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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Matin Abdel-Qawi, High School Network Superintendent

Meeting Date September 8, 2021

Subject A-G Update and No D Policy

Ask of the Board To receive information and ask questions of staff regarding current A - G is completion rates, and how these rates tie into equitable grading practices including the elimination of the D letter grade.

Background To meet minimum admission requirements for California’s CSU and UC system schools, high school graduates must complete 15, year long high school courses with a letter grade of C or better — at least 11 of them prior to their last year of high school.

Taking approved high school (A-G) courses isn't the only way to satisfy these requirements. You also may meet these requirements by completing college courses or earning certain scores on SAT, Advanced Placement or International Baccalaureate exams.

At a minimum students must complete the following:

English - 4 Years

Math - 3 Years

Social Studies - 3 Years

Science - 2 Years

World Language - 2 Years

Visual and Performing Arts - 1 Year

Elective - 1 Year

A No D policy is a grading system that does not have a category for the letter grade “D”. The specific policy can have several different directives but in general a no D policy requires schools to put academic prevention and intervention systems in place to support students whose level of mastery is in the D range to give them opportunities to demonstrate mastery for at least the C level. Other relevant best practice approaches to grading include not giving zeros on 100 point grading scales, shifting the grading scale, and not averaging.

Students that receive a C or higher in all of their high school graduation requirements meet the A - G requirements for CSU and UC.

Discussion

The primary objective with this discussion is to share information about A - G including what it is, where our scholars are currently, and how it ties into our current grading policy and ultimately what it could be if 21st century equitable grading practices are considered.

Fiscal Impact

On the surface this discussion doesn’t have a fiscal impact. That is, there isn’t a cost to learn about A - G and the reimagining of a 21st century grading policy. However, there are clear best practices that can support our mission to graduate 100% of our scholars college and career ready that do have fiscal implications including staffing to support an 8 period schedule for all high school scholars, discussion about counseling ratios at all high schools, and funding for support systems to make sure every scholar has access to academic support to demonstrate mastery.

Attachment(s)

- Presentation: Update on A-G