

# ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 4705

PAGE: 1 OF 10

CATEGORY: **Instruction, Academic Achievement**

EFFECTIVE: **1-29-62**

SUBJECT: **Progress Reporting, 7-12**

REVISED: **6-02-03**

## A. PURPOSE AND SCOPE

1. To outline administrative procedures for student progress reporting in secondary schools.
2. **Related Procedures:**
  - Citizenship grading and evaluation and academic honesty ..... 4710
  - Graduation from senior high schools ..... 4770
  - Property damage or loss ..... 5025

## B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: F-7000, F-7030, F-7100, F-7120, F-8400; Education Code Sections 49066, 49067; California Code of Regulations, Title 5, Sections 430, 432.
2. **Changing of Grades.** A grade given by a teacher shall be final and cannot be changed by others unless it was given fraudulently, in bad faith, because of incompetency, or because of clerical or mechanical mistake. A grade cannot be changed unless the teacher who determined the 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 changing of such grade.

When instances of alleged fraud, bad faith, incompetency, or clerical or mechanical mistake are brought to the principal's attention, the principal has the responsibility of making a determination as to said allegations. If the teacher is unwilling to change a grade after it has been determined by the principal that fraud, bad faith, incompetency or clerical or mechanical mistake was associated with the grade, the principal has the authority to change the grade. Authority vested in the Board of Education and the superintendent pursuant to Education Code Section 49066(b), pertaining to changing grades, is hereby delegated to the principal.

## C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Standards, Assessment, and Accountability Division, Office of Instructional Support.
2. **Standards.** Academic standards in language arts, mathematics, English language development, history/social science, science, visual and performing arts, applied learning, physical education, health education, and preschool have been formally adopted by the Board of Education. Board-adopted standards shall be used to guide instruction and the assignment of grades.

3. **Report of student progress.** Student progress reports shall include both scholarship and citizenship grades in courses that carry a credit value. College courses that are approved to meet district graduation requirements and are taken for college credit are not given a citizenship mark. "No credit" courses should not be given a scholarship mark but may be given a citizenship mark. For a student receiving special education and related services, the Individualized Education Program (IEP) specifies the method and frequency of reporting progress towards IEP goals. Whenever appropriate, the regular reporting process should be used along with any other process specified in the IEP. For a student with disabilities served under an IEP or Individualized Service Plan (ISP), grades may not be reduced based on the student's receiving accommodations specified in the IEP or ISP.
4. **Issuance of Reports.** Either parent or guardian is eligible under current law to receive a grade report on a student. If a parent/guardian not having custody requests a report, a duplicate may be issued directly to that parent/guardian. The noncustodial parent/guardian does not need the consent of the custodial parent/guardian, unless limited by court order, before inspecting and/or receiving a copy of the student's record.
5. **Uniform Method of Reporting Student Progress.** Methods of reporting student progress, other than those listed below, must be reviewed by the Office of Instructional Support and approved by the Interdivisional Curriculum Committee:
  - A = Superior
  - B = Above Average
  - C = Satisfactory
  - D = Below Average
  - F = Failure, credit not granted
  - I = Incomplete. Given only in cases of absence due to illness. Six weeks are allowed for making up work; if not made up, "F" is recorded.
  - NC = No credit (see C.17.)
  - NG = No grade (see C.18.)

6. **Reporting Dates.** Progress reports are issued once each quarter or once every six weeks, as determined by the school, using board-approved semester end dates. Sites should determine appropriate dates for issuing progress reports during the semester. These dates should be published and given to students and parents/guardians at the beginning of each school year. Reporting dates for students receiving special education and related services may not occur less frequently than reporting dates for students in general education. Reporting dates will be specified in the student's IEP.
7. **Withdrawing or Dropping Classes**
- a. **During the first six weeks:**
- (1) **Students dropping a course *during* the first six weeks of a semester.** These students may drop without having an entry recorded on their cumulative grade history records.
- b. **After the first six weeks:**
- (1) **Students dropping a course *after* the first six weeks of a semester.** Those students who drop a course for reasons *within* their control, or who are dropped because their behavior in class is detrimental to the welfare of the class, may receive an "F" on their semester grade reports and cumulative grade history records. Grades reported on the semester report card are part of the students' cumulative grade history records.
- Students receiving special education and related services may be dropped from a class only if the behavior in question is determined to be unrelated to their disabilities.
- (2) **Students withdrawing for reasons *not* within their control.** Each school should evaluate individual circumstances and determine at that time whether a grade should appear on students' cumulative grade history records. Transfer grades for students may be forwarded to new teachers when students change classes or schools and may be included on transfer records, but are not part of the permanent electronic records.
- (3) **Students leaving school early.** Students who transfer during the last two weeks of a semester shall earn final grades and credits. They may receive a report of grades via U.S. mail by leaving a self-addressed, stamped envelope in the school office; students who leave prior to this time may be issued a report of grades at the time of leaving, these grades are not a part of the permanent electronic records.

- (4) **Students receiving special education and related services.** Changes in the class schedule and/or course of study may result in a change of placement. The special education case manager should be consulted to determine if any proposed change might require the development of a new IEP or ISP.
8. **Reporting “D” and “F” Grades.** All teachers shall make a written report to parents/guardians and to the principal on students whose work is unsatisfactory. (Unsatisfactory work is defined as student progress that is marginal [“D”] or failing [“F”].) The principal shall inform teachers of this responsibility. Reports of notification of unsatisfactory progress must be issued whenever it becomes evident to a teacher that a student is in danger of failing a course, but sufficiently in advance of grade reports to permit improvement (usually five weeks). *Notification must be in the form of a written report*; a failing grade may not be issued unless such notification is made. Refusal of a parent/guardian to respond to a written report shall not preclude failing the student at the end of the grading period. (Education Code Section 49067)
- a. A “D” or “F” mark on the second or fifth grade report for students receiving six-week progress reports, or on the first or third quarter grade report for students receiving quarterly progress reports, will constitute compliance with the above notification requirement.
  - b. Students at risk due to reading and/or mathematics performance that is below grade level (based on district assessments) and grades 9-12 students at risk because of credit deficiencies or GPA should have a Learning Contract. (Procedures 4760 and 4766)
9. **Grade Replacement.** Students receiving either a “D” or “F” on their final grade may repeat the same district course with the same course number until they receive a “C” or higher grade. When the “C” or higher grade is received, the “D” or “F” shall be suppressed on the transcript and from cumulative grade point average calculations. Both courses must be taken in a San Diego City Schools junior or senior high, or in a San Diego City Schools or San Diego Community College District adult education program.
10. **Year Courses.** Year courses are courses defined in the *Course of Study*, K-12, as two-credit, yearlong courses, in which the second semester’s work is dependent on the learning involved in the first semester. If the student receives a failing grade for the first semester and a passing grade for the second semester, credit shall be allowed for both semesters and a passing grade of “D” shall be recorded for the first semester. If a student receives a passing grade for the first semester and a failing grade for the second semester, credit shall be allowed for the first semester only.

11. **Advanced Placement Courses.** All students in Advanced Placement (AP) courses are expected to be motivated for, and capable of, doing college-level work in a specific subject area. Grading is based on college-level standards for which students receive weighted credit. Students whose work falls below the appropriate level at the quarter should be counseled regarding the expected standards. If there is no improvement, students and their parents/guardians should be notified so that counselors, parents/guardians, and students can consider alternative placement or credit options, especially relative to continuation in the course second semester. Students who do not take the AP Exam for their subject area shall not receive weighted credit for the AP course; instead, they shall receive non-weighted, college-preparatory (P) credit for a non-AP course in the same subject area. In the event the student cannot afford the minimal \$5.00 exam fee, the school site will be responsible.
12. **International Baccalaureate Program.** All students in the International Baccalaureate program (IB) are expected to be motivated for, and capable of, doing college-level work in a rigorous liberal arts curriculum that includes interdisciplinary coursework and original research projects. All district students enrolled in IB courses that qualify them to take the IB exams must do so in order to receive the weighted credit; those who do not take the exam will receive non-weighted, college-preparatory (P) credit for a non-IB course in the same subject.
13. **Advanced Classes.** Students may be selected for advanced class work on the basis of potential and/or achievement, and placement should be made with consideration of the student's attitude and interests and his/her ability to profit from the more challenging and mature program. Once enrolled in an advanced class, students are expected to perform at appropriate standards. Students whose work falls below these levels should be counseled regarding the standards. If there is no improvement, students and their parents/guardians should be notified so that counselors, parents/guardians, and students can consider alternative placement.
14. **Special Day Classes for Students With Disabilities.** Progress reporting for students assigned to a special day class may vary depending on the individual and/or the student's disability; however, a progress report should be provided at least annually, and no less frequently than is provided to a student in general education.
15. **Medical Excuses From Physical Education** (See Procedure 4770 for senior high school graduation requirements.)

- a. Students excused from participation because of illness or injury for half or more of the class periods held during the grading period under consideration will not receive a grade or credit; the report for physical education will be marked as “Medical excuse—no credit.”
  - b. Students who *do* participate for more than half of the class periods held during the grading period under consideration will receive a grade as prescribed.
16. **District Grading Guidelines.** Each school shall ensure that students, parent/guardian, and staff receive a written statement of the district’s grading guidelines.
17. **No Credit.** Teachers may issue “NC” (no credit) on a student’s report card subject to *all* of the following conditions:
- a. Advance approval of the principal or designee is obtained.
  - b. Evaluated class work is passing or acceptable, but excessive absences have prevented the student from meeting course objectives.
  - c. Absences are other than truancy.
  - d. “A Special Progress Report to Parents” form was issued.

**Note:** A course for which no credit is earned shall be listed on the cumulative student record with a “NC” grade. Teachers may issue a “NC” for students medically excused from physical education (C.15.a.).

18. **No Grade**
- a. **Programming recent immigrants.** Students who are recent immigrants may have few or no records of prior schooling. The initial programming of the recent immigrant student during the school year may justify assignment of “no grade” (“NG”). Those recent immigrant students who are LEP and who are not placed initially in the appropriate instructional program(s) may also be assigned “no grade” (“NG”).
  - b. **Silent sustained reading and/or advisory periods.** “No grade” (“NG”) is to be used for the academic portion of the grading for silent sustained reading classes and/or advisory periods.

**D. IMPLEMENTATION****1. Reporting Unsatisfactory Progress**

- a. **Principal** notifies staff early in semester of deadlines for sending “A Special Progress Report to Parents” form for students doing unsatisfactory work. Deadlines should be early enough (usually five weeks) to allow students time to improve grades before semester grading periods. Sending warning notices prior to first- and third-quarter grade report date, and prior to first two six-week grade report dates of each semester, shall be at the principal’s discretion.
- b. **Teacher**
  - (1) Issues a “D” or “F” grade for student on second or fifth six-week grade report for a student receiving six-week progress reports or on the first- or third-quarter grade report for a student receiving quarterly progress reports,  
*or*
  - (2) Issues “A Special Progress Report to Parents” form for student
    - (a) Completes “A Special Progress Report to Parents” form for each student doing unsatisfactory work; requests student to sign notice in space provided.
    - (b) Informs student of necessity of returning white copy of notice *signed by a parent/guardian*; mails white copy of notice to student’s home or gives to student to take home.
    - (c) Gives pink copy to student’s counselor.
    - (d) Retains canary copy and *signed* white copy after student returns it.

**2. Six- and Twelve-Week or Nine-Week Progress Reporting**

- a. **Schools** report student progress at either six- and twelve-week intervals, or at end of first and third quarters, using site computers, Aeries programs, and forms.
- b. **Teachers** record student progress marks in accordance with instructions from principal.
- c. **Completed reports** are either mailed to parents /guardians or delivered by students according to school option.

**3. Semester Grade Reporting**

- a. **Schools** report final semester grades in same manner as progress reporting, except that courses and grades are uploaded to the Management Information Systems SIS Central Database and added to students' cumulative grade history records.
- b. **Information Technology Department** prints semester report cards and returns three (3) copies to site for distribution. (**Note:** In June, two copies of second semester report are returned to site; student copy is mailed to parent/guardian.)

**4. Grade Change Process** (See B.2. to determine when it is appropriate to follow this process)**a. Teacher**

- (1) Receives initial contact from parent/guardian to discuss how the grade was determined or to receive the parent's/guardian's initial request for a grade change.

**b. Principal or designee**

- (1) If unresolved, schedules a conference with parent/guardian and teacher.
- (2) Following conference, makes a determination whether or not the grade will be upheld.
- (3) Notifies parent/guardian of determination.

**c. Parent Support and Board Services Manager**

- (1) If the parent/guardian is not satisfied with the principal's determination, then the parent/guardian submits a "Grade Change Request" form, (E.7., Attachment 1) to the Parent Support and Board Services Manager.
- (2) Receives "Grade Change Request" form from parents/guardians, including specific facts and/or allegations supporting the request.
- (3) Obtains from the teacher written response and any relevant documentation related to the parent's/guardian's specific facts/allegations, and reviews principal's decision to uphold the grade.

- (4) Within thirty (30) days of receipt of the complaint, obtains any oral or written documentation from the parent/guardian. Teacher must be given the opportunity to state, either orally or in writing, the reasons for the grade.
- (5) Makes determination on behalf of the superintendent whether or not the grade is upheld. If the grade is upheld, the parent/guardian may, within thirty (30) days, appeal in writing to the Board of Education. This appeal should be filed with the Parent Support and Board Services Manager.
- (6) Notifies parent/guardian, teacher, and principal in writing of determination. If the grade is upheld, informs the parent/guardian of the option to send written request to the Parent Support and Board Services Manager for a hearing at a regularly scheduled closed session of the Board of Education.
- (7) Notifies teacher if parent/guardian requests hearing before the Board of Education.

d. **Review Panel**

- (1) Review panel comprised of the General Counsel, Parent Support and Board Services Manager, and principal convenes to review all documentation and to determine whether or not the grade will be upheld. When deemed necessary, the parent/guardian or teacher may be contacted by any of the panel members for further information.
- (2) Panel makes determination whether or not the grade is upheld.
- (3) Parent Support and Board Services Manager notifies parent/guardian of determination. If grade will be upheld and the parent/guardian still wishes to be heard before the Board of Education, panel prepares and submits its findings to the board prior to the hearing. This hearing must be held within thirty (30) days of the receipt by the Parent Support and Board Services Manager of the appeal to the Board of Education.

e. **Board of Education**

- (1) Schedules parent/guardian for up to five minutes to present his/her case at its closed session.

SUBJECT: **Progress Reporting, 7-12**

NO: **4705**

PAGE: **10 OF 10**

EFFECTIVE: **1-29-62**

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- (2) Notifies the teacher in advance of the date and time of hearing. The teacher must be given an opportunity to state, either orally or in writing or both, the reasons for giving the grade.
- (3) Following the hearing, makes determination and notifies parent/guardian of decision.

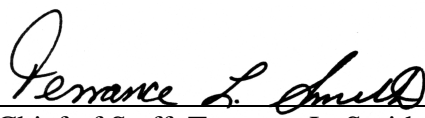
#### **E. FORMS AND AUXILIARY REFERENCES**

1. Progress Report, Stock Item 22-S-2430
2. Grade Roster, Stock Item 22-S-2400
3. A Special Progress Report to Parents, Stock Item 22-P-7775 (English); 22-P-7750 (Spanish)
4. Aeries User Guide
5. SIS Secondary User's Guide
6. SIS Annual Calendar
7. Grade Change Request form, Attachment 1, available in English and Spanish from the Parent Support and Board Services Office

#### **F. REPORTS AND RECORDS**

1. Teacher to principal and parent/guardian, as necessary, "A Special Progress Report to Parents" form (see D.1.b.[2]). School copy is retained in school's file; counselor's copy is retained by counselor during student's career in school; student's copy becomes property of parents/guardians unless student is emancipated.

#### **G. APPROVED BY**

  
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Chief of Staff, Terrance L. Smith  
For the Superintendent of Public Education