

**From:** [David Fisher](#)  
**To:** [Christine Baeta](#); [Raoul Bozio](#); [Cancy McArn](#)  
**Cc:** [Nikki Milevsky](#)  
**Subject:** Progress Reports and Report Card  
**Date:** Thursday, May 14, 2020 12:22:47 PM

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Christine et al:

Please see the attached email below. The email references Progress Reports and implementation of the District's new Grading Policy before we have reached agreement, bargained or even consulted on such matters.

We know that educators have engaged with students more than one million times since schools closed on March 13 and have conducted numerous virtual class meetings, provided hundreds of thousands of assignments and activities via Google Classrooms and other instructional platforms, have provided consistent feedback to students in both grades (in many cases) and other forms, and have provided extra credit options to students to improve their grades.

We also know that our proposal on Distance Learning, consistent with guidance provided at the time by State Superintendent Tony Thurmond, included the following: "The pace of instruction shall be at the discretion of the teacher based on the needs of an individual student. The work provided will not require summative assessments or grading." The proposal that the District unlawfully implemented on April 13 stated only that "teachers will provide opportunities to earn a higher grade as a result of engaging in distance learning and may be assigned options for credit recovery." The District proposal references Ed Code and AR 5121 which by the District's admission was recently unilaterally changed by the Superintendent. It is important to note that your proposal was not mutually-agreed to and the Distance Learning Plan was not "mutually-developed" as required by both MOU #1 and MOU #2.

Unfortunately, the District's unwillingness to engage and communicate has had the effect of creating more anxiety and uncertainty for educators, students and parents than we believe you intended. It has raised hundreds of questions about how progress reports and grading are supposed to occur, and in the case of progress reports, how that can occur within a matter of days.

These times of great uncertainty warrant more communication and cooperation, not less. Towards that end, we request, once again, that you put the progress reports on hold until such time that we have been able to discuss the issues related to them, as you are required by law to do.

Sincerely,

David Fisher

SCTA

**From:** Troy Holding <[Troy-Holding@scusd.edu](mailto:Troy-Holding@scusd.edu)>

**Date:** May 14, 2020 at 8:26:21 AM PDT

**To:** Mai Ly <[Mai-Ly@scusd.edu](mailto:Mai-Ly@scusd.edu)>, Kathy Dawson <[Kathy-Dawson@scusd.edu](mailto:Kathy-Dawson@scusd.edu)>, Holly Hein <[Holly-Hein@scusd.edu](mailto:Holly-Hein@scusd.edu)>, Judy Ogden <[Judy-Ogden@scusd.edu](mailto:Judy-Ogden@scusd.edu)>, Vanessa Rule <[Vanessa-Rule@scusd.edu](mailto:Vanessa-Rule@scusd.edu)>, Cheryl Bealer <[Cheryl-Bealer@scusd.edu](mailto:Cheryl-Bealer@scusd.edu)>, Amy Brown <[Amy-Brown@scusd.edu](mailto:Amy-Brown@scusd.edu)>, Jennifer Gravvat <[Jennifer-Gravvat@scusd.edu](mailto:Jennifer-Gravvat@scusd.edu)>, Nikki Waldron <[Nikki-Waldron@scusd.edu](mailto:Nikki-Waldron@scusd.edu)>, Claudia Pineda <[Claudia-Pineda@scusd.edu](mailto:Claudia-Pineda@scusd.edu)>, Alison Miller <[millera@scusd.edu](mailto:millera@scusd.edu)>, Deanna Godby <[Deanna-Godby@scusd.edu](mailto:Deanna-Godby@scusd.edu)>, Irene Jewett <[Irene-Jewett@scusd.edu](mailto:Irene-Jewett@scusd.edu)>, Sandra Gambirazio <[Sandra-Gambirazio@scusd.edu](mailto:Sandra-Gambirazio@scusd.edu)>, Tony Duke <[Tony-Duke@scusd.edu](mailto:Tony-Duke@scusd.edu)>, Jed Brewer <[Jed-Brewer@scusd.edu](mailto:Jed-Brewer@scusd.edu)>, Megan Allen <[Megan-Allen@scusd.edu](mailto:Megan-Allen@scusd.edu)>, Laura Rosenheim <[Laura-Rosenheim@scusd.edu](mailto:Laura-Rosenheim@scusd.edu)>, Michael Bruce <[Michael-Bruce@scusd.edu](mailto:Michael-Bruce@scusd.edu)>, Rebecca Zimmerman <[Rebecca-Zimmerman@scusd.edu](mailto:Rebecca-Zimmerman@scusd.edu)>, Kristin Wilson <[Kristin-Wilson@scusd.edu](mailto:Kristin-Wilson@scusd.edu)>, Monica Harvey <[Monica-Harvey@scusd.edu](mailto:Monica-Harvey@scusd.edu)>, Danielle Gronotte <[Danielle-Gronotte@scusd.edu](mailto:Danielle-Gronotte@scusd.edu)>, Amber Christiansen <[Amber-Christiansen@scusd.edu](mailto:Amber-Christiansen@scusd.edu)>, Cindee Stewart <[Cindee-Stewart@scusd.edu](mailto:Cindee-Stewart@scusd.edu)>, Sharisa Grubbs <[Sharisa-Grubbs@scusd.edu](mailto:Sharisa-Grubbs@scusd.edu)>, Hallie Morris <[Hallie-Morris@scusd.edu](mailto:Hallie-Morris@scusd.edu)>, Christine Wellins <[Christine-Wellins@scusd.edu](mailto:Christine-Wellins@scusd.edu)>, Thomas Roybal <[Thomas-Roybal@scusd.edu](mailto:Thomas-Roybal@scusd.edu)>

**Subject: Progress Reports and Report Card**

Below is communication that I received regarding clarification for progress reports and grading. We are required to provide parents and students with student progress. In the comment sections you should be including whether students have engaged in DL.

As we continue on this journey, several questions about grading, progress reports, and finals have come our way. I hope this will clear things up!

### **Progress Reports:**

The progress reporting window was changed from last week to this week and is open through the 15<sup>th</sup>. All segments need to give progress reports. Progress reports also adhere to our pandemic grading policy. Students are held harmless for their Q3 grade. If a student had an A in Q3, even if they have not turned in work, they will have an A on their progress report. Grading aligns to our Covid 19 grading policy scale below.

### **Grading and Finals:**

Teachers have the flexibility and discretion to determine what work to assign and what they grade. Finals can and should proceed as normal. AR 5121 provides corresponding guidance. While the grading scale set forth in AR 5121 has been modified for fourth quarter grades as reflected below, the other provisions of AR 5121, including those regarding the work that teachers assign and grade, are unchanged.

### **Grading Provisions in AR 5121:**

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. Application 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.

### **Pandemic Grading Policy:**

**Temporarily amend Administrative Regulation 5121 which governs letter grading to:**

· A = (80% to 100%) as opposed to (90% to 100%)

- B = (70% to 79%) as opposed to (80% to 89%)
- C = (60% to 69%) as opposed to (70 to 79%)
- D = (50 to 59%) as opposed to (60 to 69%)
- F = (0 to 49%) as opposed to (0 to 59%)
- Temporarily allow students who are defined as “unreachable” meaning the district has had zero contract since 3/13/20 or who have had zero engagement in Distance Learning as of 5/4/20 to receive an “in-progress” grade versus a F for quarter 4.

Again, this temporary grading scale will allow a student to potentially work to raise their grade, but in any event will not result in a lower end of quarter grade than the student received in Quarter 3.

### **Citizenship Grades:**

We have also received Citizenship Questions regarding how to mark students as far as Outstanding, Satisfactory or Needs Improvement. Citizenship grades will also align to the hold harmless policy. Students earn the marking they had Q3 or during DL, whichever is higher.

Troy Holding

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