS.
6. The teacher shall weight a course final in accordance with their PLC or department grade weights. The grade weight for a course final and general grade policy shall be disclosed on the teacher's course syllabus.
7. Academic grades cannot be used as a consequence for a student's or students' behavioral incident(s). An assessment of a student's classroom behavior should be reported under Work Habits or Cooperation.
8. Academic participation assignments shall include a clear explanation of what defines student participation for the assignment. It is recommended that teachers use a rubric for academic participation assignments. If the teacher has an academic participation grade or participation grade category, the teacher must use equitable practices so that every student in a class has an opportunity to participate.
9. A disproportionate number D's or Fails for any reporting period or for a single assignment immediately signals to the teacher the need for reflection and possible revision of the instructional program to include in-class and/or out-of-class interventions. In-class interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students. Additionally, reassessment may be utilized to measure the effectiveness of the reteaching.

b. Recording Grades

1. For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every [week] is to be recorded in the Infinite Campus system [that will count towards an individual student's final semester mark].
(UTLA Contract Article XXII 4.0.b.1)
2. All grades shall be entered into the Infinite Campus system within a reasonable time period after the work is graded as determined by the nature and complexity of the



PALISADES

CHARTER HIGH SCHOOL

assignment as well as the schedule and workload of the teacher. The criteria for determining “reasonable time” might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark (progress or semester).

3. Ed Code **49066**. (Amended by Stats. 1980, Ch. 715, Sec. 1.):

(a) When grades are given for any course of instruction taught in a school district [Palisades Charter High School], the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

(b) The governing board of the school district [Palisades Charter High School] and the superintendent of such district [Executive Director, Palisades Charter High School] shall not order a pupil’s grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

(c) No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.

Explanation of Marking Terms

Three separate marks – Academic Mark, Cooperation, and Work Habits – are issued for all secondary-school courses.

Academic Mark: a cumulative assessment of a student’s quality of work, interpretation and application, thinking and reasoning skills, and quantity of work

Work Habits: a cumulative assessment of an individual student’s effort, responsibility, attendance, and evaluation

Cooperation: a cumulative assessment of courtesy, conduct, improvement, and class relations

Criteria for Marks

See Criteria for Marks in Appendix A. [Rubric in Development]



PALISADES

CHARTER HIGH SCHOOL

1. Partial course credit may not be granted. A reduction of course credits for any reason, including unexcused absences, tardiness, or late enrollment is not permitted. (California Education Code Section 49067). However, school procedures for enrolling and granting credit for students living in out-of-home care will follow Assembly Bill 490.
2. An “Incomplete” mark may be given when a student has been absent during the latter part of the semester for which a final grade is issued. The teacher will get an Incomplete Mark form from the Assistant Principal of Counseling. The teacher will submit the Incomplete Mark form with the grade documentation, as well as give a copy of the form to the Counseling Office, parent/guardian, and student. The “Incomplete” grade information must be filed with the Counseling Office. Incomplete work must be made up by a specific date as determined by the teacher, but no later than the next marking period. If the work is not made up by the agreed upon due date, the “Incomplete” mark is converted to the appropriate grade as determined by the teacher.

Requirements for Notification of a Possible Failure

1. California Education Code, Section 49067, requires each pupil’s achievement to be evaluated for each marking period and requires a conference with, or written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the marking period.
2. Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with content standards identified for each course. Whenever a student is not meeting the standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:
 - (a) Marking a “Fail” in the subject area on the fifth or fifteenth week in traditional calendar schools. A mark of “D” on the fifth or fifteenth week marking report is not adequate warning of failure to the parent or guardian. However, a “D” on the report, with the written comment “In danger of failing” can be considered adequate notification to the parent or guardian.
 - (b) A special report to parents issued prior to the marking period as identified above is considered sufficient notification to the parent or guardian. It should be issued with sufficient time for the student to demonstrate improvement.

Failure to Comply

Failure to adhere to this policy may result in grounds for a Grade Appeal and/or disciplinary action.



PALISADES

CHARTER HIGH SCHOOL

PCHS Make-up Policy **(Approved by the PCHS Board of Trustees 5/17/17)**

Students shall be given the opportunity to make up homework, assignments, assessments (or be excused from, at the teacher's discretion) schoolwork that was missed because of school activities, an **excused** absence, or a suspension. The student shall receive full credit if the work is turned in according to a reasonable makeup schedule, as determined by the teacher. A reasonable makeup schedule shall include at least one class extension for every class the student has missed. The tests and assignments may differ from the tests and assignments that the pupil missed during the absence. The teacher's make-up policy should be included in the syllabus and posted on Schoology. It shall be at the discretion of the individual teachers to allow or not allow students who miss school work, because of trancies or uncleared absences, the opportunity to make up missed work. Should a student need to make-up an assignment/assessment for a class, this should not infringe on another teacher's class time. Teachers must give written permission for students to miss their class in order to make up work for another class. Note: Students are strongly encouraged to get work or schedule assessments from the teacher in advance if the student knows about an absence in advance.