

Name of Speaker	Public Comment
Anonymous	Please DO NOT WAIVE BP 5121. Students should be allowed to choose hold harmless letter grades or Credit grade. No grading policy is perfect. Giving everyone a choice is most equitable to the largest number of students. Credit does not take away the pressure students feel, instead it intensifies the anxiety, uncertainty and worries about GPA and college admission. The Board Members may have a different education philosophy but to experiment your values on our students during this unprecedented period is unconscionable. Please keep BP 5121 and let the students choose Credit or letter grade. Please do not put any more pressure on the students. Give them what they are familiar with. Our district's reputation and our children's future are on the line. Please represent your constituents.
Anonymous	<p>I am the parent of an 11th grader at LCCHS. I am also Director of Learning &amp; Development at a global technology company. I have been developing and delivering synchronous and asynchronous learning for the virtual classroom for over 15 years. I know for a fact that it is possible to deliver high quality instruction in the virtual classroom. This has also been proven by many existing K-12 institutions.</p> <p>I consider it a failure of the district that you have not been able to mobilize resources to continue to deliver an equivalent quality and quantity of learning to our SDUHSD students. I can understand making the Pass/Fail option available to students, but to make it required across the board is short sighted and an abdication of your responsibility. While some universities may have adapted their policies to accommodate this change, it is likely to put our students at a disadvantage with other public and private universities. It also unfairly penalizes and demotivates our students, who have been working hard since the start of the 2nd semester to achieve academic excellence.</p> <p>As a parent, I have appreciated the district's support for my son's learning and growth. I now want to challenge the district to step up and develop a better solution for the students, parents and community.</p> <p>I hope you will reconsider your decision.</p>
Anonymous	I called many universities admissions and they told me credit grade will not be used to calculate GPA, only letter grade will. They said they want to see quantitative measure of a student's ability. Some said because SAT is optional this year, GPA will become more important in admission. Why are you taking away my child's chance to improve his GPA in the 4th quarter? His cousins in Washington is getting automatic A! So my child is being disadvantaged because some of his teachers and classmates could not catch up in the pandemic? Why should a hard working student be penalized by circumstances he has no control over. This is not fair. Bring back letter grading and let students who like credit continue to use it.
Anonymous	I feel that students & parents should have the ability to choose between grades and a Pass/No Pass option, depending on the student, their performance history in school and post high school goals. The only option that benefits all students is to have the option to choose how they are graded during this very unique time in our history.
Anonymous	We want a choice! Grades or C/NC.
Anonymous	I think that students should have opportunity to earn grades for the hard work they are putting forth, especially for the time before distant learning started.
Anonymous	I fully support my son getting gpa credit for the hard work he has put in.
Anonymous	<p>I'm a Junior at CCA and I strongly believe in having the option of choosing between Credit/no credit or harmless letter grade because it is my right to choose. I find this current policy morally incorrect based on American principles, which is the idea that if one works hard he or she is rewarded. In fact, I'm a student with a 504, and I have to work extra hard to get similar grades like everyone else, but I'm not even rewarded for the work.</p> <p>Also, my GPA is definitely not anywhere close to the top GPAs, and not having my letter grades will not increase my GPA; this leads to my chance of acceptance into colleges lowering. I'm only taking one AP class this semester because it's the one AP I'm actually interested in. In fact, my school promotes taking classes that interested me and to not simply sign up for a class just to raise the GPA. It hurts that the one AP class I'm interested in isn't even getting a letter grade.</p> <p>Even though I'm not a TP or LCC student I still believe completely tossing a student's grades from third quarter in the trash is ethically wrong. It isn't right to simply throw away grades without even any consulting of the students and parents. Simply throwing away grades is like what a King Monarch would do because a King has total control. This is America so you should have sent a democratic message to students by getting input from the local student community. Instead, you were sending the message that you don't have any empathy for the sweat, stress, and tears that students put into the 3rd quarter grades. So, right now it's time to redeem yourself and show that you actually care about the effort students put into past grades by agreeing to the option of choosing between credit/no credit and harmless letter grade</p>
Anonymous	Many students work hard to earn grades and deserve to show their achievements to college scholarship judges as well as college administrators. My son is a student at LCC who was earning all "A's" and was shocked to hear his grades would no longer count. This was a slap in the face to his efforts. He already is at a disadvantage to a student at another SDUHSD school because he only has one semester of grades to show for his entire year, whereas a student at SDA has three quarters to show for their work.

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Anonymous	<p>Can the following issues be addressed in the grade choice proposal?</p> <ol style="list-style-type: none"> <li>1. If the policy changed and students were allowed to choose, how will the school/district account for the 2 months of time that passed while students were operating under a C/NC policy? For example, what if an "A" student ended with a B on March 13, but knew they still had months to improve the grade. The pandemic hits and the student is informed twice from the superintendent that the policy for everyone was going to be C/NC. Upon hearing this, the pressure was off to work really hard to raise the grade. Will the student have the opportunity to go back and redo work? If the student had known they were going to be given the choice to take a grade or C/NC, they would have absolutely taken the grade and would have perhaps put in more effort during the time from Mach 13-now.</li> <li>2. Are teachers going to provide ample opportunity for grades to improve? Usually test grades are the only element that really moves a grade and assessments have been assigned making it hard to bring a grade up. Will the grading policies also change with this decision?</li> <li>3. How is the district going to help students that do not have a home environment that allows them to produce the same type of work that they might produce at school? Won't this put students with an unfavorable home environment at more of a disadvantage because they are forced to choose C/NC when they would really like to choose grades?</li> <li>4. How do we prevent grade inflation? How do we accurately assess the students to determine if concepts are mastered to then assign a grade? How do we assist the teachers in this process?</li> </ol>
Anonymous	<p>The C/NC policy adopted by SDUHSD FAILS TO FOLLOW the CDE guidelines to PRESERVE STUDENT PROGRESS PRIOR TO SCHOOL CLOSURE. Progress/grades for the entire 3rd quarter that TP/LCC students earned prior to school closure in normal classroom settings with no distant-learning challenges are erased by a distant-learning (C/NC) grading policy. This harms students at TP and LCC the most as it creates inequality between semester schools and the academies with the semester schools put at a disadvantage. Distant learning grading policy must not affect progress/grades made prior to school closure.</p> <p>C/NC policy fails to comply with CDE guidelines in considering "How will students be held harmless so that these grading approaches do not negatively affect their GPA or eligibility for program placement (including AP or honors courses)?" as it adversely affects GPA by preventing the GPA from further increases especially for AP/weighted honors classes. It causes ineligibility to program placement if minimum grades are not achieved or discernible by just a Credit.</p> <p>C/NC policy disregards CDE guidelines and not "...offer an option for students to petition the school for a grade?". After SDUHSD implemented the C/NC policy, parents have continually provided new research data to the board and superintendent to show irreparable harms that the C/NC policy poses and the advantages of letter grades. However, despite the board's own directive to the staff to provide more data, the parents ended up doing all the research and yet the board and staff have been indifferent to the objective data assembled that overwhelming points to the HOLD HARMLESS letter grade with C/NC option as the best solution.</p>
Anonymous	<p>Why do other school districts in San Diego and around the country offer letter grades while SDUHSD insists on using only Credit/No Credit? Is it because SDUHSD and its student population, although being ranked in the top 5 nationwide, are less capable of adjusting to distance learning than other districts? I doubt it. You are putting our students at a disadvantage because they cannot improve their grades in this spring quarter while millions of their peers nationwide can. This will affect their chance of college admission and scholarship application. During a pandemic is the worst time to introduce a new grading system. Continue with what the students are familiar with and keep the letter grades. To take care of those students who might have difficulty with distant learning, the best solution is to give a choice to students between "hold harmless letter grade" and "Credit/No credit". I strongly urge the Board to veto the Credit/No Credit only policy.</p>
Anonymous	<p>You need to give a choice between credit grade and letter grade to all students. We studied very hard and want to have our effort recognized. Many nearby school districts already do letter grade or give a choice, why can't we? We hard working students are being penalized for some reasons not due to our fault. It is very unfair to us. Please give us a choice. You said in March that our grades should be hold harmless. I think that is a good idea. Thank you.</p>
Anonymous	<p>I am in support of students receiving a choice to obtain a letter grade or C/NC. My student has worked hard to excel and achieve academic excellence. With neighboring districts now offering grades to their students, the lack of choice at SDUHSD puts all of our students at a competitive disadvantage. Many students need their GPA to reflect the effort they put in along with the choice to take multiple AP classes for the 2019-2020 school year. Removing the impact to GPA of the weighted AP &amp; IB classes takes away a sense of accomplishment that our students have earned. Being able to apply to the UC system with a 4.3 weighted GPA (with 8 semesters of weighted grades) is an accomplishment for students to be really proud of. Removing the spring semester grades brings the weighted GPA down significantly (in my student's case to a 4.06). Please represent the best interest of the majority of students and allow a choice of letter grades or C/NC.</p>
Anonymous	<p>I am a junior at CCA. I am pleading for a choice between letter grade and credit. I understand your concern of students who may not be able to adjust. And I think we should help them. But instead of making us all suffer by taking away our letter grade, can the school give more one on one help to those students? Also they can choose credit which according to the Superintendent will not bring any disadvantage. But for me a credit grade will lower my GPA compared to my peers in other school districts. I will compete with them for scholarship which is important to our family. If I can have letter grade, I will have another chance to improve my GPA for college admission and scholarship. Of course, studying should not be all about grades. But the reality is GPA is the only objective measure the colleges will look at because SAT will be optional this year. Please add a choice of letter grade to credit policy. It is most fair to all the students.</p>
Anonymous	<p>I am an alumni from LCC and I feel it is only fair that the students remain receiving their grades as they would any other semester. They can't control what happens during their time at school i.e. they can't control a pandemic from happening. They work hard and want to get into great colleges and need the grades to prove/do so.</p>
Anonymous	<p>Many High School Students are at a critical point in their K-12 careers. Often just the smallest GPA change can make the difference in attending a college that can truly change their lives. Let our students choose. Don't put our kids at a disadvantage to other districts.</p>

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Anonymous	Out of the 19 school districts in San Diego area, only 4 give credit/no-credit. SDUHSD is 1 of the 4. This puts our students in a disadvantage comparing to others in this area, when it comes to GPA calculation which is an essential part of college application and scholarship opportunities. It also discourage our students from putting in their best effort in studying, as there is no difference for a "C" level effort vs a "A" level effort - they both receive a pass. It's also true the distance learning has presented a challenge to some students, although a small quantity, but those need to be considered too. Therefore I believe the best approach is to let each student have their choice of either letter grade, or credit/no-credit, just like the many other school districts in San Diego.
Anonymous	We feel it is important to give our students a choice as to whether they receive pass fail or letter grade. No one could have imagined this scenario, and these kids deserve the opportunity to allow the hard work they have put in this year, both in class and online, to count.
Anonymous	We moved here to be in this district. Without my GPA I would not be in college. This GPA allowed me to get merit scholarships otherwise I will not have been able to attend. Allow kids a choice. This is very stressful on my brother, a junior and my family. We will both be in college next year and need the merit scholarships!
Anonymous	<p>Having a strict C/NC policy discriminates against students who are on-course for the most academically rigorous universities in the country. It also imposes a significant fiscal disadvantage in being selected for the multitude of scholarships that utilize GPA as a screening measure. SDUHSD should not adopt any discriminatory policies. A choice between grades and C/NC is an imperative win-win for all.</p> <p>Despite the surface statements by some university systems that GPA will not factor in to admissions decisions, it is widely understood that universities will Not have the manpower or protocols available to screen students by their extracurricular activities and essays. It simply is not feasible. The GPA and standardized test screening tools have been implemented for a reason and will not fade away simply because of this pandemic. In fact, it may be even more important to have such rapid screening tools in-place due to furloughs and other cutbacks in university admissions departments. Any grade reporting methodology that results in a decreased GPA for a student who has done the work to earn a higher GPA is unjust and prejudicial.</p> <p>We moved to this school district based solely on its academic reputation and being ardent supporters of public education. The decision has been rewarding, having put 3 children through and had them emerge as prepared, intelligent, compassionate, goal-oriented achievers. A substantial reason for this is the work-ethic instilled by the wonderful teachers and staff in the district. It would be an unforgivable disappointment if SDUHSD now implemented C/NC only, as it puts a knife into the heart of the ideals of excellence and universal high achievement for which our district has previously stood. It sends a contradictory message to our children. The discriminatory policy places the district on a volatile course which could easily be obviated by giving students a simple choice.</p>
Anonymous	As a student, I believe it to be unfair that all of our grades for the Spring Semester at CCA will be basically side-stepped because of quarantine. I wish that it would be like our past grades stayed, but then this quarter or the part that was in quarantine would be pass or fail. I don't know how possible it is, but it just kinda sucks that we can't show how hard we worked throughout the time out and inside of quarantine. Not everyone works well from home, but I feel that it's unfair to not give us a grade (us being those who are still working hard in quarantine).
Anonymous	As a grandparent of two LCC High School students, I ask that you reconsider your policy of not issuing final grades during these periods impacted by COVID-19 prevention policies. Failure to receive grades could prevent students from being accepted at their college of choice and could impact their ability to obtain financial aid. Your roles as members of the SDUHSD School Board should be to support all your students, not to penalize some of them for convenience. In fairness to all students, I request that you modify your policies to allow the option of receiving course grades instead of only receiving an indication of course completion.
Anonymous	It would be a shame if deserving and qualified SDUHSD students were not admitted to their college of choice because their GPA was negatively impacted by their failure to receive letter grades due to the policies taken by the SDUHSD School Board in in response to the COVID-19 epidemic. In fairness to All students within the district, I strongly recommend you modify your policies to allow the option of receiving course grades instead of only receiving an indication of course completion.
Anonymous	Please allow students to choose Credit/No Credit or keep the grades we have worked so hard to earn. Giving students a choice is so important to our future!
Anonymous	I have worked very hard for my grades during my High School career. It is only right to allow students to choose a letter grade or credit/no credit. There is NO harm in giving us the choice to have the grades we have worked so hard for!
Anonymous	My student attends SDA. He is an AP student and he deserves to get his grades rather than credit/no credit. We have checked with some of the colleges he would like to attend and this lack of grades will put him at a disadvantage as other schools are giving grades. He also took AP to raise his GPA which is not possible with credit or no credit. If the district wants to be fair to all students there should be a choice of grades or credit, no credit as other districts across the nation have done. You will be penalizing hard working students and affecting their future with the credit/no credit. Please give all students a choice of grades or credit/no credit.
Anonymous	I would like students to have a CHOICE. Students should be able to choose between receiving a letter grade, per outlined and discussed guidelines, or to receive the credit/no credit option. I do not feel there is bias or a disadvantage to either choice, but do feel that students who have taken AP classes and are in a position to really make a difference in their GPA are disadvantaged to not have a choice.
Anonymous	I would my daughter to have a CHOICE between receiving a grade for this semester or receiving c/nc. It is a fair solution, but I do not feel it's fair to NOT offer a choice. Based on surrounding schools and the fact she is a Junior trying to get into college, this is the fair and right option for our students.
Anonymous	I support the credit no credit grade. Some of my daughter's teacher are not teaching at all. She learns little from the so called class online. She struggles through homework and quiz. I think it is fair to give credit grade for everyone in the district. Some may not like it, but it is fair to everyone. I think the second semester grades should be all changed to credit. Around march 13 time, the pandemic situation is already stressful. It may have affected many students emotinally so realistically only the first semester grade is fully representative.
Anonymous	I feel it is only fair for students to have a choice between receiving a grade or receiving c/nc. Colleges will look at GPA if it's an option, and students have worked hard to achieve a high GPA. For those students who choose, they can have the c/nc option.

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Anonymous	As a Junior in high school, and a student who is committed to going to college and improving my GPA, I feel it is very unfair to not have the option to receive a Grade that I've worked for. I was committed before COVID-19 lockdown, and remain committed, to my classwork and maintaining my grades. I can't understand why a school district would not see it to be fair to offer all students the OPTION to CHOOSE between a grade or c/nc. I took AP classes and would be very disappointed to not be able to receive a grade for the work I've done.
Anonymous	I support the SDUHSD plea for supporting the board policy BP5121 with modifications to approve the Hold Harmless letter grade option. The c/nc ONLY option fails to follow the CDE Guidelines and is furthermore not applied equitably with our own district. With GRADES offered in the majority of the the surveyed California Districts, our SDUHSD students will now have to compete with over 1.8 million other students from California alone for college seats, including UC's and CSU's, that now have a CHOICE to show letter grades on their transcripts for Spring 2020. Giving our students this CHOICE enables them to demonstrate further distance learning since grades are the biggest factor in the success or failure of SDUHSD's distance learning policy. GRADES are key to motivating students to be engaged in distance learning. Furthermore the c/nc ONLY policy violates the CSA Education Codes because it states that TEACHERS determine the grades of a student and neither the District board nor the Superintendent can order a student's grade to be changed.
Anonymous	Board Policy 5121 was adopted in the past year and provides a framework for Grades and Evaluation of Student Achievement. Grades has been and is the gold standard for accurately evaluating student achievement and the Board Policy supports this. For a Credit/No Credit ONLY, the Board is being asked to completely waive application of BP 5121. BUT, importantly, BP 5121 already provides for both grades and a designation of classes and Pass/Fail, so offering a choice of a hold harmless Letter Grade or Credit/No Credit requires no waiver of the policy but just a slight modification and preserves the SDUHSD community value of rewarding students for their hard work.
Anonymous	I've been taught that if you "work hard and do your best" than I could achieve success. I worked really hard the first few months of the 2nd quarter and to see these earned grades disappear, really upsets me. I feel like my freedoms have been taken away from me - to see my EARNED grades taken away. It is creating a lot of anxiety among my peers and me. Please allow the students to have record of their EARNED grades on their transcript.
Anonymous	Hello. I graduated from LCCHS in 2018, and I am currently attending a private out-of-state college. I have a sister that is a junior at LCCHS, and she is one of the many that have had their grades taken away second semester. I am interested in how the school board can predict college's outcomes to the C/NC system. In order for me to receive my merit scholarship in college, colleges needed to know my overall GPA, and they awarded my merit from there. My sister worked extremely hard to raise her GPA for junior year second semester, and she currently would have a 4.0. Without this semester on her transcript, she now won't be able to qualify for merit scholarships at many colleges. It's sad to me how my sister won't be able to attend her dream college because she won't be awarded this merit scholarship: something that my family really needs. I urge the board to vote in favor of the students receiving grades because we don't know the college's reactions to this C/NC system. There are a lot of unknowns in this situation, and I believe it is outrageous to not give the students more options.
Anonymous	I am in support of the SDUHSD Board Policy BP 5121 with modifications by approving the hold harmless letter grade option.
Anonymous	<p>I am a parent of a junior at SDA. I am concerned that the Credit/No Credit grading policy is going to affect my daughter's ability to compete when it is time to apply for colleges. I understand our district is one of the four in San Diego County that has this policy of Credit/No Credit while the other 15 school districts have a choice. Why is it that the other school districts allow it and you cannot allow it?</p> <p>I am asking you to please vote for a student's choice to continue to earn letter grades that cannot go lower than what they already earned before the closure or Credit/NoCredit.</p> <p>Thank you,</p>
Anonymous	Please let this statement serve on behalf of our 10th grade daughter who wishes intensely for the right to choose to have her hard earned grades and 4.7 GPA shown on her LCCHS transcript for the 2020 spring term during the COVID19 pandemic. She was new to SDUHSD this year and has worked tirelessly to adjust to CA state curriculum and successfully maintained all A's! All of her and many others' hard work will be ultimately for nothing if the credit/no credit option is decided for her. The school board must maintain the same level of integrity as SDUHSD expects from their high achieving students- many in honors & AP courses. ENCOURAGE them to continue their efforts of hard work by allowing them the choice to save and show their grades! The challenges students already face this during this difficult time are great enough. Please give them what they have earned. As a former admissions rep for a public ivy / Big 10 college, seeing these high grades/GPA on their transcripts and knowing that a particular student can still achieve when faced with adversity such as this pandemic, is absolutely paramount to their admissions decision and their likelihood of college success! Lumping them in with those who do not dedicate themselves as fully to school, is simply not fair. Please vote to allow all high achieving students to advocate for themselves. These students have more than earned the right to showcase their academic achievements from their rigorously challenging courses. I can assure the board that this matters to their future! Thank you for your care and consideration.
Anonymous	I am strongly in favor of allowing our kids to have the choice to choose grades or credit no credit.
Anonymous	Your decision is going to and will effect us positively or negatively for the rest of our lives. If you choose to give us the CHOICE to be able to show grades that will give thousands of students the opportunity to show our hard work and dedication towards our schoolwork. Us students and parents have worked to hard these past weeks to try and get this policy changed. You are not hurting anyone by letting us choose to show our grades you are just rewarding and helping the hardworking students that want to prove to colleges that they are prestige. It is heart breaking that our neighboring districts are giving their students the chance but our district (#5 school district in California) initially weren't given the chance and the opportunity that others are given. PLEASE LET US SHOW OUR GRADES!

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Anonymous	<p>Dear Board members, I appreciate your time and efforts in this important matter.</p> <p>I am hoping you consider giving the students within our district the option to either choose grades or to choose credit/no credit.</p> <p>If not given the option, our students are at a disadvantage when it comes to college scholarships, merit money, and just getting their foot in the door of a school they strive to attend. The competition for college acceptance is large, don't put their futures in detriment because they were not offered an option of what what works best for them.</p> <p>As the analogy states 'everyone is in the same storm, but not in the same boat'. This rings true here and it works in multiple ways - it comes down to EVERY student's individual achievement should be taken into consideration.</p> <p>We must look forward and continue paving the way for our youth. Let them choose the best option for them. Thank you for considering making this a fair decision for all students.</p>
Anonymous	<p>I am a high achieving Junior at LCC who is just one of many adversely affected by the new Credit/No Credit system. The new rule is exceptionally unfair. Many students like me have grinded day and night for our grades. This new rule will completely eradicate all of our hard-work, leaving nothing but a *Credit* to show for our efforts. Straight As will be weighted the same as Ds and Cs which is blatantly wrong.</p> <p>UC schools have already stated that this type of grading will earn credit in the a-g requirements but will not count toward a student's cumulative GPA. Junior year is the most important year for students and our GPAs. The implementation of Credit/No Credit will destroy the whole aspect of Junior year grades. Plus, many students will look beyond the UC schools to out-of-state options - what happens in that event? Also, with current seniors deferring there will be fewer slots available to us so we need to stand out.</p> <p>I was set to exceed the GPA that is required by top UC schools and also several private institutions. With this new system, my GPA will be much lower than the recommended GPA and with the testing no longer available, will hinder my chances of getting accepted into the schools of my choice. C/NC effects on GPA can make a target school become a reach school.</p> <p>I understand that some students may not have the resources or they have challenging situations that prevent them from achieving the grades they desire. Due to the variety of circumstances, I believe it should be up to the student to choose if they would like to receive a Credit/No Credit or a normal letter grade. This system would allow every student to work toward a goal they believe suits them best. The teachers can continue grading as they normally would and make a certain percent equivalent to a Credit. Not only will struggling students benefit from the Credit system, but students who are working toward a letter grade rather than a Credit will be motivated to continue to work exceptionally hard to earn good grades instead of just settling for a passing one.</p>
Anonymous	<p>Doing a choice of Letter Grade and P/F will be the most balanced approach beneficial to the largest number of students.</p> <p>And also, it will help to continue the same grading policy next semester. After the announcement from CSU about the online school next year, public schools in California might follow it. If our students have two semesters with P/F grades, it definitely will put them at a disadvantage comparing to the private and public schools in San Diego.</p> <p>Teaching content or quality for this semester is an issue for all schools in the world to consider. Every student in this country has the same problem. It will be up to the Universities to decide how to deal with this. But no one can deny the importance of GPA in college admission today, especially this year when ACT and SAT are not even required. When an overwhelming majority of school districts in San Diego County chose letter grades, our students are at a disadvantage. That is for sure.</p> <p>If you can vote Yes to letting the students choose Letter Grade and P/F, it will be highly appreciate by all the students and parents from the district!</p>
Anonymous	<p>As Superintendent Haley stated in his Board proposal, "All students will receive a mark of Credit/No Credit for Semester 2 of the 2019-20 school year due to the unique circumstances and challenges presented by the COVID-19 pandemic and school closure," it looks to me that CCA's Q3 grades will be switched to C/NC. I strongly support this proposal since Q3 was cut 1/3 short due to sudden school closure. In addition, because the second semester (started at the same time of CCA's Q3) grades at TPHS are C/NC, I believe it's fair only if CCA's Q3 grades are C/NC, in replace of the current policy of letter grades.</p>

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Anonymous	<p>Dear SDUHSD Board Members, I'd like you to consider changing the current policy of credit/no credit to also including the option of grades.</p> <p>The problem with the current policy is that it is in direct conflict with the CA Department of Education mandate of its "primary goal of first, doing no harm to students".</p> <p>The biggest unintended consequence to the policy is that students will not have the opportunity to better their earlier grades. The disadvantage is further exasperated when factoring in potential AP credit.</p> <p>This is a major disadvantage as this is the primary metric in which college admissions and merit scholarships are based.</p> <p>I'd also note that SDUHSD students will be competing for college spots with districts and private schools around us, who have awarded their students with the option of grades.</p> <p>And, with the policy now, there is even inequity within our own district. For example, the first 7 weeks of grades (Jan29-Mar 13) will count for academy schools, but not for semester-based schools. This directly impacts my son, who worked hard for an 'A' average in all his classes during the first 6 weeks of the spring semester but will receive 'credit' (instead of grades) just because his school is on a semester schedule.</p> <p>Please consider changing the policy to include the option for grades.</p>
Anonymous	In support of offering students the choice of receiving grades in addition to option of c/nc
Anonymous	In support of offering students the choice of receiving grades in addition to option of c/nc
Anonymous	As the parent of a junior at Torrey Pines high, I feel the students should be given the option to choose grades or CR/NC. My daughter has worked hard to keep her grades up and has continued to keep engaged with the distance learning. She is taking AP and Honors classes, her grades are important to her. She is not a CR/NC student. If other schools have the option for grades, our highly academic school district needs to get in line with other competitive school districts. Allowing the choice for grades is the most equitable decision
Anonymous	As a junior, I would like grades to be an option for this school year because it will better my chances of getting into college next year.
Anonymous	I support giving credit grade to all students for the second semester because that will put everyone on level playing field. Distance learning during covid 19 learning is not the same as a traditional semester. It is not fair to people who have difficulty adjusting to online instruction. Q3 grade for the academies should also be replaced by a credit/no credit because many did not get a chance for finals and did not get a full chance to remedy after March 13 when the online communications were not established adequately. Giving Credit to all for Semester 2 will be the fairest way to hold everyone harmless, complying with the County requirement.
Anonymous	Please allow the families to choose how they want to receive their child's grade so that this decision will reflect individual needs.
Anonymous	<p>1) I support the hold harmless letter grade option for semester 2 based on coursework completed through April 3rd, 2020.</p> <p>2) In addition, any information that has previously been released from schools directly to students in the Distance Learning policies should not be changed retroactively (i.e. grades already posted to transcripts on Aeries should not be subject to any further changes).</p>
Anonymous	<p>Our family strongly support to give the students to option to choose between letter grade and credit/no-credit (C/NC) system</p> <p>1) 86% of AP teachers nation wide are reporting they will still be providing letter grades to students</p> <p>2) please read our petition (the voice from the students and parents) <a href="https://www.sduhsd-watchdog.com/single-post/2020/05/10/Centralized-Data-Forum-for-SDUHSD-Grade-Policy-Advocacy-share-your-data-with-us">https://www.sduhsd-watchdog.com/single-post/2020/05/10/Centralized-Data-Forum-for-SDUHSD-Grade-Policy-Advocacy-share-your-data-with-us</a></p> <p>3) C/NC took away the chance for students to improve their GPAs in the second semester. Especially for 11th G, it may be important because SAT ACT are no longer required for their college admission, GPA will probably count more. A Pass/Fail deprives students the chance to improve their GPA and reduce their competitiveness for admission, and merit based scholarship.</p> <p>4) Of 19 school districts in San Diego County, 15 provided grading info on their website. Only 4 districts use Credit/No Credit grading. SDUHSD is one of the four.</p> <p>5) for TP and LCC students hurt the most, because they lose their entire semester grade.</p> <p>6) all grades are being tracked and updated on Aeries. Please report letter grade. The students work so hard to earn them.</p> <p>7) can you please clarify whether the summer course letter grade be transferred to the students' transcript, or is it going to be converted to credit.</p>

Name of Speaker	Public Comment
Anonymous	<p>Dear Board members, As a student at LCC, I am asking you to give me the option to earn letter grades this semester.</p> <p>I having been working hard all semester, both on campus earlier this year and at home after March 13. I have grades that I am proud of, and to take away the opportunity to display those is unfair to me.</p> <p>I want to go to college to study film and I am dedicated to doing the best I can, so that my grades will allow me to do that. If I only have a credit/no credit option, not only will I not be able to show this semester's grades, they won't factor into my overall GPA.</p> <p>I am taking my first AP class this year. Knowing that it is a college level class, I am proud of how I am doing. I would like to be able to show colleges my grade.</p> <p>You are putting our district at a disadvantage by not allowing us to have a choice. Please, give me and the rest of the college-bound students in San Dieguito Union high school district the opportunity to have grades as well.</p> <p>Thank you for taking the time to read this. I hope you can help me succeed.</p>
Anonymous	I am in support of offering our students the CHOICE of receiving grades in addition to the option of c/nc
Anonymous	The school district needs to come up a plan to access students fairly. P/F is not a fair system and will greatly damage the student chance for college applications. The teacher need to do their job even it is distance learning. Some teacher in CCA has NOT grade a single assignment or quiz so far for this quarter.
Anonymous	<p>Dear Dr. Haley and Board Members,</p> <p>My name is and I am a junior at La Costa Canyon High School. While I experienced difficulty in my freshman year, my grades were not up to my full potential. I decided that if I was going to go to a good college, I needed to work harder. In my sophomore and now junior year, I have worked extremely hard to get above a 4.2 GPA and also took summer school classes. I feel that with the new credit/no credit system being implemented, my hard work has gone down the drain. I respectfully ask for an explanation as to why I have no vote or say in how my grades are being handled, and why I am not at a disadvantage compared to other students in the state of California and across the country.</p> <p>Thank You,</p>
Anonymous	<p>a) I enthusiastically support an addendum to incorporate a "Hold Harmless" letter grade option to allow students to choose a letter grade for Semester 2—that letter grade to be based on their completed coursework up until the beginning of the distance learning period. I believe that this option would be a positive step toward improving the wellness of so many of our hardworking students in this season of uncertainty and anxiety related to their futures amidst the covid-19 crisis.</p> <p>b) it is unclear from the exhibit 5121 guidance document statement as to whether 3rd quarter grades for 4x4 schedule schools will be affected. If these 3rd quarter grades are at jeopardy for being changed, I strongly oppose any retroactive changes to letter grades which have already been posted on the transcript in Aeries.</p>
Anonymous	I'm troubled that this decision was so quickly made in early April without much thought or discussion. Our district always has a high bar and why we choose to live here to attend these amazing schools. Why is San Dieguito Union High School District one of the (few) 4 schools out of 19 in San Diego County only offering pass fail? This does not sent a good message to our hard working students. Their hard work MATTERS and hopefully this grading decision will be reconsidered.
Anonymous	We plead with you to allow our all SDUHSD students the right to choose to have their grades / GPA shown on transcripts for future college admission use! There are many students moving to new schools as well who will need to show their academic performance for the entirety of the school year to get into National Honor Society and to qualify for college scholarships. Please give them the choice!
Anonymous	Please provide us with the choice to have our grades shown on our transcripts for the Spring 2020 term! I have worked so incredibly hard to maintain all A's and the C/NC option is horribly unfair. Please help me to be able to show how hard I've worked in honors and AP courses this year. Our grades, our choice! Thank you!
Anonymous	I support SDUHSD Board Policy BP 5121 w modifications by approving the hold harmless letter grade option for spring 2020 semester
Anonymous	<p>I wish the district can give the student to choose letter grade for Spring 2020. For TP and LCC students, this represents 1/4 of the grade when they apply for the UC.</p> <p>The grade has been tracked and Aeries and most teachers are hosting regular class meeting/posting the videos, and provide timely feedback on the students' work. The hardwork and achievement should be recognized.</p> <p>Can the school district clarify how the summer off campus courses be transferred to the transcript (with letter grade or convert to credit)?</p> <p>Why we can not take similar approach as other san diego district by giving the students option to choose letter grade for their Spring 2020 semester.</p>

Name of Speaker	Public Comment
Anonymous	<p>Appreciate the teachers and staff from the school district working hard during this unprecedented time! And thanks for the opportunity and the openness to hear the voices from the public.</p> <p>Students are in various situations during distance learning (DL), some are working even harder and learning even more than before because of the flexibility with the DL, some others might be not learning that much because they may not have the best environment or access to materials. Use P/F grades to all students all courses won't be fair to a lot of students who work hard and learn well. The best solution is to let the students to choose which course to use P/F or letter grades for each individual student, which will maximize the fairness and reflect the diversity.</p> <p>Thanks!</p>
Anonymous	<p>For college students need their second semester grades to count towards GPA. Without it they are at a loss compared to other schools across the nation. Many schools across the US even are opening up and continuing their learning as usual. Leaving them having an unfair advantage compared to students at Torrey Pines. I believe it is the students right to be able to have grades rather than pass or fail. We want to set up for our future as juniors and need these grades to help differentiate ourselves from other students.</p>
Anonymous	<p>Should have quality plan for long distance learning and the appropriate way for grading. Since it's on line, we can let have bigger classes and let more than one teacher to be responsible for the quality of teaching and to provide equal opportunity for learning. If there is a need for caring students whose home do not have WiFi or smartphone devices, let's discuss how we can help as parents, but we hope it is not the reason for not to provide solid online teaching.</p>
Anonymous	<p>I'm a Junior at LCC. I had a bad sophomore year and have been using this year to get my grades up. I currently have six 'A' grades with 2 AP classes. These grades will make me eligible for a wider range of college choices. Please please please change your decision to allow us grades or even the choice between grades and credit. I have several friends who are not studying and would take the credit but I have worked very hard to get these grades and I deserve to keep them. Thank you. JJ.</p>
Anonymous	<p>I wish to let students choose whether they want to be letter graded or not. The students work very hard to earn the grades and it will be fair for them to choose.</p>
Anonymous	<p>I used to boast about the SDUHSD school district. Now I'm concerned that politics has reared it's ugly head and will affect the direction of my children's lives. I have read all of the documents and words from our district regarding the spring semester and the decision to bring EVERY STUDENT to the MIDDLE by only allowing a grade of credit or no credit. What is the real reason for taking away the motivation of our students and not allowing ANY of them to excel? Please at least be on par with our neighboring districts and allow our students the choice to receive grades OR C/NC. My sons have worked hard their whole lives to maintain grades that will allow them to have a CHOICE of where they attend college. Our students deserve to have a CHOICE now. COVID-19 will be over someday, but your short sighted decision has the potential to alter the course of every one of your students that you claim to support.</p>
Anonymous	<ol style="list-style-type: none"> <li>1. Provide more live classes via zoom or similar apps that allow students and teachers to interact.</li> <li>2. Allow students to make their own personal choices on letter grades or P/F.</li> <li>3. District and schools should be more flexible and adaptable. With today's technology, District &amp; schools could do much better on distance learning.</li> <li>4. Make plans for possible extension of this closure or future closure, also develop health/safety procedures for schools reopen. Don't wait until the last minute.</li> </ol>
Anonymous	<p>Students should be given the choice to receive a grade or credit/no credit because it is important in their college selection process. Grading should be consistent district-wide.</p>
Anonymous	<p>I am in support of giving students the choice of either a letter grade or CR/NCR. Please consider all the students. There are so many different types of student situations that would benefit from being given a choice of how their grades go on their record. I believe since the initial decision to not allow actual letter grades to be given, a great deal has been learned. At first, I thought it was the right decision but now I feel extremely strongly that the students are allowed to choose. The more people I talk to about this, the more people want a choice. The different scenarios of situations are vast and so personal to each family. Please reconsider.</p>
Anonymous	<p>I am strongly in favor of allowing our kids to have the choice to choose grades or credit no credit.</p>
Anonymous	<p>While the pandemic was responsible for shutting down our schools, there was still instruction going on and students should have the opportunity to receive a grade for their online work. Many students work hard because grades are important as they apply for college next year.</p>
Anonymous	<p>I am a student at SDA and so I am directly affected. Grading in this environment has been solved differently by school districts locally and across the nation. To truly make it as fair as possible, we need to have a choice to receive grades or C/NC. Your reasoning for the no-choice solution is very counter productive and hypocritical. The board says the grading needs to be c/nc so no student has an advantage or disadvantage. I am sorry to say but that is not how the world works. As board members it is your duty to insure the best possible futures for the kids in your district, and that includes considering their future college applications. By not giving a choice you are eliminating possible GPA improvements and this could impact someones life forever. For the kids that have a disadvantage in virtual learning, it is also your duty to give them access to whatever they need to take the class and have equivalent opportunities. FREE chrome books and wifi have been given out. In school we all have our differences (some kids take AP classes, others do not; some kids are entirely focused on academics, others have full extracurricular schedules, some kids get A's, others do not) and out of school or virtual learning the same is true. With the resources provided their is equality and fairness of opportunity. What one kid chooses to do with that opportunity may be different than another and these choices should be represented in grades as they always are. Your attempt to make things "equal" for all kids without giving a choice actually makes it unequal because kids around the world and as close as Carlsbad and local charter schools will be applying for college with grades and weighted grades and without a choice I can't! This is not equal and it's not fair. Please consider this message as your decision will affect thousands. Please give us a CHOICE.</p>
Anonymous	<p>I would like to ask the board to reconsider the decision that only credit/no credit be given to the classes taken in the Spring of 2020. For promoting fairness and for encouraging academic efforts during this challenging time, the student should be awarded with a letter grade. Given many other school districts are giving letter grades, a credit/no credit for students in our school district will put our students in disadvantaged positions when applying for colleges, which is unfair to our students who keep studying. Their studying effort in this difficult time should be encouraged and awarded rather than being punished by the board decision. Please remember, our students are being considered among their peers state and national wide, so they need letter grades and they deserve to have grades when other students can have the grades. The board has absolutely no right to deprive the letter grade choice from our students.</p>



Name of Speaker	Public Comment
Anonymous	The high schools need to be teaching the students, and the students need to complete the recommended work. The students should earn grades based on the quality of their work. Not just Credit/No Credit. Students that work hard should be rewarded with good grades and not just "Credit." Students deserve and enjoy recognition for their accomplishments. I think that many TPHS teachers have copped out. Some have risen to the challenge of online learning, and they are providing excellent instruction to students. BUT some have gone on vacation. They checked out, and they are interacting minimally with students. My students had some of their initial AP exams today, and a considerable portion of content had not been covered by their teachers. How is this behavior considered acceptable? This behavior comes from teachers that have demanded contracts that guarantee the highest pay scale in San Diego county. Something is terribly wrong with this system.
Anonymous	I am strongly in favor of allowing our kids to have the choice to choose grades or credit no credit. Our kids should have the choice to choose.
Anonymous	It is our recommendation that the Board consider and grant the students of the SDUHSD the option to choose between letter grades or C/NC for the Spring Semester and furthermore provide the students the ability to choose letter grades that will have a grade no lower than their grade as of school closures 3rd quarter, and have the opportunity to improve the grade thru distance learning. Thank you kindly.
Anonymous	Credit/no Credit is NOT acceptable. My 10th grader has a 97% in an AP class and as a result will have a lower gpa then he should have. This puts my son at an extreme disadvantage in his most critical high school years in relation to other districts providing letter grades. In addition, he has no incentive to do anything more than the bare minimum. Covid has been difficult for all of us and I fear it is only the beginning. Our community is and will suffer without letter grades. Please reinstate letter grading.
Anonymous	It is our recommendation that the Board consider and grant the students of the SDUHSD the option to choose between letter grades or C/NC for the Spring Semester and furthermore provide the students the ability to choose letter grades that will have a grade no lower than their grade as of school closures 3rd quarter, and have the opportunity to improve the grade thru distance learning. Thank you kindly.
Anonymous	grades should be option
Anonymous	I am strongly in favor of allowing our kids to have the choice to choose grades or credit no credit.
Anonymous	Please consider the consequences of not allowing students to choose between grades and credit/no credit for this spring semester. My son is a junior at La Costa Canyon High School. He knew looking ahead to this semester that it would be the most important of his high school career. This is his last opportunity to boost his GPA for college applications. Before the school closure, he had been working very hard, and was on track to earn all A's. Straight A's this semester would boost his GPA to where he wanted it/needed it for his college applications. It is unfair to him, and all students who have continued to work hard during distance learning, to take away their ability to raise their GPA for future college opportunities. He will be applying to schools outside of California, and will be competing against other students for spots at those 'out of state' colleges. Most of those students will have been given the opportunity this semester to earn grades and boost their GPA. He will be at a disadvantage. Why put our students who have continued to work hard during distance learning at a disadvantage? Many students will be able to show, and get GPA credit for, the grades they earned in this key semester. He won't be able to do that. The reality is, we don't actually know how colleges around the country will handle the application process for the fall of 2021. I am asking that you give my son every opportunity to have the best chance possible to get into his school of choice. Only allowing him to get credit/no credit for this semester will actually "harm" him and lessen his ability to compete with students around the country who were given the option of grades this semester.
Anonymous	The corona virus pandemic may not go away as soon as we hope, I am very concerned that our school district need to have a thoughtful plan for the distance learning, in terms of how to maintain the quality of learning. The load of the current distant learning is far less than what students have when they were in school, to keep them motivated in learning, we need to put in place of a better evaluation and testing procedure. So we can use the normal grading system to evaluate how well student comprehend each subject.
Maureen Farley Lucewicz*	The SDUHSD has sent out correspondence stating that students who are taking off campus classes will receive C/NC designations on transcripts even though these courses were contractually approved by their district high school counselors in 2019 prior to course commencement. Since students entered into a contract and the grade is received from a NCAA program, the district shouldn't be allowed to take this grade away. There are plenty of viable remote learning opportunities and just because the district doesn't not have a viable distance learning program, it should not impact off campus courses. <i>*See attached presentation.</i>
Suzanne Carrington	today it is so hard to get into good universities. why the school want to make it harder for our children. my kid wants to get Bs and As this semester so he has a better grade to apply to UC. but he said he cannot do that now. he is worried he cannot get into UC and the family has to pay a lot to send him outside california. Let these kids have their letter grades. they have been counting on them their whole life.
Evelyn Grisco	I am a sophomore at TPHS. I strongly believe students should be able to have a choice in letter grades or credit/no credit as it will impact their future. The students should learn to choose what is best for themselves as it is a great learning experience and it is individualized for each person's needs. Students should be allowed to control some of their future as many students take their grades very seriously. To accommodate every student, I propose that the student, with the help of their parents, is allowed to choose if they want letter grades or credit/no credit. I know many of my friends want to have this choice so that they may improve their grades because we all care about our own futures.
Amy Gonzales	we want the option to choose
John Gonzales	We want the right to choose
Thomas Gonzales	We want the right to choose
Lucas Gonzales	We want the right to choose
Gia Gonzales	We want the right to choose
Karen Lopez	I fully support this initiative, and my child's right to choose grades.

Name of Speaker	Public Comment
Annie Burns	I support of offering our students the CHOICE of receiving grades in addition to the option of c/nc. I feel the students who are trying to elevate their GPA will be unfairly penalized without the CHOICE
Alex Burns	It's terrible that students are stripped away from their hard work and it's unfair to them that they don't have the option to obtain a good grade in an ap class that they have worked so hard for.
Melanie Kabo	The students of the prestigious SDUHSD Have been told they'll only get credit/no credit for their grades and as a parent of two in the district I am closely watching to see who will get my vote in the next election as are every parent I have spoken with. Both of my children in the district want the grades they worked so hard for. It's only fair that they get the grades they earn , especially my high schooler who will have to compete against students in surrounding districts for college. These are trying times and if you, our board members really care for our students then I know you'll make the right choice by allowing them to opt into grades.
Katrina Young	<p>I think we can acknowledge that colleges may not penalize our students for their school's grading policy. And they very well may find a new metric for assigning merit aid to deserving students</p> <p>But as a parent who has gone through the admission cycle three times, I can empathize with the students worried about their future. In reviewing all the research their parents have compiled, no one can promise them that college bound students will not be negatively impacted by a pass/no pass policy.</p> <p>In order to give our children the best chance of success, I would respectfully ask the board to consider allowing each student to weigh their options and make the best choice for themselves given present circumstances. After all, critical thinking and freedom of thought is the ultimate goal of an education.</p> <p>We all should be so proud of and embrace the extraordinary work ethic our children have exhibited before and especially during this quarantine. If our students have done the hard work to excel in school, they deserve those grades.</p> <p>That is what we, as parents, have taught them from the first days of kindergarten. And now, more than ever, as they are preparing for college, we should be reinforcing those same values. When this is all over and we hopefully resume back to our new normal, I want to look back and know that we were wise, compassionate guardians of our youth. I want know that we collectively demonstrated qualities that our children will need to succeed in life. Qualities like perseverance, flexibility, and strong independent thinking skills. To me that is the value and purpose of an education. It is definitely the education our district has so successfully achieved over the years with our amazing teachers and classroom instruction.</p> <p>And it is one that I again respectfully ask our board to continue to promote now that our children work so diligently from home. Please consider giving our kids the right to choose what is best for them. Beyond college applications and merit aid, it sets them up for the future they not only deserve, but have created for themselves.</p>
Laura True	While protecting students who might fall to the bottom of the grading scale, students who prioritize their education and do the "extra" are losing with this policy. I have a daughter who is a sophomore at LCC and a son who is a 7th grader at Diegueno. They both have a 4.0 GPA. They don't take this online semester lightly. Instead, they seem to be working even harder so they don't have gaps next year. Where there is less teacher instruction, they are taking initiative to learn from other instructional sources. I would hope that their efforts are recorded for what they truly deserve. They should not receive the same "pass" as a student who is doing the minimum to pass the class.
Zach Kabo	I am an 8th header at Oak Crest Middle School and am missing my teachers, classes, friends, and now my promotion. Please don't take my hard earned grades away. I was in academic lab and learned how to get and stay organized. I am on a path to get straight As for the first time in my life and it will be hard not seeing grades on my report card.
Brian Pond	Our family is very disappointed with the board's decision to deprive our students from the motivation associated with letter grades for their efforts. This will put our students at a significant disadvantage when applying to colleges if they come from a HS/District that did not care enough about education to even provide grades. We have decided to take our kids out of your district because we don't have any confidence that you (the board) will make the right choices about how to properly motivate and educate our students in the fall. Our two HS kids are now enrolled in Pacific Ridge, where they offer a high quality distance learning experience with the motivation associated with grades.
Cindy Gray	<p>I urge you to vote to give our students a choice to receive letter grades for the Spring 2020 semester/grading period. These students have worked hard and deserve the GPA they earned to be reflected on their permanent record &amp; transcript. For students that are enrolled in AP/IB classes, the impact to the weighted GPA is significant; the loss of which will limit their opportunities to gain admittance and receive scholarships to universities across the country.</p> <p>The surrounding districts are offering grades and our district should not put students at a competitive disadvantage to their peers from across San Diego County. Thank you for bringing this important issue to the board for consideration. It is my hope that your vote will be to support the diverse needs of the highest number of students within SDUHSD by allowing a choice for a grade or C/NC.Thank you for your consideration.</p>

Name of Speaker	Public Comment
Gavin Kesler	<p>Credit/No Credit is discriminatory and unfair to economically poorer students.</p> <p>My Dad grew up very poor and lacked the resources for the extracurricular activities of economically better off students that shone on their college applications.</p> <p>Instead, he worked very hard for grades and test scores, and squeezed into a top college, and then a successful life. I am a SDUHSD high school student, working very hard for my straight As, following in my father's steps. My brother is a SDUHSD grad who was one of the tiny percent admitted to UCLA, also following in my father's path.</p> <p>Credit/No Credit penalizes economically poorer students who work hard or earn extra AP GPA but do not have the means for extracurricular activities that stand out their college applications. They are being relegated to lower consideration than other applicants with extracurricular activities. C/NC also teaches the wrong lesson to all students about the lifelong benefits of hard work.</p> <p>There are enough Chromebooks or wifi hotspots in this rich district for the very few students that may be "disadvantaged". It is unnecessary to punish economically poor students, and the thousands of hardworking students from their work being recognized in grades needed for admittance to good colleges and earning competitive scholarships. That is not "equity". It is really lowering almost all for a hollow theory.</p> <p>Elite schools only admit a tiny percent of applicants. The first screen is of grades to eliminate 80+% before more information is looked at. A scholar embedded in three colleges' admissions offices for a year to write a book about the selection process wrote in Monday's USA TODAY: ""Colleges know students' transcripts are the most valuable asset they receive in the reams of data that arrive with an application...." In reality, there is no substitute nor "nuance" until after considering top grades.</p> <p>Touting "equity" for Credit/No Credit is downright wrong and a facile coverup for what in other circumstances might be "poorist" if not "racist"</p>
Bruce Kesler	<p>The C/NC only policy does not agree with guidelines issued by the California Superintendent of Education that students should be "held harmless" by distance learning and that Districts must preserve the progress of students made before the campus closures. The C/NC policy does not preserve a semester student's grade at closure and relegates the student to a lowest denominator Credit, which is equal to a D. And it denies these students from being able to increase their final grade. The slides you received show that most districts in California and the US are offering grades. Our better students are put at a competitive disadvantage and will have lower GPAs.</p> <p>Further, "equity" is a ruse, which may indeed be discriminatory to economically disadvantaged students who work hard for grades to get ahead but do not have the means of other students for extracurricular activities to burnish their applications. It also reduces these students' opportunities to earn merit scholarships necessary for them to afford college. Also, ALL students are being denied the lesson that hard work is needed for a successful life. "Equity" levels down. Achievement levels up.</p> <p>Elite colleges screen out 80% of applicants by grades before looking at other elements of the student's record. A scholar embedded in three colleges' admissions offices for a year to write a book about the selection process wrote in an article in Monday's USA TODAY: "Colleges know students' transcripts are the most valuable asset they receive in the reams of data that arrive with an application".</p> <p>The C/NC policy unfairly disadvantages LCC and Torrey Pines. The Academy students were allowed to keep their grades for their incomplete quarter and to increase them in the following month. LCC and TP students, instead, have their grades at closure erased and are relegated to a comparative disadvantage in college and scholarship applications. The slide you've been given shows the reduction in GPA that negatively affects LCC and TP students.</p>
Irene Dooley-Piper	I am in support of offering our students the CHOICE of receiving grades in addition to the option of c/nc
Dylan Baurle	<p>Please give us the choice of recording letter grades this semester as we have continued to work hard during distance learning and want the ability for our efforts to be recognized. School is one of the only things right now that we can really invest in, so we need it to count for something so this semester was not a total loss. College applications start in a month and with everything else (theatre, sports, community service, work, etc) pretty much off limits because of social distancing, grades will be the key factor on the applications we submit to potential colleges. Our next year is already uncertain enough, please don't jeopardize the college dreams we've been pursuing for so long. Also, grades will motivate us to stay more engaged in classroom activities which will hopefully create a more cohesive and enjoyable distance learning environment. Plus teachers would be way more effective if people paid better attention. Teachers are trying hard but lots of people just don't care. Why should they care since distance learning is not even important enough to our schools to give grades?</p>
TIFFANY POND	<p>I am disappointed with the leadership and the choices made by the board of SDUHSD. I believe choosing the credit/no credit as the only option has harmed our children throughout this pandemic and will affect their futures negatively. The disregard for education and the need for kids to have something to work for and be proud of is inexcusable. Our kids have had everything taken away from them, sports, friends, events etc. To take something else that they worked hard for and could continue to do (the only thing they can continue to do from home in isolation) is incomprehensible. The need for potential grades for those that are college bound is overshadowed by the need for every student to have a purpose. They all should have a choice. Shame on YOU!!!</p>
Carson McLachlan	<p>All I ask is for a choice to show my grades. I need merit scholarships and cannot do that with just my last semester grades. I want to show my growth over the years. This is stressing me out and I'm doing AP exams and my ACT in July. I am also taking 2 AP courses online this summer because the board has forced me into this situation. I've done distance learning for an entire year before and am still doing it now and through the summer. Please stop and logically look that a CHOICE is the most fair way for ALL students. One size does not fit all. Let us be individuals and give us a right to CHOOSE!</p>

Name of Speaker	Public Comment
Josh Kabo	I am taking my very first AP class and have been working my butt off all year in all of my classes. If you know anything about AP classes then you know we wrapped up just as school was canceled, so I did a full year of world history before the stay at home order and have continued to spend a good 2-4 hours studying for the AP test while keeping up with my other classes. Because of this I am begging you to consider my feelings as well as those of my peers and vote to give us the option of choosing grades because this is the most fair option for everyone. I am the LCC sophomore who wrote the petition to get the option to choose grades and now have over 1200 people who have signed it. Please join me and the over 1200 people and vote to give families the option to opt into grades. I have lost everything and hope you don't take that away from me too. These are very sad and difficult times. Please be the light at the end of this long and dark tunnel I am traveling down. Thank you for voting for us.
Mark Gutzwiller	My name is Mark Gutzwiller and I am a parent of a junior at Torrey Pines High School. Giving the option for students to choose between Credit/No Credit ("C/NC") or Grade Recognition ("GR") in no way disadvantages any student or group. In fact, by offering an option to choose, it encourages and justly recognizes the extraordinary efforts and dedication that students have made during these unprecedented times. If, through their own determination, hard work, focus and labors are able to successfully master the lessons in spite of all of their individual and societal challenges, they deserve and have earned the right to have those grades posted to their transcripts in recognition of their achievements. This still allows those to choose C/NC. The option to choose GR has been adopted by a vast majority of colleges and universities ("C&U's") including our own Cal State, Cal Community Colleges and UC's as well as a majority of the C&U's throughout the nation and a number of school districts throughout the US. Going strictly pass/fail has unfortunately had some unintended consequences that will have long term effects. First, those districts that have decided to allow the option to receive grades will have an advantage. While I am aware of what C&U's have published, it is a well-known fact that the more clarity, detail and facts that are provided for an argument (in this case admission) the chance for success increases. The districts adopting the ability to represent grades undoubtedly will have an unintentional bias towards their students in the application process. Second, the C/NC only option have disincentivized their students to continue their dedication and work towards completion because they are not going to receive the full benefits of their efforts and has encouraged them to further disengage. The reasoning behind grading scales is that it provides motivation and incentive for students to dedicate, invest and compete for the recognition of their work. Do not further burden our students and their path to success by taking away the option to choose Grade Recognition.
Amy Scease Caterina	Students deserve to have a grade for their work, if they choose. I urge the School Board to instruct the District to offer students a Distance Learning grading choice: Grade with Hold Harmless and Credit/No Credit grading options. The Board should also instruct the District to negotiate with the San Dieguito Faculty Association and prepare a written, signed COVID-19 Grading legal document for Board Review and Approval. Also, this restrictive public comment section is likely illegal and in violation of the Brown Act. The District should not get to pick and choose who makes public comments.
Dr Kimberly McLachlan DMD, MSEd, MBA	<ul style="list-style-type: none"> <li>•This is referring to slide 12-14 in presentation:</li> </ul> <p>As noted in an earlier slide, the college selection process is ultracompetitive. Districts offering a C/NC ONLY policy have relied on guidance from colleges that students will not be penalized for such grading.</p> <ul style="list-style-type: none"> <li>•However, after much research and direct contact with colleges, the data proves that many colleges will still use ALL grades available to calculate GPA, and that GPA is still used for decisions on merit scholarships as well.</li> <li>•Further, some colleges have not given clear assurances regarding C/NC grading.</li> <li>•Based on the foregoing, it is illogical to say there is no harm to your competitive advantage if you are denied the opportunity to improve your GPA because your grades have been thrown into a non-descriptive inaccurate "Credit" category.</li> <li>•Worse, the loss of this term's grades could rob students of even applying to UCs that require a 3.0 GPA and CSUs that require a 2.5 GPA.</li> <li>•As you can see from the next slides, actual GPA calculations show that Spring 2020 grades can make ALL the difference.</li> <li>•In this example, GPA changed from 2.909 to 3.233 providing the opportunity to apply to a UC, and in this example, the GPA changed from 2.409 to 2.607 providing the opportunity to apply to a CSU.</li> </ul> <p>I respectfully ask that you start with allowing a choice to choose grades and hold harmless or c/NC at the student level individually rather than collectively. As we see above, without grades the chances of students getting into any California state school and university are crippled as minimum GPA cannot be met.</p>
richard colavin	I believe all students should have a choice to either receive their grade or ask for credit/no credit. its not fair for the students that worked hard all year and that to have a higher GPA to no be able to show that GPA to colleges when competing against other students from around the country
Tony Bloise	<p>The following are rationale for school board to accept student's choice for receiving grades in the spring semester 2020.</p> <ul style="list-style-type: none"> <li>-by providing a choice students can opt in/out of grades or pass fail- thus being fair to ALL students</li> <li>-by voting yes, the San Dieguito district will be the same as the other contiguous school districts in San Diego county (Carlsbad, San Marcos &amp; SD Unified)</li> <li>-not providing the choice will be discriminatory to low income students</li> <li>-teachers have already been loading grades into AERIES this semester for students</li> </ul>
James OHara	<p>The Board of Trustees has an obligation to our SDUHSD students to give them the CHOICE to choose grades with hold harmless or C/NC. We are the #5 school district in CA because of our academic excellence. The current grades with a hold harmless that was originally enacted allows those students who excel in school to continue their academic excellence. Those students who do not want their current grades can choose the C/NC. It's a win-win for everyone. SO VOTE CHOICE - hold harmless.</p> <p>The CHOICE-hold harmless was originally enacted by Supt Haley then changed 2 weeks later to C/NC after the Academy schools were allowed to post their grades. It was some back office shenanigans. That left the semester schools at a disadvantage. Was that fair ? Do you not represent ALL of the students in the District ? Give everyone a CHOICE-hold harmless to keep our students competitive with most of the nation and allow universities to see why we are the #5 school district in CA.</p> <p># SAVE OUR GRADES #CHOICE</p>

Name of Speaker	Public Comment
Christine Hanich	<p>Please vote to allow students a choice to receive grades or C/NC to allow them to remain competitive with other districts from this county and the state. For those that are enrolled in AP classes, losing the impact to their GPA for these classes is harmful. If we want to do no harm, we must allow them to choose. It would be different if all of the districts in the county and state were following the same policy, but they are not. So many are now offering choice and the universities are stating they will consider grades where they are available. With 85,000 + applicants at many of the universities, going district by district is unlikely.</p> <p>In addition, if a student has worked hard to achieve academic excellence, they should receive those marks on their official transcript. These students will always remember their high school GPA. Taking away the pride they feel about their hard work and dedication during high school is wrong. Please do what is right for these hardworking students and give them their grades.</p>
Ashlyn Gray	<p>I urge you to allow students a choice to receive grades or C/NC for the Spring term. I am a 2018 graduate from SDA and I am currently attending UCSD. I know that my weighted GPA was a big factor in my admission to the UC system. For students that decided to take multiple AP classes, losing the impact to their GPA for these classes is unfair. Many students have sacrificed a lot to be successful in these challenging classes. With other districts now offering choice and the universities stating they will consider grades where they are available, you are harming these students. This is especially true at LCC and Torrey Pines where they are losing a full semester of weighted grades. Since only 8 weighted semesters can be used for the UC system, for many, this is half of their entire high school GPA weighted semesters (if taking 4 or more APs). That is the difference between a 4.3 GPA and a 4.05 GPA (a huge difference). With 85,000+ applicants at many of the universities our students wish to attend, they are likely to be overlooked. Additionally, many scholarship opportunities will be lost to them. This is so important to families struggling to pay for college tuition.</p> <p>As a student at SDA, I worked hard to achieve academic excellence, and I would have been devastated not to receive those marks on my official transcript. These students will always remember their high school GPA. Taking away the pride they feel about their hard work and dedication during high school is wrong. Please do what is right for these hardworking students and give them their grades.</p>
Marielise Nascimento-Colavin	<p>I believe every student should have a choice. I understand not all students don't have the same resources and support however you can stop the grades when the pandemic began and have the kids who want to get credit/no credit or receive an actual grade if so desired. The structure needs to be the same for all high schools in the SDUHSD and we don't feel that it the current policy is fair for all students</p>
Stella Bruce	<p>My name is Stella Bruce and I am a Junior at Torrey Pines High School. Shifting to pass/fail has negatively affected me as a junior taking a very rigorous academic course load. As you know, Junior year is considered to be the most academically challenging year of high school in which students enroll in several AP classes. For me, I am taking four AP classes this year and have worked very hard in them to get the best grade possible. Last semester, I received two B's in my AP classes, those including AP Lang and AP Calculus AB, and have worked even harder since then to bring my grade in those two classes up to A's. Although we were only a few months into the semester when the decision was made to shift to pass/fail, I had several tests and graded work in AP Lang and AP Calculus AB, and I had kept all A's, even in the two AP classes I struggled with last semester. I studied tirelessly to get an A in both AP Lang and AP Calculus AB and was so proud of myself. When I heard the news that Torrey Pines' school district was moving to pass/fail I was devastated. I felt as if all my hard work was for nothing and was really disappointed that for my junior year colleges would only see my 4.2 GPA from the first semester and a pass/fail grade for second; when in reality second semester I would have received a 4.6. I am worried that I am at a disadvantage for applying to more competitive colleges due to the way I look on paper as a less competitive college applicant. It is also very concerning most school districts in San Diego County have not moved to the pass/fail only option and have opted to give their students a choice. For example, Point Loma High School in San Diego Unified District, where I have several close friends who attend, has changed to the Letter Grade/Hold Harmless grading system which has been very beneficial to them.</p>
Scott Hagen	<p>I am the father of a Sophomore and Senior at La Costa Canyon High School and I am writing to STRONGLY SUPPORT our students be given the option to keep their grades!!! I am a product of the San Dieguito Union High School having attended Oak Crest and graduating from San Dieguito High School in 1987. My wife and I have long been involved in the community and with our boys education. They both have worked extremely hard to achieve success academically throughout their academic careers. Both attended Olivenhain Pioneer, Diegueno and now at La Costa Canyon High School. My son who is a Senior is already losing the last half of his Senior year which is unprecedented and tragic but it has been deemed necessary so, I reluctantly agree with this stance. He has maintained a high GPA throughout his academic career culminating straight A's, including AP classes in his last semester of High School before the campus was closed. My son who is a Sophomore has a tough academic road ahead of him but he has done extremely well through his first year and half at LCC. As of the time on campus school was cancelled, he too had straight A's which included AP classes as well.</p> <p>The decision by the Superintendent to move the SDUHSD grading to credit/no credit is a slap in the face to kids who have worked hard to achieve success. It makes NO sense why students cannot be given a choice between getting the letter grades they earned or taking credit/no credit. The ramifications of going credit/no credit will not be realized for several years when these kids are applying for college. They will be competing with students from all over the country who have letter grades. I know you say colleges will take COVID 19 into account when making admission decisions but why take the chance? There is NO harm in allowing kids to make a choice!</p> <p>Please do the right thing and vote to allow our students to make a choice, credit/no credit or taking the grades they have earned.</p>
Angela M Kent	<p>Our students should absolutely have a choice in whether they receive letter grades or pass/fail credit.</p>
Bryan Kent	<p>We want choice!</p>
Audra Hagen	<p>I strongly urge the board to allow students to choose credit/no credit or keep the grades they have earned! There is no harm in allowing a choice!</p>

Name of Speaker	Public Comment
Cynthia Kaiden	<p>I am a PRO CHOICE PARENT. My son is a student at SDA. He is in honors and AP classes and plans to go to college. He is a hard worker academically &amp; extracurricular activities such as dual sports and more. He has mostly A's and two B's in two years at SDA. He is counting on a GPA of over 4.0 to be a competitive college applicant. With C/NC, he works harder for no reward as far as his GPA. Moreover, our neighboring district, Carlsbad, is giving students CHOICE. Why should SDUHSD students be put at a disadvantage, or treated in a disparate manner, than students a few blocks away, much less nationwide? Our students should be treated the SAME as Carlsbad.</p> <p>Additionally, you say summer school and fall will be graded... I would like to know what is going to change so significantly between now and summer school? Also, I would like a guarantee, not an intention, that summer school and next year will be GRADED. If you can't give a guarantee, then you must give our students a CHOICE.</p> <p>The District says C/NC is for the "health and safety" of our students. What about the "future" of the students? The District says it doesn't want to create barriers and widen the equity gap, but that's exactly what you are doing by C/NC when other districts near and far are giving grades or at LEAST a choice! Being a lawyer, I foresee class action lawsuits in the future because our kids are not being given the same choice as our neighbors, so they are being treated differently based on zip code. This is not fair and it is not good for your students! The UC school statement says these classes won't count in GPA calculation. That means, for many like my son, weighted classes are irrelevant and he has less of a chance to get over 4.0, thus essentially eliminating many college possibilities. This affects his future in a very negative way and is completely unnecessary if just given the CHOICE.</p>
Kevin Kent	I cannot bring my GPA up with all of my hard work this semester if I only get a P for credit. That will have a negative effect on my college admissions opportunities.
Susan McElroy	I hope the board does the right thing and gives the students a CHOICE between credit/no credit and letter grades. PLEASE LISTEN TO YOUR COMMUNITY!! THIS IS WHAT WE WANT. To unilaterally implement the credit/no credit grading policy without considering THE STUDENTS is wrong. YOU represent US. Give the students the choice. It's the most equitable option for ALL students.
Cary Lucian	I have a Junior at LCC and feel he should be graded on the work he is doing, not Pass Fail. He has work incredibly hard and deserves the right to be graded on his work. This is critical for college acceptance. Even though we are being told colleges will take pass fail grading into consideration, i don't believe it and my son does not want to chance it. Please grade the kids that want to be graded! They continue to put the work in and deserve this from our district.
Lauren Gray	I strongly believe that students should be able to choose whether they receive a letter grade or pass/ fail for the Spring 2020 term. Many students took multiple AP classes to challenge themselves and receive a boost in their GPA for colleges. I have talked to students from other districts and they are receiving grades which means only our GPAs will be affected, which will affect our college applications. As a junior I emailed UCSB administration and they said that the GPA we receive is what we receive, although they will look at the classes we took, our applications will not stand out among the thousands. I thank you for your time and consideration and hope you will do what is best for the future of the students.
David Kaiden	<p>I am a PRO CHOICE PARENT. My son is a student at SDA. He is in honors and AP classes and plans to go to college. He is a hard worker academically &amp; extracurricular activities such as dual sports and more. He has mostly A's and two B's in two years at SDA. He is counting on a GPA of over 4.0 to be a competitive college applicant. With C/NC, he works harder for no reward as far as his GPA. Moreover, our neighboring district, Carlsbad, is giving students CHOICE. Why should SDUHSD students be put at a disadvantage, or treated in a disparate manner, than students a few blocks away, much less nationwide? Our students should be treated the SAME as Carlsbad.</p> <p>Additionally, you say summer school and fall will be graded... I would like to know what is going to change so significantly between now and summer school? Also, I would like a guarantee, not an intention, that summer school and next year will be GRADED. If you can't give a guarantee, then you must give our students a CHOICE.</p> <p>The District says C/NC is for the "health and safety" of our students. What about the "future" of the students? The District says it doesn't want to create barriers and widen the equity gap, but that's exactly what you are doing by C/NC when other districts near and far are giving grades or at LEAST a choice! Our kids are not being given the same choice as our neighbors, so they are being treated differently based on zip code. This is not fair and it is not good for your students! The UC school statement says these classes won't count in GPA calculation. That means, for many like my son, weighted classes are irrelevant and he has less of a chance to get over 4.0, thus essentially eliminating many college possibilities. This affects his future in a very negative way and is completely unnecessary if just given the CHOICE.</p>
Sean Hong	<p>The third quarter grades of students should not be wiped under credit/no credit because doing so is both unfair and unnecessary.</p> <p>Student's grades are under risk of being wiped because grades from online school may not accurately represent the student. This logic does not apply to third quarter grades: School closure on March 13, 2020 happened only a couple weeks before the quarter ended and grades were pretty much finalized by then, almost certainly giving an accurate representation of the student's work throughout that quarter. This means those grades were not affected by the school closure, and, therefore, should not be under risk of being wiped.</p> <p>The deletion of third quarter grades is also unfair, because the semester and 4 by 4 system students will be affected differently. While semester students will still have a letter grade to represent every class, needlessly deleted 3rd quarter grades will leave 4 by 4 students with no letter grade representing 4 classes, half the classes they have taken throughout the year.</p>
Sunnie Yoh	Student's spring semester grades should not be wiped out under credit/no credit as doing so is needless and will leave those students disadvantaged. Under credit/no credit, student's third semester grades, which were unaffected by school closure, will be needlessly deleted. Not only will this leave 4 by 4 system students disadvantaged in comparison to semester system students by having no letter grade represent half their classes, but only 4 out of 19 school districts have this policy of credit/no credit.
Sophia Colavin	I am a Sophomore at LCC this year and have taken it upon myself to challenge myself by taking three weighted classes including two AP classes. I have obtained straight A's for the year and this did not come easy. I have worked extremely hard regardless of the rigor of these courses and I am proud of myself for doing this. Therefore, I deserve my hard work to be shown. I understand that with this pandemic students have had a hard time learning and keeping up with work due to personal circumstances, but there are also other students including myself who have not let this obstacle stop them from continuing to work hard and maintain their grades. Please allow all students to have a choice. While credit no credit may be a blessing for some, it is a punishment for others. The students should decide what is best for themselves.
Helen Zeldes	I urge SDUHSD to allow students to choose whether they want to get grades or C/NC for Spring 2020. I would also like to see more daily zoom classes while we are doing distant learning.

Name of Speaker	Public Comment
Maria Lucian	<p>My student has worked very hard in his AP classes to improve his GPA. I believe that grades accurately recognize work. One of the most unfortunate aspects of this issue is the inequitable application of the credit/no credit ONLY policy to the schools in the district. CCA and SDA were allowed to keep their grades as of school closure and improve them during distance learning through April 3rd and actually receive grades for their transcripts. To date, the semester schools have not even been offered this CHOICE, leaving those students at a disadvantage compared to students within their own districts. I feel there is no harm in offering a choice. Teachers are still recording grades and did before the school closure, so there is not extra work to show grades. CHOICE was always given to students under BP 5121 and AR 5121. There is no meaningful harm that outweighs the possible complete barring of a college hopeful student from applying to college, or the harm imposed by making our students less competitive and hurting our district's #5 rank.</p>
Erika Brucia	<p>Speaking to Slides 15-16 of the presentation:</p> <p>After all the research, we took a step back and tried to understand what harm there could be in offering a choice. Teachers are still recording grades as they did before the school closure, so there is not extra work to show grades. Grades accurately recognize work, and can help a student's GPA. CHOICE was always given to students under BP 5121 and AR 5121. This is not a novel concept under District Policies. The answer, then, is that there IS no meaningful harm that outweighs the negative impacts discussed above, including the possible complete barring of a college hopeful student from applying to college, or the harm imposed by making our students less competitive (and therefore hurting our district's #5 rank).</p> <p>In addition to preserving options due to unknowns, there are many more reasons why we need flexibility in our grading policy. These reasons include mitigating an exodus of students from the district to other districts or charter schools offering letter grades, or avoiding harm to transfer students since if they go to high schools offering grades, they will immediately be at a disadvantage for graduation honors or any other distinctions, let alone competing with classmates. This may particularly impact military families. As you can see by the petition, this is what the community WANTS.</p> <p>Finally, our students have always had a CHOICE of academic rigor in course selection, opting for AP/Honors vs. regular classes without a stigma and choosing what their own transcript reflects. There should be no difference between this course selection choice and choosing C/NC when grades are an option.</p>
Lesley Luo	<p>I highly appreciate that the district offer us the opportunity to provide input on such critical issue for all the high school students.</p> <p>I strongly support to give the student option to choose between letter grade and C/NC (credit/non-credit) systems on course-by-course basis, for the below two reasons.</p> <p>1) assume our district will resume letter grade system, giving students option to choose letter grade will not only give them a good transition back to the letter grade system in fall, but more importantly keep their motivation to learn the key concepts which builds critical foundation for the courses in the coming fall.</p> <p>2) the letter graded are being updated on daily basis on Aeries. My kids check their grade every day, and teachers are working diligently grading the students' work, record the lectures, hold office hours, timely respond to students comments on google classroom and their emails. Their efforts, persistence, and resilience should be recognized. I want to recognize the teachers here: DeVico(Math 2/3), Biology (Eddingfield), Ortiz-Davis (English), and Villegas(Spanish).</p> <p>In addition, some parents receive the below email from a Carmel Valley summer school, we would highly appreciate such communication come directly from district. All the summer courses were requested and approved in February. Can you please clarify/confirm whether the letter grade for summer course be transferred with letter grade to the student's transcript? Students will commit 8 weeks of their summer time and parents pay thousands of the dollars for each course.</p> <p>"Letter grades for summer: I spoke to Bryan Marcus, the Assistant Superintendent of Instruction at SDUHSD on Friday and he told me this: All courses ending after June 12, 2020 will carry a letter grade on the SDUHSD transcript. Lab science classes: Bryan Marcus stated that he does not want to stand in the way of students taking off-campus science courses this summer, even if social distancing guidelines require the labs to be done at home with kits or virtual labs."</p>
Joe	<p>I believe that it is unfair for students to have an option between grades and pass/fail. After talking to many students about this topic, many said that they haven't been focusing on getting that "A" instead they are focusing on passing. Some of the students I have talked to are "A students" who are top of their class and some average students. My grades right now and same with other students aren't what we would usually have. Once I was told that we were having pass/fail I decided focus on passing instead of focusing on getting an A. So if we are now given the option to choose, I would now have to try to get my grades up from the "passing level" to the "A level" that I desire. What you might say is, "these students who don't have their grades they want can just choose pass/fail," and many may see that as a valid point but it's extremely unfair to the students who would have preferred to have a grades at the beginning but were told they were going to have only pass/fail. I would have loved to have boosted my GPA this semester but after being told that it was only pass/fail, I stopped going after that goal. Then when coming to apply to colleges they may ask why we chose pass/fail over a grade then we will have to explain that and they may see it as a negative. All in all it just becomes a hassle. I find it odd how the school year is almost to an end and now you decide to discuss this topic. I believe this discussion is long over due and things should just stay the way they are. Having this change is just another curveball for us in this difficult time. Life is already hard enough during this pandemic and telling students this new option can cause anxiety and more stress. Please take this message in consideration. Thank you and stay healthy!</p>

Name of Speaker	Public Comment
Janie G Licosati	Please, School Board, do the right thing. How can you possibly make a decision to Pass/Fail every one of the 13,000+ students in our district? Many kids are motivated by grades, not a "Pass" (Is it an A or a D-?). And the kids who need Pass/Fail can have it. GIVE THEM THE CHOICE LIKE MOST SCHOOLS. Let them be competitive if they want to be. Allow for LIVE TEACHING like the rest of the schools. These kids are falling behind! I have a Junior at Cathedral HS who is working hard and having "classes" and grades. My freshman at UC Berkeley was up and running long before TPHS went to distance learning and he had plenty of live teaching AND the ability to take a grade or Pass/Fail. Torrey Pines sends inane "homework" (busywork) -even the English 1 Honors teacher called it that. My freshman at TPHS is bored out of her mind. If the teachers don't have to live teach, then are they essential workers? If they are essential workers (they ARE), then we need their talented services in a live teaching virtual classroom and pay them accordingly. Having the kids do assignments with no instruction could be better done on a home school site, where they can receive grades too. It can't go both ways. I am not at all comfortable with the application process to colleges next year. It is uncharted waters and there's no way to guarantee anyone that the Pass/Fail for one semester won't affect them- much less TWO semesters! Today, Cal State schools announced they will not be returning to school immediately in the fall. What will happen to the students' learning AND their college admissions when we carry this terrible decision through yet another semester? Please- all these other kids at other schools across the country have the ability to get an overall GPA boost. SDUHS District is on the wrong path. Why did the superintendent make this limited and potentially harmful decision for all of our students when it is better to have a choice based on the students' circumstances? School Board, you are the Superintendent's checks and balances. This is the time to make this correction.
Rebecca	We are 1 of 4 schools in the county that are using Credit/No Credit for grades this year. This was decided without hearing from the community and is clearly unfair to kids who have worked so hard thus far. I would like to request that students be able to choose Credit/No Credit or Letter Grade since this would not harm any individual or group, and is a practice being used on the University level. Please vote to allow these kids to receive grades that they have worked very hard to achieve.
Baylor Reese Pond	I am a junior this year and I decided to take a lot of difficult classes that would boost my GPA. I worked very hard to achieve all A's and this would significantly help my overall GPA. Credit/No Credit makes my efforts completely wasted and it will be harder for me to get into the colleges that I want when I am being compared to other people around the country that were given their grades during this grading period.
Tiffany Palmer	Students are working hard to receive grades, not c/nc. How does it harm ANYONE to give the students a choice? This is an unprecedented time, one size does not fit all.
Mili Trifunovic	Our kids deserve to have a choice in how they want to get graded as long as we are distance learning. This has not been easy on anyone. They don't need the added stress. Thank you.
Qingjiang Tian	if school continues to be closed in the fall 2020, the quality of remote teaching/learning need to be improved from what it has been now. I hope each teacher/school may have face2face online meeting during their individual class room rather than just assigning some homework as it is now. really appreciate school and district may make this happen. thanks
SIMONE CAMILLERI	SDUHSD is one of a handful of schools in the district to go with a pass/no pass option and is definitely in the minority nationwide. This will place our children at a disadvantage not only for college applications (since colleges will have other kids' GPAs at hand), but also for merit scholarships. Moreover, making the decision now to take away Q3 grades for CCA kids will very likely send many of these kids in a tailspin, even those kids who have been dealing with the stay-in-place orders and lack of social interaction well. It makes a mockery of the hard work these kids put into their schooling, especially when you remove the grades for half of junior year which is the most important year in high school (or at least that's what these kids and their families have internalized). If you truly value the mental health of these students, you will do the right thing and look at the solution of many other districts who have chosen 'no harm policy' where students grades can only improve. It is a simple option. Take the last grade for Q3 or the midterm at other schools (or whatever their grade was before spring break). That will be the students' grade unless they can improve on it. Throwing away students Q3 grades truly makes a mockery of their hard work.
Cindy Moran	Students should be able to chose letter grades OR pass/fail. Some have worked very hard to get those A's and they should get that grade.
Kelly Lamb	Students should have a choice of P/F or normal grading .
Paul Corsinita	<p>Dear Dr. Haley and SDUHSD Board Members,</p> <p>Why on earth should our academically inclined children be punished under your proposed grading policy? Getting high grades requires HARD work. Why would it ever be acceptable for school leaders to send the message to these kids their diligence and efforts no longer matter? Rewarding non-productivity is not the answer.</p> <p>My son is a junior at LCC and has clearly been dispirited by this matter. This kid has big dreams and presenting top grades means a great deal to him. He chose a difficult schedule this year and has worked his tail off to achieve fantastic grades. How could you possibly take that away from these children? Let them make the choice on their grades!</p> <p>Please do not take the easy path instead of taking on a leadership role on this issue.</p>



Name of Speaker	Public Comment
Julie Pallia	I'm in support of offering our students the choice of receiving grades in addition to the option of credit / no credit. The one size fits all credit / no credit only policy is not in alignment with the guidelines put out by the California Superintendent of Education which states that students should be "held harmless" during distance learning and also that Districts must preserve the progress of students made prior to school closures. By offering the credit / no credit only option you are not preserving a student who has an A, B or C prior to school closure since it is seen as a D grade given the baseline has been set at 60% for credit in the credit / no credit policy. Even worse since so many other districts in California and nationwide are offering a letter grade option, our students will be at a disadvantage where other students can show more data regarding their grades. Offering the letter grade option meets all the CDE guidelines and along with the credit / no credit option, provides our students the ability to choose the best fit for them.
Danna Gunther	Please allow students to choose whether they receive letter grades or pass/fail for the spring semester. Showing grades allows them to better show the results of their hard work to prospective colleges.
Gary Li	I would like to ask the board to reconsider the decision that only credit/no credit be given to the classes taken in the Spring of 2020. I propose that for promoting fairness and for encouraging academic efforts during this challenging time, the students should be given the opportunity to choose either Letter grade or credit/no credit, similar to what many other school districts have implemented. Thank you.
Nancy Shah	I am writing to request that the Board give students the option to choose either be evaluated by grade or by pass fail depending on what is best for them. These are unique circumstances. Some students are thriving in this on line learning environment and are actually be demotivated by the lack of reward P/F option gives them. Other students are very overwhelmed and unable to be successful in an online setting, so having grades would exacerbate their stress unfairly. Giving each student the choice is the best way to navigate this unprecedented situation.
Ying Yang	I wish regular assessments and more synchronized instruction/interaction may be provided for school year 2020-21 if school has to remain closed. If teachers may not be able to teach 3 periods each day as before, maybe they can collaborate with each other to make videos for each unit, have student watch it, then interact with students to make sure they understand the content. Merely watching Youtube videos may not help students understand challenging contents. I understand that students may need access to labs for certain subjects. Can our District also provide child care for teachers who are working?
Ty Johnson	Two points in two minutes for No Harm Policy: 1. Looking at the college application process the C/NC option adds several disadvantages to our students. The 7 things that colleges measure are: Grades. SAT/ACT. Curriculum content/quality (AP, Language, IB). Class Rank. Community service. Extra Curricular. Essay. Circumstance. Unique talents. & Community Service.
Jennifer Levine	We believe it is unfair to dictate pass fail grades. Many other educational establishments are giving an option to their students. We would love the option of grades or pass fail to be initiated by the school district. There are kids that are trying to get into universities and will in the need a letter grade to compete with their peers. They have worked so hard for Academic success.
Dirk-Uwe Bartsch	I have two children in the district, one a freshman and one junior. I believe that the students should have the option to request a letter grade if they want to have one. While I understand the disruption that the Covid crisis has brought to our daily lives, we need to do the best we can to ensure a smooth tomorrow. Our students are going to apply for college and need to have letter grades. By allowing the OPTION to have letter grades we are not requiring everybody to have letter grades, but some colleges will require letter grades and leaving the students with "credit/no credit" puts our children at a disadvantage to their nationwide peers. Please use your power to request that the school offer letter grades as an option. Thank you very much.
Bianca	I would like to have my grades hw on because all year I have worked hard to receive that grades that I have. I specifically took these harder AP classes so that my gpa would be weighted and it would look good for when I apply to colleges. I think that students should have an option to choose whether or not they would like their or inhibalo grades, or a pass/fail grade.
Rochelle Johnson	We have a son who has been offered a spot on an athletic team as long as his GPA meets the minimum (it does) and he will be able to get academic financial assistance based on his final GPA. He currently has all A's which would move him to the higher tier of available money. Not being able to improve his GPA leaves him with less scholarship money. The difference is about \$2,000 per quarter which will equal \$24,000 if he stays on the team and in good standing over the next 4 years. Please allow him his grades that he has worked so hard for and the opportunity to fulfill a goal he has been focussed on since he was 6 years old. We can't be the only people in this position but know that \$24,000 is a lot of money to have taken away due to a policy that doesn't seem to be in the best interest of the students.
Allison Teem	Please consider allowing students to choose between receiving a letter grade and a credit/no credit for this semester. There is no perfect solution, but one that gives students the most choice helps them to feel more in control during a period in time when they have had to give up so much already. Thank you.
Timothy James Stiven	Covid-19 had given us more challenges than any teacher could imagine just three months ago, equally just that many opportunities. Opportunities to recall that the most meaningful learning is intrinsic. Not for a grade, where the quantity is more important than the quality. Grades and AP scores are a mere reflection of who we are as an institution, it is not who we are. Reflecting on my students work, I see motivation earnest curiosity and the dedication of the staff, students, and the parents.  As a teacher in this district for 14 years, and as a parent of the CCA Class of 2020, I want to thank everyone in the district, the SDF, and our staff for ALL that you have done for me, my family and my son. This month was to be the culmination of a dream I have had for almost 18 years. Seriously, I wish I could be on the stage handing my son his diploma.  Just as much as this COVID crisis feels like the Seniors have lost out, all of us have lost and sacrificed. That is what parenting and education is all about. School is a microcosm of the real world. Make this crisis an opportunity to do our best. In my opinion, my students (and my son) will succeed, not because of the grades, or because they were able to walk at graduation - but because they were able to rise to the challenges of this time, with the tools they learned from CCA.  None of us know what the future holds. Everyone here should embrace the present – it is where every opportunity begins.

Name of Speaker	Public Comment
Ruth Baurle	<p>The C/NC policy has reduced our District's academic standards to a "one size fits all" level of mediocrity that is embarrassing. In his March 27 email, Dr. Haley announced a hold harmless policy for his Academy schools, CCA and SDA, saying "Student grades will reflect all course content from the start of the second semester, January 29 through March 13 school closure. Learning activities from March 23 through April 3 should not lower a student's 3rd quarter grade from what it was at the time of school closure on March 13." This gave those two schools grades to figure into their GPAs and honored grade improvement during the distance learning period. Semester school students put in the same amount of work but were later denied grades, even though Haley claimed in his March 30 email he was working " ...to ensure we provide fair and accurate grades in the fourth quarter and the second semester." He also said even though some districts had adopted a pass/fail grade system, "we do not know if that will have negative consequences." Four days later, on April 3, the date CCA and SDA posted their third quarter grades (coincidence?), after 2.5 weeks of leading students/parents to believe they were ALL getting a hold harmless grading policy, Haley announced a policy change. No input was requested from students, parents, teachers or even board members, Haley unilaterally decided it was equitable for two schools to report grades, while students in the other three were forced to discard their work. What happened to the CDE guideline asking schools to "preserve the progress students had made prior to school closure?" Apparently only half the students were worthy of having their progress preserved. Not only does this show incredible favoritism towards the academy schools and inequitable treatment of the semester schools, but ironically in the same March 30 email, Haley stated, "We do not want any student's academic career negatively impacted by this sudden shift." The implementation of this policy is unfair and brings into question the integrity of our district leadership.</p>
Karin Riggs	<p>I am in support of offering students the choice of receiving grades in addition to option of credit/no credit.</p>
Hampton Hurt	<p>The mental impact of the C/NC ONLY policy is real. The District cited stress and anxiety during Distance Learning as an important main reason for not providing a Letter Grades Option.</p> <p>This shows a lack of understanding for the many students that work hard for, and value, their grades. These students are actually at more risk for increased anxiety and depression from the lack of control this policy imposes by not letting them choose to show an accurate measure of their earned grades and their future aspirations going up in smoke. Notably, SDUHSD has one of the highest rates of 5150 holds (allows 72 hour hold for a person based on probable cause that there is a danger to self/danger to others). We have to mitigate this risk.</p> <p>As noted at the top of this presentation and in the slides regarding how colleges will view the C/NC grading , there are still too many unknowns to justify permanently foreclosing options that students may need later to reach goals for which they have worked 12 years to attain.</p> <p>Finally, my son who's is a Junior at LCC aspires to attend the USNA, like his brother who is a rising Sophomore. The admissions staff at USNA have stated that the lack of grades will not help as the admission process is extremely competitive. Please don't rob him of his chance to attend this prestigious university.</p>
Jessica Pond	<p>please allow our students to receive grades for Spring 2020 if the student chooses this over c/nc</p>
Ray Davies	<p>It is extremely disappointing to learn that those students that are facing a critical period in their high school careers are possibly being forced to accept a pass/fail grade. People, especially students, deserve a choice in the trajectory of their lives. Those that put the effort in to maximize their grades during this final semester should be able to choose whether they accept their letter grade or a pass/fail.</p>
Victoria Bloise	<p>The defacto decision to not give student's a choice about their grades, is in and of itself inequitable. You have heard many statements about the disadvantage our students will have as they apply to colleges next year both for admittance, and for merit aid consideration, but not receiving the GPA weighting that is so important in these competitive applications. While CA schools may be looking at admittance differently, that standard is not shared across the country, and many of our students are forced to consider schools outside of CA due to the highly competitive nature of the UC and CSU application process. In trying to protect those that you believe don't have equal access to a good learning environment, you are disadvantaging those students that want the chance to earn grades and show the work and effort they have put into the studies for the second half of the year- that is inequitable, and takes away choice, a very undemocratic decision.</p>
Leticia Atkins	<p>You are putting our kids at a disadvantage. These kids work hard and should have a choice!</p>
Patrick Burke	<p>While we appreciate the tremendous pressure Superintendent Haley and the Board is under during the crisis when trying to make decisions with the best information available at the time, it is time for the Board to step in NOW, make a decision regarding grading and direct Superintendent Haley to implement the policy.</p> <p>To date, Superintendent Haley has been inconsistent with his actions regarding the grading policy:</p> <p>On March 30th, he states that it's too early to adopt a Pass/Fail policy because we don't know if there will be negative consequences.</p> <p>Then, a mere 3 days later, he implements a Credit/No Credit ONLY policy, stating that it's not fair to give grades during distance learning due to risk of disadvantaged home environments, and we should be assessing the students' work not their home environments. And this policy was conveniently implemented after CCA and SDA finished their 3rd quarter, which included grade improvement through some of the distance learning.</p> <p>And now, it appears from the documentation added by Dr. Haley yesterday to the agenda that he is TAKING away CCA and SDA students' 3rd quarter grades, and everyone will be on a Credit/No Credit basis. While the language on its face is clear, we are now hearing that CCA and SDA officials are saying it's a typo. A typo in an official board document?</p> <p>How can the Board not step in at this time when it flip flop, rushed decisions are being made without meaningfully considering all the data that has been provided or available? The above decisions have unnecessarily created additional anxiety for thousands of families in this community when we should be helping each other.</p> <p>The community has spoken. Now, more than ever, the Board needs to stop the confusion and hasty unsupported decisions and take a stand and approve CHOICE for students to elect Letter Grades or Credit/No Credit.</p>

Name of Speaker	Public Comment
Steve Dunn	<p>The high school term is now approaching the final month; finals are upon us and the college applications for the fall of 2021 begin within 6 weeks. Whom does the credit/no credit decision benefit?" Are we settling for mediocrity and placing the future leaders of our community at a competitive disadvantage?</p> <p>A hybrid decision, where each student chooses approach, letter grade or C/NC, is a much better option. In fact, that is the approach adopted by many colleges and our neighboring school districts. We are not seeking any blanket, one-size fits all solutions. If we truly want our children to succeed, live the American Dream where their future has the possibility to be better than our present, we need to provide them a choice.</p> <p>America was founded on freedom of CHOICE. We excel when given the CHOICE to decide what is best for ourselves. Having CHOICE honors the hard work of ALL students in the midst of this crisis.</p> <p>During this time of crisis, we need leaders who listen to those who voted you into office. Your actions of not responding to impassioned pleas from students and parents, along with relinquishing authority to an appointed Superintendent whose mandate was to administer academic guidelines was not the representation for which we voted. Then, without any recourse, having Mr. Haley overreach his narrowly defined bounds by mandating all grades will be credit/no credit and basing this decision on a semester-only Palo Alto school district is absurd. Within our district, we have semester-based and quarter-based terms. How can you adhere to your hold harmless policy by penalizing everyone? Isn't the goal of education to increase knowledge of all? Why then are we content will settling to the lowest common denominator?</p> <p>BP 5121 and AR 5121 already provide the instructional and performance evaluation constructs for a hold harmless letter grade policy that meets CDE guidelines in all respects. For the sake of equity, this cannot be ignored nor can it continue. EMPOWER our kids by giving back their CHOICE to voice their own paths!</p>
Seema Burke	<p>Board Policy 5121 was adopted just this past year, providing a framework for Grades and Evaluation of Student Achievement and reflects this community's value and commitment to recognizing the hard work of all students. Grades have been and are the gold standard for accurately evaluating student achievement, and BP 5121 along with AR 5121, reflect this. For a Credit/No Credit ONLY policy, the Board is being asked to completely waive application of BP 5121. HOWEVER, importantly, BP 5121 already provides for both grades and a designation of classes as Pass/Fail, so offering a choice of a hold harmless Letter Grade or Credit/No Credit requires no waiver of the policy but just a slight modification. This will also preserve the community value of rewarding students for their hard work. All the data gathered after hundreds of hours shows the choice of a hold harmless Letter Grade or Credit/N Credit is the best solution for ALL students. The community has spoken. Now, more than ever, the Board needs to stop the confusion and hasty unsupported decisions and take a stand and approve CHOICE for students to elect Letter Grades or Credit/No Credit.</p>
Trey Atkins	You are putting our kids at a disadvantage. These kids work hard and should have a choice!
Trent Atkins	You are putting us at a disadvantage. These kids work hard and should have a choice!



# We SUPPORT SDUHSD Board Policy BP 5121

SDUHSD Trustees already had the foresight to approve Board Policies to protect students – Now is the time to Stay the Course

Do not waive, BP 5121, but modify by approving the Hold Harmless Letter Grade Option

- With the Hold harmless Letter Grade Option, SDUHSD can preserve and use the constructs of BP 5121 and AR 5121, and the CDE guidelines to preserve progress, hold harmless and acknowledgement of work can be met. (BP 5121 updated by current Board in August 2019)
- **BP 5121 provides:** “The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. **Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's academic performance.**”
- **AR 5121 already provides that a student may request a Pass/Fail for any COURSE:** “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.**”

# Approve the Hold Harmless Letter Grade Option

Please approve the hold harmless policy below as a stand-alone policy or an amendment to AR 5121:

***“Effective April 17, 2020 Distance Learning Spring 2020, the SDUHSD will default to a hold harmless letter grade for grades 9-12 for Spring Semester 2020 as follows:***

- ***teachers shall apply the guidelines set forth in the “Grades for Academic Performance” section of AR 5121, provided, that***
- ***to hold harmless such students, such letter grade (i) for semester basis high schools (LCC, TPHS, Sunset) shall not be lower than what was earned through March 13, 2020 and such students can submit any missing homework for 2 weeks prior to March 13th, due to excused absences or tardies during that time frame, and (ii) for 4x4 basis academy high schools (CCA, SDA) shall not be lower than the third quarter grade earned through April 3, 2020, provided, in each case of (i) and (ii), the work done by students during Distance Learning meets the Credit criteria of the Credit/No Credit protocol, as outlined in District Memorandum, [SDUHSD Credit/No Credit Final Grade for the Distance Learning Spring 2020 updated April 17, 2020](#) (“Credit/No Credit Guidelines”), provided, further, that***
- ***any student in grades 9-12 may, with parent/guardian permission, elect to have their transcripts reflect Credit/No Credit in accordance with the Credit/No Credit Guidelines, and shall make such election by making a written request to the Registrar of such student’s high school by August 31, 2020.”***

# The “Hold Harmless” Letter Grade Option prevents irreparable harm during a period with too many unanswered questions

We appreciate that Dr. Haley and the Board desired to take the lead in San Diego County and the State in setting a grading policy.

However, just like every federal, state and local government and public agency is currently doing, there needs to be **flexibility** and the ability to quickly pivot to revised policies and decisions upon review of new information.

The SDUHSD March 30 Closure Update and Grading Guidance, which states, “We are aware some districts have adopted pass/fail grade systems, **however, that may be premature as we do not know if that will have negative consequences,**” still applies now.

The community has invested hundreds of hours gathering and compiling data. The data included herein shows that there is still much we do not know, and we can confirm some **negative consequences,** so options must be preserved to prevent irreparable harm to students.

## Credit/No Credit ONLY Policy (C/NC ONLY Policy) Fails to Follow CDE Guidelines

- **Preserve Progress: C/NC Policy fails to “preserve *the progress they [students] made prior to school closures*” in contravention of the CDE guidelines.**
  - Grades earned for work for the entire 3<sup>rd</sup> quarter earned prior to school closure in normal classroom settings without distance learning challenges are **erased** by a distance learning the C/NC Only Policy. (See Slide 6, The C/NC Only Policy is Not Applied Equitably in our District)
  - Grading policy designed for distance learning must not affect progress/grades earned in normal classroom settings.
- **Do no harm: Interim Policy fails to abide by CDE guidelines to consider “*How will students be held harmless so that these grading approaches do not negatively affect their GPA or eligibility for program placement (including AP or honors courses)?*”**
  - The C/NC ONLY Policy **does harm** to GPA by halting **any** increase, especially for AP/weighted honors classes
  - May make students ineligible to apply to certain colleges (including UCs and CSUs) if minimum grades are not achieved or distinguishable by just a Credit (See Slide 12-14, C/NC Only Policy Puts College Admission at New Risk)
- **Option to Petition for Grades: Interim Policy ignores CDE guidelines and does not “*...offer an option for students to petition the school for a grade?*”**
  - After adoption of the C/NC Only Policy, despite much new research data collected by parents/students and provided to the Board, this option was not previously considered.



# The C/NC ONLY Policy is Not Applied Equitably Within Our District

- The District permitted CCA and SDA to preserve student progress through March 13, 2020 AND improve such grades during distance learning through April 3, 2020.
- The District **does not preserve student progress prior to school closure** for the students at the semester schools in the District (LCC/TPHS/Sunset) citing equity for those disadvantaged during distance learning, BUT somehow believes this argument is not applicable to the Academies (CCA/SDA).
- This policy of awarding grades to 2 of the 5 high schools in the District for work done prior to distance learning is on its face discriminatory, and in violation of District Policy Per BP 5000: “The Board is fully committed to providing **equal educational opportunities** and **keeping the schools free from discriminatory practices.**” This practice has created an inequality between the semester vs quarterly schools in SDUHSD and GPA discrepancy will ensue.
- Under C/NC grading, students with “F” grades (No Credit) as of March 13, 2020 are permitted to improve to a “D” or Credit/Pass with no GPA penalty, but the ability to **improve** grades is denied to those with grades of “A,” “B” or “C” prior to school closure, and also in **violation** of BP 5000.

# GPA Discrepancy Harms TP/LCC with C/NC ONLY Policy

# GPA EQUALITY for All Public High Schools with CHOICE of Letter Grade Option

LCC/TP Semesters

Same Grades All Classes

CCA/SDA Quarters or 4X4

Current District Plan

Credit/No Credit CCA/SDA 4th and LCC/TP 2nd Semester

Results are Not Equal and Advantage is to 4x4 Schools

10th Grade	Units	Grade	Points
H English 10th	A 5	4	20 1st
Math 10th	B 5	3	15 1st
Chemistry	B 5	3	15 1st
ASB 10th	A 5	4	20 1st
AP Studio Art	A 5	5	25 1st
Spanish I	B 5	3	15 1st
AP World Hist	A 5	5	25 1st
H English 10th	A 5	4	20 2nd
Math 10th	B 5	3	15 2nd
Chemistry	B 5	3	15 2nd
ASB 10th	A 5	4	20 2nd
AP Studio Art	B 5	4	20 2nd
Spanish I	B 5	3	15 2nd
AP World Hist	B 5	4	20 2nd
<b>70 260 3.714 GPA 10th Grade</b>			

10th Grade	Units	Grade	Points
H English 10th	A 5	4	20 1st
Math 10th	B 5	3	15 1st
Chemistry	B 5	3	15 1st
ASB 10th	A 5	4	20 1st
H English 10th	A 5	4	20 2nd
Math 10th	B 5	3	15 2nd
Chemistry	B 5	3	15 2nd
ASB 10th	A 5	4	20 2nd
AP Studio Art	A 5	5	25 3rd
Spanish I	B 5	3	15 3rd
AP World Hist	A 5	5	25 3rd
Elective 8th	NA	0	0 3rd
AP Studio Art	B 5	4	20 4th
Spanish I	B 5	3	15 4th
AP World Hist	B 5	4	20 4th
Elective 8th	NA	0	0 4th
<b>70 260 3.714 GPA 10th Grade</b>			

11th Grade	Units	Grade	Points
AP English 11th	A 5	5	25 1st
Math 11th	B 5	3	15 1st
AP Psy	A 5	5	25 1st
Physics	A 5	4	20 1st
ASB 11th	A 5	4	20 1st
IB Art	A 5	5	25 1st
Spanish III	A 5	4	20 1st
AP US Hist	A 5	5	25 1st
AP English 11th	CR 5	0	0 2nd
Math 11th	CR 5	0	0 2nd
AP Psy	CR 5	0	0 2nd
Physics	CR 5	0	0 2nd
ASB 11th	CR 5	0	0 2nd
IBArt	CR 5	0	0 2nd
Spanish III	CR 5	0	0 2nd
AP US Hist	CR 5	0	0 2nd
<b>80 175 4.375 GPA 11th Grade</b>			
<b>150 435 3.955 Overall GPA</b>			

11th Grade	Units	Grade	Points
AP English 11th	A 5	5	25 1st
Math 11th	B 5	3	15 1st
AP Psy	A 5	5	25 1st
Physics	A 5	4	20 1st
AP English 11th	A 5	5	25 2nd
Math 11th	B 5	3	15 2nd
AP Psy	A 5	5	25 2nd
Physics	A 5	4	20 2nd
ASB 11th	A 5	4	20 3rd
IB Art	A 5	5	25 3rd
Spanish III	A 5	4	20 3rd
AP US Hist	A 5	5	25 3rd
ASB 11th	CR 5	0	0 4th
IBArt	CR 5	0	0 4th
Spanish III	CR 5	0	0 4th
AP US Hist	CR 5	0	0 4th
<b>80 260 4.333 GPA 11th Grade</b>			
<b>150 520 4.000 Overall GPA</b>			

LCC/TP Semesters

Same Grades All Classes

CCA/SDA Quarters or 4x4

Proposed: All Letter Grades and Option to Choose C/NC

Results Are Equal for All High Schools and All students In the Same High School

10th Grade	Units	Grade	Points
H English 10th	A 5	4	20 1st
Math 10th	B 5	3	15 1st
Chemistry	B 5	3	15 1st
ASB 10th	A 5	4	20 1st
AP Studio Art	A 5	5	25 1st
Spanish I	B 5	3	15 1st
AP World Hist	A 5	5	25 2nd
H English 10th	A 5	4	20 2nd
Math 10th	B 5	3	15 2nd
Chemistry	B 5	3	15 2nd
ASB 10th	A 5	4	20 2nd
AP Studio Art	B 5	4	20 2nd
Spanish I	B 5	3	15 2nd
AP World Hist	B 5	4	20 2nd
<b>70 260 3.714 GPA 10th Grade</b>			

10th Grade	Units	Grade	Points
H English 10th	A 5	4	20 1st
Math 10th	B 5	3	15 1st
Chemistry	B 5	3	15 1st
ASB 10th	A 5	4	20 1st
H English 10th	A 5	4	20 2nd
Math 10th	B 5	3	15 2nd
Chemistry	B 5	3	15 2nd
ASB 10th	A 5	4	20 2nd
AP Studio Art	A 5	5	25 3rd
Spanish I	B 5	3	15 3rd
AP World Hist	A 5	5	25 3rd
Elective 8th	NA	0	0 3rd
AP Studio Art	B 5	4	20 4th
Spanish I	B 5	3	15 4th
AP World Hist	B 5	4	20 4th
Elective 8th	NA	0	0 4th
<b>70 260 3.714 GPA 10th Grade</b>			

11th Grade	Units	Grade	Points
AP English 11th	A 5	5	25 1st
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AP Psy	A 5	5	25 1st
Physics	A 5	4	20 1st
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AP English 11th	A 5	5	25 2nd
Math 11th	B 5	3	15 2nd
AP Psy	A 5	5	25 2nd
Physics	A 5	4	20 2nd
ASB 11th	A 5	4	20 2nd
IB Art	A 5	5	25 2nd
Spanish III	A 5	4	20 2nd
AP US Hist	A 5	5	25 2nd
<b>80 350 4.375 GPA 11th Grade</b>			
<b>150 610 4.067 Overall GPA</b>			

11th Grade	Units	Grade	Points
AP English 11th	A 5	5	25 1st
Math 11th	B 5	3	15 1st
AP Psy	A 5	5	25 1st
Physics	A 5	4	20 1st
AP English 11th	A 5	5	25 2nd
Math 11th	B 5	3	15 2nd
AP Psy	A 5	5	25 2nd
Physics	A 5	4	20 2nd
ASB 11th	A 5	4	20 3rd
IB Art	A 5	5	25 3rd
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ASB 11th	A 5	4	20 4th
IBArt	A 5	5	25 4th
Spanish III	A 5	4	20 4th
AP US Hist	A 5	5	25 4th
<b>80 350 4.375 GPA 11th Grade</b>			
<b>150 610 4.067 Overall GPA</b>			

## Comparison to Palo Alto School District Versus Other Large CA Districts

- Palo Alto District has been cited as a model for SDHUSD in various aspects.
- However, Palo Alto is **not a comparable district** to SDUHSD and should not be our model for interim grading or any other future distance learning policies
  - Serves K-12
  - Only two high schools (total high school enrollment of 4,000 students)
  - Both high schools are on the semester system (equitable grading)
  - Middle schools are 6-8th grade and the C/NC does not impact middle school
- After choosing C/NC, Palo Alto Superintendent Don Austin stated, “We now expect every school district in the nation will consider the approach and many will join us.”
- The majority of districts in California have not joined Palo Alto. (See Slide 10)
- **14 of the 20 largest school districts in California**, including San Diego, Los Angeles and Fresno, have adopted policies **offering grades** (See Slide 9)
- The SDUHSD **policy should be based on input from the community it serves** and be **consistent with surrounding local districts and private schools**
  - 14 of the 19 school districts in San Diego County have adopted a letter grade option (See Slide 9)

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**20 Largest School Districts in California**

14 of the Largest Districts in CA are allowing Letter Grade Option to “Do No Harm” (as noted on their websites)

- Los Angeles Unified
- San Diego Unified
- Fresno Unified
- Elk Grove Unified
- Capistrano Unified
- Corona Unified
- San Bernardino
- San Juan Unified
- Sacramento Unified
- Garden Grove Uni
- Clovis Unified
- Riverside Unified
- Sweetwater Unified
- Fontana Unified
- Poway Unified
- Stockton Unified
- San Francisco Unified
- Santa Ana Unified
- Long Beach Unified
- Oakland Unified

**Letter Grades**  
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**Letter Grades**  
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**Letter Grades**  
**Letter Grades**  
**Letter Grades**

Credit/No Credit (quarter or trimesters)  
 Undecided  
 Credit/No Credit  
 Undecided  
 Credit/No Credit  
 Credit/No Credit

**394** High Schools in the Largest Districts will **receive Letter Grades**  
**98** High Schools in the Largest Districts are undecided or will **receive Credit/No Credit**

**14 of the 19 School Districts in San Diego County (78%) offer Letter Grades, and only 4 districts use Credit/No Credit ONLY grading, of which SDUHSD is one.**

DISTRICT	LETTER GRADE(LG) Hold Harmless	CREDIT/NO CREDIT (C/NC)
Escondido	LG	
Fallbrook	LG /hold harmless	
Grossmont	A, B, C, P/no P, Hold harmless	
Julian	Only has 105 HS students, no info on website	
San Dieguito	----	C/NC
Sweetwater	LG	
Bonsall	LG /Hold Harmless, no formal grade for after March 13	
Borrego Springs	LG	
Carlsbad	LG or C/NC, Hold Harmless	
Coronado	A, B, C, Pass/No P, Hold Harmless	
Mountain Empire	LG	
Oceanside	-----	C/NC
Poway	-----	C/NC
Ramona	A, B, C, Pass/No P, incomplete	
San Diego Unified	LG/Hold Harmless	
San Marcos	LG and Pass/No P	
Valley Center – Pauma	LG/Hold Harmless	
Vista	----	C/NC
Warner	LG	

# Grades Offered in Majority of Surveyed California Districts

Recent CalMatters Survey of **102** California School Districts  
Showed **68%** Offering Grades or an Option for Grades

*Note: May 5th article by CalMatters: "How coronavirus has changed grading policies" shows 68% of those 102 districts surveyed will receive a grade or an option for a grade.*

School Policy 102 Districts	Student Population Affected
Credit	28,801
Credit/No Credit	605,568
Choice	163,114
Grade	269,513
Grade/Hold Harmles:	1,409,836
No Grade	73,000
Pass	32,143
Pass/No Pass	172,086
Grand Total	2,754,061

School Policy 102 Districts	Student Population Affected	
Grade HH/Choice	1,871,264	68%
C/NC, P/INP	809,797	29%
No G	73,000	3%
Grand Total	2,754,061	100%

**SDUHSD students will now have to compete with over 1.8M students from CA alone for college seats, including UCs and CSUs, that have the CHOICE to show letter grades on their transcripts for Spring 2020. This number is based on only 20% of CA districts surveyed, and will likely be much higher for all CA districts. These results still do not account for students who can use letter grades nationwide.**

# Grades Are Offered in Highest Performing Comparable Districts Nationwide

- **2019 Businessinsider.com** list of Best School District in each State with Minimum Student Population of 9000
- Limited to states having districts with student populations over 9000
- **All have letter grades or option to choose letter grades**

## Survey of Covid Grading Policy

2019 Businessinsider.com – Best School District in Each State\*  
(limited to states with student population over 9,000)

STATE	SCHOOL DISTRICT	GRADING POLICY
Arkansas	Fayetteville School District	Letter grade
Delaware	Appoquinimink School District in Odessa	Letter grade
Florida	St. Johns County School District in St. Augustine	Letter grade
Hawaii	Hawaii Department of Education	Letter grade through Q3. No Q4 grade.
Idaho	Boise Independent School District	Hold harmless letter grade
Kansas	Blue Valley Unified School District in Overland Park	Hold harmless letter grade
Louisiana	St. Charles Parish Public Schools in Luling	Hold harmless letter grade
Maryland	Howard County Public School	Pass/Incomplete that are turned into letter grade for final grade and GPA calculations
Massachusetts	Newton Public School	Student choice of letter grade or Pass/Fail
Minnesota	Wayzata Public School District	Letter grade
North Carolina	Chapel Hill-Carrboro City Schools	Student choice of hold harmless letter grade or Pass/Withdraw
Oklahoma	Edmond Public Schools	Hold harmless letter grade
South Carolina	Fort Mill School District	Letter grade
Virginia	Arlington Public Schools	Letter grade with opportunity to improve
Washington	Bellevue School District	"A" or "Incomplete"

\*<https://www.businessinsider.com/the-best-school-district-in-every-state-2019-5>

# C/NC ONLY Policy Puts College Admission at New Risk

- **Not enough data to assure students that C/NC grading will not negatively impact their college admission.**
  - While the District cites universities like Stanford, Harvard, and Yale for their statements that students will **not** be penalized by the impacts of C/NC grading, this belief is not widely or expressly held by a majority of college admissions.
  - Based on data from 25 randomly selected colleges from the list of “Colleges and Universities Attended by the Class 2019” in the School Profiles 2019 of TPHS and LCC revealed the following:
    - **20% made unequivocal assurance of no penalty or disadvantage for C/NC grading.**
    - **20% have not issued any statement on C/NC at all.**
    - **60% gave no clear assurance about no penalty or disadvantages.**
- Mercer Island School District, Washington state’s top rated district noted: “Acknowledgement that although many institutions of higher education have stated they will not penalize students for grades earned during this time, including a “P” for pass, **this approach is not universal.**”
- **Not being able to include earned grades has the effect of being penalized.**
  - In various emails, college admissions officers emphasized that C/NC will only be used to satisfy course requirement, but not counted in calculating GPA. **Letter grade GPA continues to be a preferred and critical factor** for merit scholarship and holistic admissions.

# C/NC Policy Deprives Students of Chance to Apply to UCs

- **UC schools have a minimum requirement of 3.0 GPA.** In particular, Spring semester 2020 is the last chance for juniors to improve their GPAs before college applications.
  - 2019 Online School Profiles show the following breakdown of juniors with GPAs below 3.0: **20% TP, 18% LCC, 6% CCA**
  - C/NC policy will deny this substantial group the chance to apply to any UC
- With a 3.0 GPA, there is a good chance of getting into several UC schools
  - 2018 admit rate by percentage for students with a GPA 3.0-3.29 is significant
  - **40% for UC Merced, 11.8% for UC Riverside and 10.8% for UC Santa Cruz**

LCC/TP Semesters	Same Grades All Classes			LCC/TP Semesters			
Current District Plan							
Credit/No LCC/TP 2nd Semester							
Student on Semesters Who Performs Better in 11th Grade							
<b>10th Grade</b>	<b>Units</b>	<b>Grade</b>	<b>Points</b>	<b>10th Grade</b>			
H English 10th	C 5	2	10 1st	H English 10th			
Math 10th	B 5	3	15 1st	Math 10th			
Chemistry	B 5	3	15 1st	Chemistry			
ASB 10th	B 5	3	15 1st	ASB 10th			
Art	B 5	3	15 1st	Art			
Spanish II	C 5	2	10 1st	Spanish II			
World Histry	B 5	3	15 1st	World History			
H English 10th	B 5	3	15 2nd	H English 10th			
Math 10th	C 5	2	10 2nd	Math 10th			
Chemistry	C 5	2	10 2nd	Chemistry			
ASB 10th	B 5	3	15 2nd	ASB 10th			
AP Studio Art	B 5	4	20 2nd	AP Studio Art			
Spanish II	C 5	2	10 2nd	Spanish II			
World Histry	B 5	3	15 2nd	World Histry			
70	190	2.714	GPA 10th Grade	70			
<b>11th Grade</b>	<b>Units</b>	<b>Grade</b>	<b>Points</b>	<b>11th Grade</b>			
English	C 5	2	10 1st	English			
Math 11th	B 5	3	15 1st	Math 11th			
AP Psy	B 5	4	20 1st	AP Psy			
AP Enviro	B 5	4	20 1st	AP Enviro			
ASB 11th	B 5	3	15 1st	ASB 11th			
IB Art	B 5	4	20 1st	IB Art			
Spanish III	B 5	3	15 1st	Spanish III			
US History	B 5	3	15 1st	US History			
English	A 5	4	20 2nd	English			
Math 11th	B 5	3	15 2nd	Math 11th			
AP Psy	A 5	5	25 2nd	AP Psy			
AP Enviro	B 5	4	20 2nd	AP Enviro			
ASB 11th	A 5	4	20 2nd	ASB 11th			
IB Art	A 5	5	25 2nd	IB Art			
Spanish III	A 5	4	20 2nd	Spanish III			
US History	A 5	4	20 2nd	US History			
80	295	3.688	GPA 11th Grade	80			
150	485	3.233	Overall GPA	150			
Student Receives Grades for 2nd Semester				Student Does Not Receive Grades for 2nd Semester			



# C/NC Policy Deprives Students of Chance to Apply to CSUs

- CSU school admission is negatively affected in a similar manner. CSU admission requirements have been revised in 2020 to a minimum of 2.5 GPA
  - 2019 Online School Profiles show the following breakdown of juniors with a GPA below 2.5: **8% TP, 7% LCC and 2% CCA**
  - C/NC policy deprives them of the chance to improve their GPAs for CSU admit

LCC/TP Semesters	Same Grades All Classes			LCC/TP Semesters
Current District Plan				
Credit/No LCC/TP 2nd Semester				
Student on Semesters Who Performs Better in 11th Grade				
<b>10th Grade</b>				
H English 10th	B	5	3	15 1st
Math 10th	C	5	2	10 1st
Chemistry	C	5	2	10 1st
ASB 10th	C	5	2	10 1st
Art	C	5	2	10 1st
Spanish II	C	5	2	10 1st
World History	B	5	3	15 1st
H English 10th	B	5	3	15 2nd
Math 10th	C	5	2	10 2nd
Chemistry	C	5	2	10 2nd
ASB 10th	C	5	2	10 2nd
AP Studio Art	C	5	2	10 2nd
Spanish II	B	5	3	15 2nd
World History	C	5	2	10 2nd
70	160	2.286	GPA 10th Grade	
<b>11th Grade</b>				
English	C	5	2	10 1st
Math 11th	B	5	3	15 1st
Psychology	B	5	3	15 1st
Physics	C	5	2	10 1st
ASB 11th	B	5	3	15 1st
Journalism	B	5	3	15 1st
Spanish III	B	5	3	15 1st
US History	C	5	2	10 1st
English	B	5	3	15 2nd
Math 11th	B	5	3	15 2nd
Psychology	B	5	3	15 2nd
Physics	B	5	3	15 2nd
ASB 11th	A	5	4	20 2nd
Journalism	A	5	4	20 2nd
Spanish III	A	5	4	20 2nd
US History	B	5	3	15 2nd
80	240	3.000	GPA 11th Grade	
150	400	2.667	Overall GPA	
Student Receives Grades for 2nd Semester				
<b>10th Grade</b>				
H English 10th	B	5	3	15 1st
Math 10th	C	5	2	10 1st
Chemistry	C	5	2	10 1st
ASB 10th	C	5	2	10 1st
Art	C	5	2	10 1st
Spanish II	C	5	2	10 1st
World History	B	5	3	15 1st
H English 10th	B	5	3	15 2nd
Math 10th	C	5	2	10 2nd
Chemistry	C	5	2	10 2nd
ASB 10th	C	5	2	10 2nd
AP Studio Art	C	5	2	10 2nd
Spanish II	B	5	3	15 2nd
World History	C	5	2	10 2nd
70	160	2.286	GPA 10th Grade	
<b>11th Grade</b>				
English	C	5	2	10 1st
Math 11th	B	5	3	15 1st
Psychology	B	5	3	15 1st
Physics	C	5	2	10 1st
ASB 11th	B	5	3	15 1st
Journalism	B	5	3	15 1st
Spanish III	B	5	3	15 1st
US History	C	5	2	10 1st
English	Cr	5	0	0 2nd
Math 11th	Cr	5	0	0 2nd
Psychology	Cr	5	0	0 2nd
Physics	Cr	5	0	0 2nd
ASB 11th	Cr	5	0	0 2nd
Journalism	Cr	5	0	0 2nd
Spanish III	Cr	5	0	0 2nd
US History	Cr	5	0	0 2nd
80	105	2.625	GPA 11th Grade	
150	265	2.409	Overall GPA	
Student Does Not Receive Grades for 2nd Semester				

# What is the Harm in Having CHOICE?

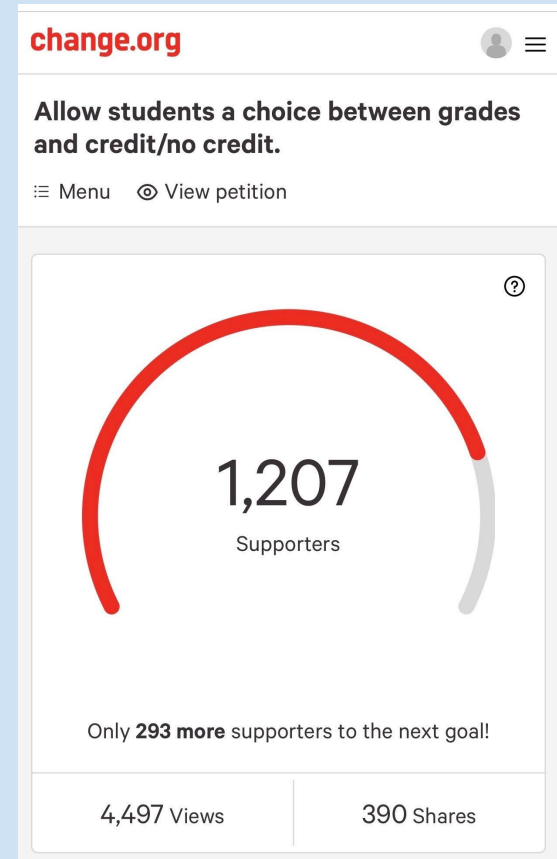
- **No extra burden.** No extra burden on teachers since they are already recording grades. Aeries portal shows grades through April 3rd for all schools and continues to report grades.
- **Recognizes students' work.** A choice honors students who have worked hard towards academic success prior to closure and continue to work hard in distance learning environment.
- **Chance to Improve GPA.** By issuing “hold harmless” letter grades, current students are ensured the opportunity to contribute to their GPAs as was an option prior to closure
- **C/NC helps for lower grades as of 3/13.** For students with lower grades who are unable to improve their grade during distance learning, a “Credit” on their transcript has no impact on GPA and ensures they are not disadvantaged in post-secondary options.
- **NO STIGMA on college applications** - Students have always had a CHOICE of academic rigor in course selection, opting for AP/Honors vs. regular classes without a stigma. There should be no difference between this course selection choice and choosing C/NC when grades are an option.

# We Need a Flexible Grading Policy

- Need to have **letter grades** to keep parents from **disenrolling** their students from our schools and bring back those that have left due to lack of grades
- Need to consider how grades will transfer in/out of district as students move around (especially military families)
- Lack of grades is a **deterrent** to parents considering moving students into our district
- Off-campus classes have now been deemed C/NC only in **violation** of Fall 2019 contracts signed between students and our district schools permitting letter grades to transfer
- Without grades to boost GPAs, teachers will be required to work harder and be more involved in college applications this fall to help students explain lower GPA situations
- Grades are still recorded in Aeries (which will not accept C/NC marks), so no extra effort is required to record those grades on transcripts instead of converting to C/NC
- We are in the minority with this C/NC policy and **ALL** students, high achievers and disadvantaged students, will **suffer** future opportunity losses as a result

# Impact of C/NC ONLY Policy

- **Added Depression/Anxiety** from earned grades were lost: more students are at risk for depression/anxiety from knowing they cannot show their earned grades. **(SDUHSD has one of the highest rates of 5150).**
- Dissatisfaction with C/NC is reflected in the huge support for **CHOICE** as shown in the 4 petitions signed with a cumulative total of **2,200 signatures**
- **Transferring out of the district** to find a viable distance learning program
- Students' desire to learn is **hindered** without the **hope** of **showing an objective measurement**



# Too Many Unknowns to Have Only ONE Grading Option

- Colleges have not formulated 2020-2021 admissions plans yet, still struggling to closeout 2019-2020 year with their own distance learning
- **Data will not be available from majority of colleges before end of our semester**
- According to college admissions counselors, **most colleges are NOT altering application process, grades will ALWAYS be considered**
- With so many unknowns, foreclosing student options would cause irreparable harm (college guidance changes (Slides 12-14), transfers (Slides 56-65), etc)
- We must assume minimum GPA requirements for college acceptance, scholarships, merit money and military education will remain the same and give students every opportunity to cross these life-altering thresholds by allowing them to improve GPAs

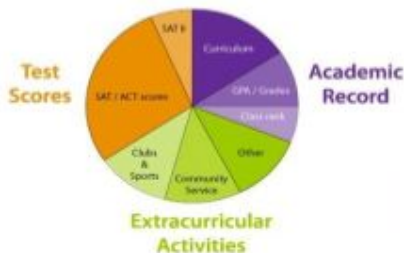
# What Happens if Distance Learning Continues in the Fall?

- Disallowing grades this semester sets a **dangerous precedent for the fall**
- **Without the motivation of grades**, many students may have **no reason to engage** in distance learning since it sends the message that **distance learning is not a viable or valuable form of education because it's not worth grading.**
- **Lack of engagement** can also lead to a **deeper knowledge gap**, particularly for college level curriculum
- Without an attentive audience, **teachers can't do their jobs effectively**
- Continued Distance Learning along with Social Distancing could **disadvantage three graduating classes** from a holistic application view (see next slide):
  - A full year without grades causes irreparable harm to GPAs on permanent transcripts.
  - Social distancing measures deny students the opportunities for extracurricular sports and community service activities used to strengthen their student resumes and differentiate them from other college applicants, making GPAs more critical.

# Graduate-Holistic College App. View

## College Admissions Criteria

Admissions offices accept or reject students based on a number of criteria. This chart is a rough estimate of the weight offices put on different application sections.



HowToGetIn.com

### Sophomores most impacted-

COVID may have a huge impact on 2022 graduate's ability to present a holistic view. Colleges need quantitative(GPA/Test Scores) data as part of Holistic view

2019

SAT/ACT Scores	<input checked="" type="checkbox"/>
Curriculum (Honors, AP, IB opportunities not the same at all high schools)	?
Community Service	<input checked="" type="checkbox"/>
GPA	<input checked="" type="checkbox"/>
Class Rank	X
Clubs/Sports	<input checked="" type="checkbox"/>
Other-Essay/Family Circumstance, Special talent	<input checked="" type="checkbox"/>

2022

SAT/ACT Scores (not req'd but still used For quantitative use)	?
Curriculum (Honors, AP, IB opportunities not the same at all high schools)	?
Community Service	?
GPA	<input checked="" type="checkbox"/>
Class Rank	X
Clubs/Sports	?
Other-Essay/Family Circumstance, Special talent	<input checked="" type="checkbox"/>

GPA  
doesn't  
matter?

# ACT NOW to SAVE OUR STUDENTS' FUTURES

- America was founded on freedom of **CHOICE**. We excel when given the **CHOICE** to decide what is best for ourselves.
- Having **CHOICE** honors the hard work of ALL students in the midst of this crisis.
- BP 5121 and AR 5121 already provide the instructional and performance evaluation constructs for a hold harmless letter grade policy that meets CDE guidelines **in all respects**.
- The C/NC ONLY Policy was inequitably applied across all high schools within the District. **For the sake of equity, this cannot be ignored nor can it continue.**
- Many districts statewide and nationwide representing **millions** of students are offering **CHOICE** thereby disadvantaging our students in the competitive college admissions and merit scholarship processes.
- Data gathered through countless hours invested by parents district wide shows **there is still much we do not know, but we have confirmed there will be negative consequences.**
- A “One Size Fits All” grading policy without a **CHOICE** deprives our students of the opportunity to **CUSTOMIZE their own plans for post-secondary options.**
- Let’s not undermine students’ efforts by making a **shortsighted decision** and setting a **dangerous precedent** for continued distance learning.
- **EMPOWER** our kids by giving back their **CHOICE** to voice their own paths!



## **Additional Data and Emails from Colleges and High Schools**

The following slides are backup for the foregoing information, additional data and emails from colleges regarding application and high schools regarding transfers

**Countless hours have been invested by parents across the district in a collaborative effort to produce this document and supporting data as requested by the Board in the April 21, 2020 regular meeting.**

## SDUHSD Has Provided Many Supports During Distance Learning

According to emails from Dr. Haley to the SDUHSD community dated March 20, 2020 through April 29, 2020 and the recently released “Guidelines for Distance Learning” document, the following student support has been put in place for the distance learning environment, which is closing the gap for any students that are disadvantaged during distance learning:

- Meal service availability and distribution to families participating in the Free and Reduced Lunch Services program
- Student support staff available 8am - 2:30pm daily to address social/emotional support and academic questions
- Partnership with CareSolace for 24/7 support providing mental health related programs and counseling services
- District Coronavirus Information website lists additional resources available to students and families such as California Peer-Run Warm Line, San Diego Access & Crisis Line, 2-1-1 San Diego, MediCal for Families
- Special Education and Section 504 Services to “ensure equity and accessibility for each student”
- Plans to support students who “...struggle with the move to online learning, or may not have adequate resources...”
- Began Technology Distribution to students in need on March 23, 2020 by loaning Chromebooks
- Free hotspots and discounted internet services provided to the 70 students without access
- By March 26, the district had 12,185 students online and learning in Google Classrooms (91.6% of population)
- Began using Google Suite for distance learning “To ensure...equitable access to materials” by all students
- District grading guidelines are allowing “...students who need an opportunity to catch up, to have that opportunity”

# Preserving the Progress They Made Prior to School Closures

According to emails from Dr. Haley to the SDUHSD community dated March 20, 2020 through April 29, 2020 and the recently released “Guidelines for Distance Learning” document, the following efforts have been made towards preserving educational progress made by students prior to the implementation of the distance learning environment, thus:

- Haley stated “To provide continuity in this time of uncertainty, we will follow the already-established 2019-2020 grade reporting window,” which is April 3/June 13 for CCA/SDA and June 13 only for LCC, Torrey Pines and Sunset
- Instead ‘Hold Harmless’ policy was enacted for CCA/SDA third quarter grades **only** for the period of Jan 29 - April 3
- Grades in semester schools LCC, Torrey Pines and Sunset **were not preserved** in an equitable ‘Hold Harmless’ fashion for this same timeframe and are being recorded as Credit/No Credit **creating grade deflation** for many students
- CDE guidelines for equitable treatment would mean giving all students in our four district schools the same grading policy
- SDUHSD is allowing only half its four high schools the ability to “successfully conclude” their grading periods
- On March 30, Haley claimed “We are working with other San Diego County school districts, and districts across the State of California, to ensure we provide fair and accurate **grades** in the 4<sup>th</sup> quarter and the 2<sup>nd</sup> semester.”
- Also, “We are aware some districts have adopted pass/fail grade systems, however...we do not know if that will have negative consequences...**We do not want any student’s academic career negatively impacted by this sudden shift.**”
- Credit/No Credit policy announced by Haley on April 3, 2020 without a Board of Trustees vote
- No input was sought/accepted from the community including students, parents, teachers or the Board of Trustees
- Majority of San Diego school districts, all local private high schools and largest districts across California are offering grades

## Enabling Them to Demonstrate Further Learning

According to emails from Dr. Haley to the SDUHSD community dated March 20, 2020 through April 29, 2020 and the recently released “Guidelines for Distance Learning” document, the following efforts have been made towards enabling students to demonstrate further learning in the distance learning environment:

- Grades are the biggest factor in the success or failure of SDUHSD’s distance learning policy
- Grades are key to motivating students to be engaged in distance learning
- Offering grades gives teachers an attentive audience so they can teach meaningful content, improve accountability and measure individual achievement
- The District’s grading policy has been inconsistent, unfair and inequitable across the four high schools
- Grades will enable students to “demonstrate further learning.” Without grading metrics, it is impossible to measure whether or not students have a grasp of the material being taught.
- Student engagement metrics such as daily attendance and required check-ins with teachers are needed
- Parents have been told that “live instruction is not mandated.”

# Prioritizing the Assessment of Student Mastery of Essential Standards

According to emails from Dr. Haley to the SDUHSD community dated March 20, 2020 through April 29, 2020 and the recently released “Guidelines for Distance Learning” document, the following efforts have been made towards prioritizing the assessment of student mastery of essential standards in the distance learning environment:

- Without grades as a measurement, there is no “assessment” of any student’s mastery of essential learning standards
- Rolling out a distance learning plan without requiring students to be assessed and assignments to be completed is a clear indication to students and teachers that distance learning is not an effective form of education and not even worth grading
- Individual achievement and mastery is clearly not a priority in the SDUHSD when an ‘A’ in an AP class with college level content is now scored the same as a D- in a regular high school curriculum class
- Adoption of a “one size fits all” C/NC policy does not respect the CDE established essential educational standards and will result in district students falling behind their peers in the comprehension of core principles they need to build on next year

# Credit/No Credit ONLY Policy Violates CA Education Codes

- **Adoption of the Credit/No Credit ONLY Policy (Interim Policy) violates California Education Code (Ed Code) §§ 49066 and 49070**
  - The Education Code was not modified by the CDE Guidelines and is still the law in California.
  - Per Ed Code § 49066, **teachers** determine the grades of a student and neither the District board nor the Superintendent can order a student's grade to be changed. To our knowledge, the teachers were not met with regarding the Interim Policy prior to it being issued on April 3, 2020. We have made public records request for all information relating to development of the policy.
  - Per Ed Code § 49070, parents are granted a right to inspect and correct student grades where the grades recorded are inaccurate or misleading. The Interim Policy clearly will not reflect a student's actual achievement before and after the school closure, thus any grade awarded under the Interim Policy would be inaccurate and misleading.

**San Diego County Traditional High Schools Spring 2020 (Covid-19 Grading Policy) by District**

<b>District</b>	<b>C/NC</b>	<b>Grades</b>	<b># HS in District</b>	
Borrego		X	1	Borrego (Semester)
Carlsbad		X	4	Carlsbad (Semester) , Sage Creek (Trimester), Carlsbas Seaside (Semester), Carlsbad Village Academy (Quarters)
Coronado		X	1	Coronado (Semester)
Escondido		X	5	Escondido (Semester) , Orange Glen (Semester) , San Pasqual (Semester), Valley (Trimester) . Del Lago Academy (Semester)
Fallbrook		X	3	Fallbrook (Semester), Ivy (Semester), Oasis (Semester)
Grossmont	X (2)	X (9)	11	Grossmont (Semester), El Cajon Valley (Semester), Mount Miguel (Semester), El Capitan (Semester), Granite Hills (Semester) Monte Vista (Semester), Santana (Semester), Vahalla (Semester, West Hills (Semester), Helix (Quarters), Steele Canyon (Quarters)
Mountain		X	1	Mountain Empire (Semester)
Oceanside	X		2	<b>*El Camino (Semester), *Oceanside (Semester)</b>
Poway	X		5	Poway (Trimester), Rancho Bernardo (Quarter), Mt. Miguel (Trimester) , Del Norte (Trimester) , Westview (Quarter)
Ramona		X	3	Ramona (Semester), Mountain Valley Academy (Semester), Montecito HS/Future Bound (Trimester)
San Diego		X	16	Clairemont (Quarter), Crawford (Quarter), Patrick Henry (Semester), Hoover (Quarter), Kearny (Quarters), La Jolla (Semester), Lincoln (Quarter), Madison (Semester), Mira Mesa (Semester), Mission Bay (Semester), Morse (Semester), Point Loma (Semester) San Diego (Semesters), Scripps (Semester) , Serra (Semester) , University (Semester)
San Dieguito	X		5	<b>*La Costa Canyon (Semester) , *Torrey Pines (Semester), Sunset (Semester)</b> , CCA (Quarter), San Dieguito Academy (Quarter),
San Marcos		X	4	San Marcos (Semester), Mission Hills (Semester), Foothills (Semester), Twin Oaks (Semester)
Sweetwater		X	13	(All Semesters) Bonita Vista, Castle Park, Chula Vista, Eastlake, Hilltop, Mar Vista, Montgomery, Oylpian, Otay Ranch, Palomar, Sans Ysidro, Southwest, Sweetwater
Valley Center		X	1	Valley Center (Semester)
Vista	X		3	Mission Vista (Quarter), <b>*Rancho Buena Vista (Semester), *Vista (Semester)</b>

**\* Only 6 out of 78 (7.69%) of San Diego County high schools will receive only 50% of their 2019-20 letter grades on their transcripts. Of those 6 Schools only receiving 50% of their grades for 2019-20 , San Dieguito Union High School District has 3 high schools or 50%.**

# of C/NC 17 21.79%

# of Grades 61 78.21%

Total Trad HS 78

Data Compiled as of 5/6/20

(Revised 5/7/20) #2

# Students Disadvantaged During Distance Learning (DL)

- 11% low income families
- NUMEROUS support solutions have been put into place to address physical health, emotional, psychological and social service needs of this group of students
- Instead of looking at this group as disadvantaged, Use this opportunity to identify families and students for outreach programs to improve their situations and catch them up academically
- Districts have wide discretion to innovate and be creative to help students learn during DL-
  - Instead of dividing the community, we have the opportunity to bring the community together to help those that are disadvantaged during DL
  - Hours spent on pushing for CHOICE could be spent on zoom tutoring or letters for additional financial resources/food/other protections offered now
  - Escondido Union High School District is allowing students to use the school parking lot for students to access wi-fi for school
- C/NC policy assumes they can do SOME learning during DL --see slide re: inequity
- No need to improve their status simply by denying opportunities to other students to try and “level the playing field.” That is unfair and a missed opportunity to truly make a difference.



# The SDUHSD has sent out correspondence stating that students who are taking off campus classes will receive C/NC designations on transcripts even though these courses were contractually approved by their district high school counselors in 2019 prior to course commencement.

## OFF CAMPUS COURSES

Please note temporary practices due to COVID-19:

- any off campus course completed for June grades, can only be posted as CR/NC
- any off campus course completed after June 12, will be posted as summer coursework with letter grade

Students may choose to take additional coursework off campus to supplement their LCC courses, to free up class periods for other pursuits, or to improve their GPA. If you are considering taking a course off campus, including at a community college, please read the following carefully:

- No more than 30 credits from off campus college courses, private instruction, or public school courses may be transferred onto the San Diego Union High School District (SDUHSD) high school transcript.
- Students must be enrolled in a high school while attending an approved off campus class to receive credit on a SDUHSD transcript. No student may begin to acquire high school credits until after the completion of 8th grade. Middle school students may not place off campus classes on the SDUHSD transcript. (Board Policy 6200.1(AR-1))
- SDUHSD will not accept the following online coursework for credit: online visual and performing art courses, online physical education courses, or online lab science courses.
- The off campus course must be taken at an institution that is WASC or otherwise regionally accredited and offers coursework leading to a high school diploma. Courses taken through providers that are WASC-accredited as Supplementary Ed will not be accepted for credit. We cannot recommend any specific program and it is SDUHSD policy not to proctor outside exams.
- The student shall receive the same letter grade for the high school credit as is granted by the college, public or private institution.
- A 3 unit college course is equal to a 5 credit high school course. College courses and private or public school honors courses do not receive weighted credit on SDUHSD transcripts with the exception of College Board Advanced Placement or International Baccalaureate courses that are weighted by the University of California. AP courses must be on the outside school's AP Course Audit Ledger for the year taken in order to be placed on the transcript.
- Courses in language other than English will be awarded elective credit on the SDUHSD transcript only if the school is WASC or UC approved or on the SDUHSD-approved list of unaccredited language programs for the current school year. To receive college preparatory elective credit, the language school must be WASC-accredited and/or be UC approved.
- Only courses with the same course title and content will count as repeats of courses taken in SDUHSD high schools for GPA calculation. All earned grades will remain on the SDUHSD transcript.
- Once off campus credits are placed on a transcript, they may not be removed.

If you want an off-campus course to be posted on your LCC transcript, please follow all of these steps:

- Speak with your counselor to discuss your reason for taking an off-campus course and to determine if the course will meet requirements.
- Submit an SDUHSD Off Campus Course Permission Form prior to starting the course. It needs to be filled out completely, including all applicable signatures.
- When you finish the course, you must have an official transcript from the institution where you took the course sent directly to the LCC Registrar. LCC can only accept official transcripts and only the Registrar can post credits and grades. Off-campus transcripts must be received by May to be posted to that year's transcript in June.

Please note that if your off-campus school requires a copy of our permission form, you must bring in two copies for signature. The counseling office is unable to make copies of the permission form for you.

### San Diego Union High School District OFF CAMPUS COURSE PERMISSION REQUEST FORM

Student Name: \_\_\_\_\_ Stu ID: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Please review the following district policies (Board Policy 6146.11(AR-1)) carefully:

- No more than 30 credits from concurrent off campus college courses, private instruction, or public school courses may be transferred onto the San Diego Union High School District (SDUHSD) high school transcript.
- Students must be enrolled in a district high school while attending an approved off campus class to receive credit on a SDUHSD transcript. No student may begin to acquire high school credits until after the completion of 8th grade. Middle school students may not place off campus classes on the SDUHSD transcript.
- SDUHSD will not accept the following online coursework for credit: online lab science courses, online physical education courses, or online visual and performing art courses
- The off campus course must be taken at an institution that is WASC or otherwise regionally accredited and offers coursework leading to a high school diploma. Courses taken through providers that are WASC-accredited as Supplementary Ed will not be accepted for credit. We cannot recommend any specific program and it is SDUHSD policy not to proctor outside exams.
- The student shall receive the same letter grade for the high school credit as is granted by the college, public or private institution.
- A 3 unit college course is equal to a 5 credit high school course. College courses and private or public school honors courses do not receive weighted credit on SDUHSD transcripts with the exception of College Board Advanced Placement or International Baccalaureate courses that are weighted by the University of California for the school year taken. AP courses must be on the outside school's AP Course Audit Ledger for the year taken in order to be placed on the transcript.
- Off campus math courses may not be used to accelerate from college prep to SDUHSD honors level math courses unless they are taken in combination with a SDUHSD Bridge course (see current counselor for bridge information).
- Courses in language other than English will be awarded elective credit on the SDUHSD transcript only if the school is WASC or UC approved or on the SDUHSD-approved list of unaccredited language programs for the current school year. To receive college preparatory elective credit, the language school must be WASC-accredited and/or be UC approved.
- Only courses with the same course title and content will count as repeats of courses taken in SDUHSD high schools for GPA calculation. All earned grades will remain on the SDUHSD transcript.
- Once off campus credits are placed on a transcript, they may not be removed.

SDUHSD shall post coursework to the transcript and grant credit toward high school graduation for coursework successfully completed at a community college, state college, public or private institution only if all of the following steps are completed:

- A course description & evidence of school accreditation and/or the school's current UC a-a list must be attached to this form.
- This form must be signed by the parent/guardian/educational rights holder, and counselor and submitted to the registrar prior to a student enrolling in the off campus course.
- Upon course completion, student must submit an official transcript that includes the grade issued and credits earned.

Course Name: \_\_\_\_\_ Course #: \_\_\_\_\_ Credits: \_\_\_\_\_ Term: Semester 1 2 Summer

School \_\_\_\_\_ CEEB Code \_\_\_\_\_ Accreditation \_\_\_\_\_

Circle all that apply:

Reason for taking this course: HS Graduation Requirement College Eligibility Remediate Prior Grade Personal Interest

Have you taken off campus courses before? Yes No If yes, how many? \_\_\_\_\_

Why have you decided to take this course off campus? \_\_\_\_\_

Parent/Guardian/Educational Rights Holder Signature \_\_\_\_\_ High School Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

NOTE: The off campus course you have requested to post toward a graduation requirement for SDUHSD may not be accepted by the UC/CSU system, private colleges and universities, out-of-state institutions, or NCAA as fulfilling requirements. It is your responsibility to check with an admissions officer from each campus to which you intend to apply.

## AP Points Matter for GPA and AP Teachers are Giving Them

The following quote from “Helping Your Student Prepare for AP Exams Webinar” by Trevor Packer

*“Something you might want to look at: most AP teachers are going to still provide letter grades this year, grades of A through F. Eighty-six percent of AP teachers are reporting that students will still receive a letter grade of A through F. Many of those teachers in through schools also give a GPA bonus point if the student completes the exam.*

*That practice of giving AP students extra GPA bonus points is supported by research from Harvard and University of Virginia.*

*So, you might want to check; if your school is not giving your child GPA bonus points for finishing the course and completing the exam, you might want to ask your school to adopt that practice.*

*Seventy percent of AP schools already use that practice because it's supported by research and it rewards students who are taking a more challenging course, a college-level course in high school, students who are taking a more challenging course, a college-level course in high school...if you live in California you don't have to worry about this practice. The UC system automatically gives those bonus points to every AP student.”*

\* Reference Site: <https://parents.collegeboard.org/webinars>

Quote is from Trevor Packer, head of the AP program, where he shares information about this year's at-home AP exams to help your child prepare (No registration required to view this webinar)

# College Emails

Graded coursework typically makes a student more competitive for admission in the review process.

If a school changes the grading scale to Pass/No Pass, Credit/No Credit or A/Incomplete, this will not impact a student's admissibility to the University of Washington. The holistic review will be able to accommodate all of the various grading policies that school districts implement for spring 2020 in a way that neither advantages nor disadvantages any applicant.

ITEM 2, Farley Public Comments Attachment

4. Do you recommend taking the SATs even though they are not required and are those scores used as part of the holistic review or for scholarship purposes? Is GPA used at your school for scholarship purposes?

While SATs are not required, it is still helpful for students to send in test scores if they are able. If they do not send in scores this will not disadvantage a student in the application review process for admission and scholarship purposes. GPA is primarily used for admission, not in the awarding of scholarships. Depending on if you are in-state or out-of-state this may vary however, the majority of scholarships for US non-residents are determined by our holistic review assessment. For in-state it is primarily based on need.

5. What do you look for in a holistic review?

For freshman applicants, we rely most heavily on the strength of the high school coursework and GPA in addition to standardized test scores. For 2021 freshman applicants we are not requiring the SAT/ACT for admission. For future application cycles, please contact the Office of Admissions for more details. We want to see students who are taking a challenging curriculum with core classes (math, science, English, social studies, world language) throughout all four years, including some Honors/AP/IB/college courses if they are offered. While one or two rough semesters will not completely break the chances of admission, we encourage students to address any situations that have held them back from achieving their potential in the additional information section at the end of the application.

On the personal side, we require an essay and a short response that help us get to know each student's unique experiences and perspectives. There is no magic formula for the personal qualities sections; we simply are looking for students who have been active in their school or community if possible. Overall, the review process will be centered on a student's academic background.

3. Are you accepting Letter grades (weighted and unweighted) from other students for the spring, 2020 semester? Some have said no Spring, 2020 grades will be calculated into GPA and that everyone is on a level playing field for admission and selection.

far as we have been directed we will be accepting letter grades from all students that apply to the Univ. of Washington.

Univ. of Washington

-Academic background strongest indicator

- "Graded coursework typically makes a student more competitive for admission in the review process."

-GPA and standardized test scores are why they rely the most heavily on

-Student can self-report GPA for Spring, 2020 in lieu of credit but it will not be calculated into the GPA

2020-1 in 10 applicants get into Cornell  
49,000 applicants from all over the world

to me ▾



Thank you for your email and your son's interest in Cornell. I know this is such a difficult time to navigate college admissions with still so many questions and fluid situations. It will really up to the student and his/her family to decide what is best for him/her as far as choosing grades or P/F. I would imagine that most students that would be applying to Cornell, and given the choice, will choose grades. That said, there will be many students who do not have that option, so we will clearly be accepting of those students who are in positions beyond their control.

All of our financial aid at Cornell is based on demonstrated need, so students would not be affected in that regard as far as merit scholarships, since Cornell does not give those out.

My hunch is that if he has all A's and the school is giving you the choice, choose grades. That's what I would most likely do.



Cornell University  
410 Thurston Ave.  
Ithaca, NY 14850  
607.255.5242



-Cornell is accepting weighted grades

- students can't report Spring, 2020 Letter grades while others can submit them.

"I would imagine that most students that would be applying to Cornell, and given the choice, will choose grades."

"My hunch is that if he has all A's and the school is giving you the choice, choose grades. That's what I would most likely do."

So sorry it has taken me a bit to get back with you once again but I wanted to double check on my information before I answered you. The following is what our Admissions Review Data Analyst sent me pertaining to how our process works at OSU and what we accept and don't accept.

"A mark of P/F or P/NP has no numeric weight and cannot be calculated into the overall GPA, so the GPA would remain the same as it was before those were added. A student who was making all A's could be hurt by this, as it will they will no longer have the As to bring up the GPA; however, some students who did not have good grades prefer to use the P/F/NP option (which is why Oklahoma schools are giving students the choice).

If they are asking to give the students all a grade of 60, that is a D and obviously will hurt almost all students.

If they are wanting to give the grade the student earned and note to the side that instead of a full credit, the student is only receiving 60% credit- we would still count the letter grade as full credit. As long as the school gives credit for a grade, so do we. I don't know a pretty way to explain it, but we count each grade on the transcript at least once as long as the school gives any credit for the grade.

I hope the above information helps. Let me know if I can clarify anything else for you [REDACTED]



Admissions is not equal to Acceptance

-

Thank you for your e-mail.

1. We don't have a definitive answer on this, unfortunately. We know that we plan to be lenient next year regarding that particular semester, but to what extent depends on what numbers look like at that time. Typically, we would not see a full half year of Pass/Fail classes, but we do anticipate seeing that on some files next year.

2. Reported GPAs aren't used in our admission process, so they would report whatever their GPA is listed as on their transcript. We recalculate their GPA anyway and a Pass/Fail class is awarded nothing into the GPA. Just credit. The GPA would be based on their other courses with grades. We use only academic courses in our GPA, the weight with either .5 or 1.0 extra, depending on the rigor of the course.

### Accepting weighted grades-

3. I don't know what the majority will be at this point, but letter grades or P/F grades would be accepted. Many of the schools in Florida went online and anticipate having grades for that semester. We won't ignore those grades, but I do anticipate us being more lenient. Student's don't weight their grades themselves. If they received a B, they need to report a B. We will weight the appropriate courses ourselves.

4. SAT or ACT are currently a state mandated requirement to apply to any of the State Universities in Florida. If this changes, we will announce it on our web sites. For the time being, a student cannot complete their application without an SAT or ACT on file. Scholarships are determined by merit, so GPA, test scores, and academic performance.

5. Our holistic review begins with academics. This includes, not only GPA and test scores, but strength of senior schedule, rigor of coursework, taking a higher level math or world language, and grade trends. Then, we consider the student's environmental context, involvement, and life challenges. Academics come first, but all aspects are important and can contribute to a student's decision.

Thanks,



Greater Tampa Bay and  
Southwest Florida

Office of Admissions  
Florida State University  
282 Champions Way

Holistic impact-  
GPA, grade  
trends-  
Academics first



FLORIDA STATE

Thank you for contacting the Office of Admissions at UC Santa Barbara.

1. It is really up to the student to decide which is better for them. We do not have a preference at the moment as we are accepting passing courses. Keep in mind that letter/number grades will be used to add towards their GPA, while pass/no pass will not add to their GPA. This means that if they take pass/no pass courses they will not be able to change their GPA, which can be good or bad depending on their situation.

2. If it is a pass/no pass system, we will only look for passing grades. We do not see what the school determines as passing, even if it is only 60%. Our minimum requirement is still a 3.0 in-state and 3.4 out-of-state. As long as they have met all of the requirements, we will be able to review the application.

3. As long as the student has letter grades during their 10th & 11th grade courses (including summer before, between, and after) we will use those scores towards their GPA. This includes this spring and summer as well.

4. We encourage students to take the exams if possible as that can support them to receive scholarships as you have mentioned. However, it is not a requirement for students applying for 2021 and student's GPA is also used for some merit based scholarships.

5. Our review process is a 50/50. This means that 50% of what we look into is all academic (GPA, A-G courses, and any exams if they have taken them) and the other 50% is all non-academic (Personal Insight Questions, Activities, Involvement).

Sincerely,

Admissions Counselor

UC SANTA BARBARA

**-GPA impacts**

**scholarships and eligibility  
-only 10/11grade-minimal  
opportunities**

**-GPA/SAT 50% of holistic  
review**

**-Other Holistic  
opportunities limited  
during COVID**



1. I would take the grades since they can impact GPA which would affect the merit based scholarships. The higher the grade, the more we can offer in scholarship. Credits can always be assessed later if there is already a relevant course that we offer. Just be sure to provide the course descriptions for each class.
2. On average, our transfer students are accepted at around a 2.7 GPA
3. If you have grades to submit we will consider them for credit. Please have them submit their most recent transcripts. \_\_\_\_\_
4. To understand more about our test optional policy, please visit the following link:  
<https://www.hofstra.edu/admission/standardized-testing-policy.html>
5. We review our applications holistically, looking at applicant's GPAs, letters of recommendation, SAT/ACT scores, and personal essays to determine an admission decision. We have students who fall below and above our averages, and we want to get to know student's personally before making an admission decision.

I hope this information is helpful, please feel free to reach out if you have any further questions or concerns!

Best,  
Daniel

Undergraduate Admission  
Hofstra University  
100 Hofstra University

Thank you for contacting the Vanderbilt Office of Undergraduate Admissions.


While we cannot give you an exact answer to the likelihood of your child being admitted to Vanderbilt, we will explain our admissions process and provide some context to help you understand what makes a competitive application.

Vanderbilt uses a holistic admissions process—we do not employ cutoffs for standardized testing or grade point averages. In our review process, we evaluate students' academic records, looking for students who have performed well within the context of their high school's most challenging academic programs. We evaluate activities outside the classroom in terms of depth of involvement, roles and responsibilities, and leadership. We also evaluate applicants' writing through the application essay and short answer. Finally, we consider letters of recommendation—these often offer the admissions committee context about the applicant, both in the classroom and in the wider community.

Most competitive applicants have a strong academic profile—including excellent grades in the context of a rigorous course load, strong test scores, and positive academic letters of recommendation. In addition, most successful applicants demonstrate significant levels of engagement and leadership outside the classroom. We encourage you to take a look at the [profile](#) of the most recent incoming class which provides some context for our applicant pool.

In this period of uncertainty, the best person to contact for specific questions is your child's [admissions counselor](#). If you would like further information, please contact our office by phone at (800) 288-0432 or via email at [admissions@vanderbilt.edu](mailto:admissions@vanderbilt.edu).

- Holistic view most impacts our disadvantaged students
- Students who don't have access to higher level education supports on campus
- ~~Many~~ students are not able to demonstrate leadership/engagement outside of school during COVID crisis
  - Each state is different in it's approach to COVID
  - GPA will be even more important in holistic view

  
 Office of Undergraduate Admissions | Vanderbilt University  
 2305 West End Avenue | Nashville, TN 37203  
 P: 615-322-2561 | F: 615-343-7765 | Toll free: 800-288-0432

Thank you so much for reaching out with your question. Kristy asked me to respond as we are certainly in uncharted territory with all of the academic changes and unknowns related to this pandemic.

I would like first of all to let you know that students who apply to MSU are not compared to other students for admission, they are compared to Admission criteria defined by our State Office of Higher Education. We are aware that many high schools will be offering P/F grades or an option for Spring 2020 classwork. We will be asking students to tell us their most current cumulative GPA (weighted or unweighted). Both the Admissions and Advising offices will use that information, along with test scores where available and/or high school course work, to make decisions about admissions and placement.



Further, we use both GPA and test scores for scholarship consideration and those awards are based on standard criteria set by MSU in the fall of each application year. The combination of these two elements offers students with varying strengths to qualify for new freshman scholarships. In this instance as well, students will be asked to provide their most recent cumulative GPA and to have official test scores sent to MSU directly from the testing agency.

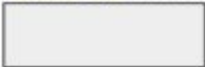


I know that this is not a perfect answer to your questions, but I do hope it helps to alleviate some concerns.

With Warm Regards,



Office of Admissions  
Montana State University



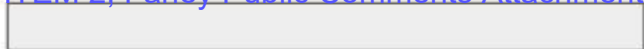
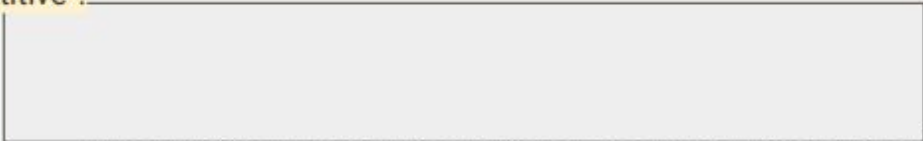
Credit grades will accepted without penalty but for selection-that is subjective

students can't report Spring, 2020 Letter grades while others can submit them.

Carlsbad and others can submit weighted grades through Spring, 2020

GPA and SATs are being accepted for selection and for scholarships

"This means that for every 100 students who applied, 15 students were admitted, making Notre Dame's admissions process highly competitive"



evaluate him given this current situation.

This question is one that I have been getting quite a bit so I am happy to offer some insight into how we would

Part of our holistic review policy has always been to evaluate a student within the context of their situation. When it comes to their grades and courses, that means within the context of their high school and we will never punish a student for something that is outside of their control. We use whatever information is provided to us in the form of the transcript, grades, and overall GPA to evaluate each individual applicant. We do not recalculate GPA if one is provided to us.

can't report Spring, 2020 grades.

In this case, we will again use whatever is available to us to make that evaluation. We will not hold it against a student if they have credit/no credit on their transcript since for some students that is outside of their control. We would prefer actual grades over a credit/no credit system, simply because it gives us more information to work with. However, I would equate this to the fact that we would prefer a weighted GPA over an unweighted GPA. The more information we have the easier it is to evaluate, but we will not hold it against a student who does not have that information on their transcript. Having credit/no credit grades will not directly put a student at a disadvantage in our process.

We do use class rank as part of our evaluation process if it is provided to us but it is generally just considered one more piece of information to use in the puzzle. Recently, I believe less than one third of applicants had a class rank reported to us by their high school. In a case where grades are moving to credit/no credit, class rank provides less information than it normally would and we could consider it with that in mind.

I hope this information has proved helpful. If you have any further questions, please let me know.



Office of Undergraduate Admissions  
University of Notre Dame



Carlsbad and others can submit weighted grades calculated through Spring, 2020

"Having credit/no credit grades will not directly put a student at a disadvantage..."

"We would prefer actual grades over a credit/no credit system, simply because it gives us more information to work with."

Thank you for reaching out to UT Austin Admissions.

To answer your question, we will accept the rank on your child's transcript shared by the school as part of the holistic review. It is not UT Austin that chooses what to use; again, whichever rank is on his official transcript will be part of his file.

I hope this answers your question.

Sincerely,

[Redacted Signature]

\*\*\*

UT Austin will be accepting Letter grades from Spring, 2020 as part of the application process

Students applying to UT Austin-Rank will be taken from fall, 2019-We can't supply rank which other high schools across the nation will be able to add to their holistic review.

Other schools can provide Rank and a calculated GPA that includes all weighted 10/11th courses

[Redacted] students can't report Spring, 2020 Letter grades while others can submit them.

2020-51,000 applicants- 6 out of 100 applicants are accepted

Thank you for contacting the Office of Undergraduate Admission.

We do not recalculate GPA. Each application is reviewed individually, and we consider the course listing and GPA that are listed on the official high school transcript.

All undergraduate applicants to Northwestern are required to submit scores from either the SAT Reasoning or ACT. We do not accept any substitutes or waivers for these exams, nor will we review an application without one of these scores. We recognize that canceled test dates have raised concerns among potential applicants. However, the ACT and College Board appears committed to providing future testing opportunities as soon as possible, and there should be time for students to test before our Fall 2021 application deadlines. We are monitoring the situation closely and will provide additional guidance if necessary.

Northwestern offers only need-based financial aid. We do not offer merit aid.

The application review at Northwestern is holistic, blending both qualitative and quantitative data. Each application is reviewed carefully by several members of our admission committee. Seeking information beyond transcripts and test scores; we take into account involvement outside the classroom, and read essays to get a better sense of interests, thought processes, and writing ability. Recommendations from teachers add additional perspective to a student's achievements.

Please feel free to contact us if you have any questions.

Sincerely,

Office of Undergraduate Admission

Northwestern University

[ug-admission@northwestern.edu](mailto:ug-admission@northwestern.edu)

**Northwestern will not accept an application without SAT/ACT scores.**

**Highly competitive**

admissions@mit.edu

[Redacted]

[Redacted]

[Redacted]



Thank you for your email. We appreciate your son's interest in MIT.

Students often ask if a specific element of their application will improve their chances of being accepted, but it's important to understand that no one component of an application determines admission. Our process is [holistic](#) and although we consider test scores and GPA, we also care much more about factors like [your match with MIT](#), life experiences, and extracurricular activities. Remember, at MIT, we admit people, not numbers.

That said—we do love data! Reliable data, properly contextualized, can help people understand complex systems and make informed decisions. We publish [detailed information](#) about our admissions process, on everything from ACT and SAT scores to the number of students deferred or placed on the wait list in a given year. You can check the [class profile](#) to learn more about the most recent first-year class.

As for financial aid, our goal is to admit and enroll the best students from around the world regardless of their financial circumstances, and to make sure they can afford MIT while they're here. Regardless of where you are, domestic or international, or how you apply, first year or transfer, we provide aid that meets 100% of your demonstrated financial need.

90% of MIT undergraduate students receive some type of financial aid and students with a family income under \$90,000 attend MIT tuition-free. If you would like to get a sense of how much it might cost for you to attend MIT, we have two tools that can help. [MyinTuition](#) asks six basic financial questions and gives you an early estimate of the aid that we can provide, and our [Net Price calculator](#) will give you a more detailed estimate.

We hope that helps, but please let us know if we can help with anything else. We know the college application process can be a little daunting at times.



MIT Admissions

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# College Statements on C/NC



# What Have Colleges Really Said about C/NC Grading?

*Harvard's and Stanford's Positions are Not the Norm*

## A survey of 25 randomly selected college admissions' written statements regarding C/NC grading

- 25 colleges were randomly selected from the lists “Colleges and Universities Attended by the Class 2019” of TPHS and LCC in their School Profiles 2019  
**80% of surveyed college admissions do not share Harvard’s unequivocal assurance:**
  - 60% gave no clear assurance about no penalty or disadvantages for C/NC policy
  - 20% did not have any written statement on C/NC grading
  - Only 20% of the surveyed universities (including Harvard and Stanford) issued unequivocal statements assuring no penalty or disadvantage for C/NC grading.

# **60% did not issue any unequivocal assurance of no penalty or no disadvantage about C/NC grading**

**George Washington University** - We understand that COVID-19 has been disruptive to schools across the globe. We will be flexible with grading adjustments that secondary schools have adopted to complete the 2019-2020 academic year. GW does not recalculate a “pass” grade to a letter grade or calculate it into a cumulative GPA.” <https://undergraduate.admissions.gwu.edu/faq#Academics>

**Duke**: Duke uses a holistic process in evaluating applications and considers your school context and opportunities available to you in our assessment. In regards to courses and grades for the spring semester of 2020, **we understand that school policies are beyond a student’s control, and we expect you to make the choices that best suit your circumstances.** You and your school counselor will be given the opportunity to explain those circumstances in your application. <https://admissions.duke.edu/faqs/>

**Carnegie Mellon** - We understand and support the move to pass/fail grading options which many schools and colleges have adopted as a valid COVID-19 accommodation. As such, **we will be accepting pass/fail results in the normal review of transcripts** during this time. <https://admission.enrollment.cmu.edu/pages/covid-19-faqs>

## 60% has no unequivocal assurance cont'd

**Washington University at St Louis** - We are all in this together and **we will be flexible and help you through this time**. Please focus on staying healthy, find ways to relax, and continue with your studies in whatever form they may take over the coming weeks. <https://admissions.wustl.edu/announcements/covid-19/>

**Dartmouth** Dartmouth welcomes whatever type of grades your teachers elect to use for the remainder of this now-remote marking period. Some will maintain the grading scale that was previously in use, while others will shift to pass/fail or credit/no credit. It's all good. Your transcript may show an A, a 97, "Honors," a 3.9, Pass, "CR," a narrative assessment, or any of the many ways schools around the world assess academic achievement. **Dartmouth will consider them all.** <https://admissions.dartmouth.edu/follow/blog/lee-coffin/our-new-normal-new-guidelines>

**U Penn** - "Do we support secondary schools switching to pass/fail grading options at this time? Schools and districts are making the best decisions they can at this moment in the interest of their students' health and educational experience. We respect and support the decisions schools are making, and recognize these decisions are outside of the students' control. **We expect students to make the most of the educational opportunities available to them.**" <https://ask.admissions.upenn.edu/hc/en-us/articles/360040924812-COVID-19-Updates-for-Prospective-Students>

## 60% has no unequivocal assurance cont'd

**Washington University at St Louis** - We are all in this together and **we will be flexible and help you through this time**. Please focus on staying healthy, find ways to relax, and continue with your studies in whatever form they may take over the coming weeks. <https://admissions.wustl.edu/announcements/covid-19/>

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<https://ask.admissions.upenn.edu/hc/en-us/articles/360040924812-COVID-19-Updates-for-Prospective-Students>

## 60% has no unequivocal assurance cont'd

**Princeton** – “Please know that if you decide to apply to Princeton, we will **accept whatever grading format** your high school used to end this school year.”

<https://admission.princeton.edu/how-apply/standardized-testing/statement-applicants-princetons-class-2025>

**Northwestern**: The coronavirus outbreak will not impact how the University evaluates applications for admission to any of its programs. We understand that many communities are experiencing school closures or restricted activities. **We are committed to working with schools and communities to ensure all candidates receive full consideration** for Northwestern’s incoming classes.

<https://www.northwestern.edu/coronavirus-covid-19-updates/frequently-asked-questions/admissions-financial-aid.html>

**Cornell** - We regret the learning opportunities that the global COVID-19 pandemic has disrupted, and we want you to know that **we will honor your efforts and the success you had earned prior to your school closing or transition to online learning.**

<https://admissions.cornell.edu/news/update-ap-ib-cambridge-levels-and-other-accelerated-high-school-course-results>

## 60% has no unequivocal assurance cont'd

**University of Portland** - Pass grades will be accepted for all classes taken during spring or summer 2020.

<https://www.up.edu/admissions/faqs/index.html>

**Tuft University** - This includes juniors who have not yet applied but may be affected by test cancellations or an abbreviated academic year. Applicants should continue to fulfill their high school requirements as set by their schools. We **will work with students and counselors to understand any modifications that have been established.** <https://admissions.tufts.edu/covid-19-update/>

**Ohio State University** - When we review a transcript as part of the application next year, we will be aware of the reason for these grades. We **encourage schools to include a notation** on the transcript and the school profile **indicating any change to a pass/fail option.** <https://undergrad.osu.edu/covid-19-response>

***20% of the surveyed colleges did not issue any statement about C/NC grading***

**Auburn University** - No statement regarding C/NC grading.

**Chapman University** - No statement regarding C/NC grading.

**Caltech** - No statement regarding C/NC grading.

**Johns Hopkins** - No statement regarding C/NC grading.

**Montana State University** - No statement regarding C/NC grading.

**Santa Clara University** - No statement regarding C/NC grading.



***20% of the surveyed colleges issued unequivocal statements assuring no penalty or disadvantage for C/NC grading:***

**Harvard** - Spring Semester Grades: We know that many students will only be able to present pass/fail grades or other similar marks on their transcripts this spring. **They will not be disadvantaged** as a result.

<https://college.harvard.edu/about/news-announcements/special-message-high-school-juniors-applying-harvard>

**Stanford** - For those of you soon embarking on the college application process, we understand recent developments are adding stress, including exam cancellations and changes in spring semester grading. Please know we are committed to working with you and offering as much flexibility as possible. We want to reassure you **that you will not be penalized or at a disadvantage** in the review of your application. Specifically, you will not be at a disadvantage if you are unable to submit AP or Subject Test scores (these scores are not required for Stanford's application). Similarly, you will not be at a disadvantage if your school adopts a pass/fail grading policy.

<https://admission.stanford.edu/announcements/#future-applicants>

## 20% of the colleges issued unequivocal statements cont'd

**Boston University** - We understand that high schools have adopted a wide variety of policies around academic assessment and we plan to be flexible and to honor whatever decisions your school has made about grading and course requirements. Please rest assured that **you will not be disadvantaged** during the admissions process.

<http://www.bu.edu/admissions/covid-19-faqs/>

**Florida State University** - For all other students enrolled in high school, **Pass/Fail grades will not negatively impact** your ability to be considered for admission in 2021 and beyond. <https://admissions.fsu.edu/message/>

**Columbia** - Please be assured that Columbia Undergraduate Admissions fully supports the pedagogical and administrative decisions your school may make in order to assist your community through this crisis. **For example, pass/fail marks or alternative grading methods in lieu of letter or numerical grades this spring will be accommodated with no disadvantage when we review applicants' transcripts next year and beyond.**

<https://undergrad.admissions.columbia.edu/content/spring-2020-update-prospective-students>

# Interdistrict transfer issues-

# High School transfer issues in state and out of state

“ We will need to meet as a district to talk about how this will impact your son as he matriculates into our district.”

“We are not sure how that (credit grades) will work in our district.”

“Once he gets enrolled with us I could see if our math chair (she also teaches AP Calc) can get us a list of the topics covered in pre-calc so he can double check and make sure he’s prepared for it. We are going to have to play it by ear some going into the fall I think. We will plan on enrolling him in whichever class he feels like he is prepared for. We also give a MAP math test to help guide us, but again, who knows when we will be able to do that!”

3 - if your school's option of Credit is equivalent to a C, the pre requisite will be met. If your school's option of a Credit is equivalent to a D the pre-requisite will not be met. Again you will need to know what your district's grading policy is. Our district does offer a waiver form that can be filled out for students who do not meet the prerequisite but wish to take the class anyways.

For all transfer students I will be requesting both the transcripts and the school's grading policy in effect for Spring of 2020.

2. If he came in as a 4.3 on paper (Grades based as of March 13-even though he has a credit grade transcript) and was head to head with another student in terms of same classes and grades, would his spring credit transcript impact his 4.3 GPA that he would have earned if he was able to get a letter grade? I'm not sure I understand. Since credit/no credit grades are not factored into a students GPA, including what would have been on record as of March 13, he would enter our school with the GPA that was earned to date at the end of the first semester in the 2019/20 school year.

Carlsbad High School

Student enters in with GPA from Fall, 2019-no evidence of Spring growth or grades.

How will this student be factored in scholarships, etc.?

Hi Ms. Anderson: I am sorry but I still don't see your son's name in our database. Nevertheless, I have some general information that might help with your questions. Troy will give letter grades to students at the end of the year. The reason some districts are choosing to give the CR/NC is a "no harm" policy so that students will not be penalized. With that said, we will need to meet as a district to talk about how this will impact your son as he matriculates into our district. The UC's and CSU systems have said that the CR/NC will not be calculated into their total GPA, however, I am not sure yet how that will all work out for us in our district. I am sure we will be having those conversations soon. As far as Calculus next year, I would need to look at how David was doing before the "stay at home" and ask the teachers if they think he is ready to take Calculus. Our standard before all this online studies, was a B was needed to move from Pre Calculus to Calculus. Once, David enrolls, we can take a look at everything and move from there. Again, colleges, districts, and individual schools are not going to harm a student and hinder their education based on something that was not in their control. I hope this helps. Look forward to talking to you soon.

\*\*\*

## High school transfer in state-

transfer would not be able to report Spring, 2020 grades, and would be at a disadvantage for graduation honors, rank, and college selection requirements (GPA)

District will not penalize Student may have to defend grade for prereq

- GPA will not calculated in versus students who will have weighted grades. This impacts overall GPA and Honors opportunities

ITEM 2 - Friday, Public Comment  
It is difficult as we are in unprecedented times. School districts are in the process of honing their grading policies for this spring. Keep in mind if you transfer that when applying to colleges your student will be providing transcripts both from our school and from your current school in San Diego

1 -We do not change what your school put on their transcript - if your school issues a Credit rather than a grade for the semester, that is what is entered on our transcript. You will need to find out what your current school district is going to do. As long as your school is accredited the grades are transferred as is. For our transcript, weighting will be done in accordance to our weighting policy. **Fall, 2019 grades-What if student improved in Spring?**

2 - we do not rank our students

3 - if your school's option of Credit is equivalent to a C, the pre requisite will be met. If your school's option of a Credit is equivalent to a D the pre-requisite will not be met. Again you will need to know what your district's grading policy is. Our district does offer a waiver form that can be filled out for students who do not meet the prerequisite but wish to take the class anyways.

For all transfer students I will be requesting both the transcripts and the school's grading policy in effect for Spring of 2020.

Palos Verdes Peninsula High School  
27118 Silver Spur Rd.  
Rolling Hills Estates, CA 90274  
310-377-4888 x42280  
310-265-1108 (Fax)

**Students will have to hope the waiver form works to allow 60% credit-CA may be able to work this out-What about out of state?**

## Page 2

I'm sure that will be fine, as long as he really feels like he has covered all the curriculum. Once he gets enrolled with us I could see if our math chair (she also teaches AP Calc) can get us a list of the topics covered in pre-calc so he can double check and make sure he's prepared for it. We are going to have to play it by ear some going into the fall I think. We will plan on enrolling him in whichever class he feels like he is prepared for. We also give a MAP math test to help guide us, but again, who knows when we will be able to do that!

\*\*\*

[REDACTED]  
[REDACTED]  
School Counselor  
Blue Valley North High School  
12200 Lamar Avenue  
Overland Park, KS 66209

[REDACTED]  
<https://www.facebook.com/bvncounseling>

[REDACTED]

Follow us on Twitter: @BVNCounseling

High School transfer student- Further evidence of the potential transfer prereq. Issues for our student.

Why should a student have to prove themselves?  
Is the math chair going to have to interview our student?  
Will he have to take a MAP math test to prove himself?  
Will our student have to prove proper topics were covered?





In TUSD, quarter 4 grades will be the same as quarter 3, but students have the opportunity to raise both quarter 3 and quarter 4 grades at the discretion of the teacher by doing extra work. In his public announcement, Superintendent Trujillo did not address weighted vs unweighted grades nor class ranking, so I assume there is no change in the procedure for these calculations. If a student has a passing grade for the semester as of quarter 3, she/he will receive credit for the class (with the opportunity to raise a failing grade to passing with extra work).

Of course, each district will determine how to assign any grades and credit for the current semester as they consider fair and and consistent. Since schools all over the country are facing the same challenges, I imagine schools will accept grades and credits from transferring students at face value as long as the courses align with those of their own district.

Let me know if you have additional questions, and stay safe,

Sincerely,

  
Research Project Manager  
University High School Admissions Coordinator  
Assessment and Evaluation  
Tucson Unified School District #1  
102 N Plumer Ave, Tucson AZ 85719  


Out of state high school- students enter high school with a full semester missing in terms of GPA calculation.

How will this impact rank? Graduation Honors? Most importantly-GPA to record for college applications against others who can report the potential graduation honors and a full weighted semester of grades.

“Imagine, assume..... I think....but no one knows for sure.”

Initially, I wanted to mention that typically counselors do not respond to nonenrolled students per registration as to focus our efforts on current students and families. For additional information please visit the Sage Creek Counseling website and specifically the Course Catalog as it includes all academic policy information. Lastly, at this unprecedented time, per directive, we are not giving specific recommendations on grade choices (letter grades vs. Credit/No Credit) for the current term to our families, and I have included the general email and infographic we have been sharing with families below.

Specific to your first question, for transfers, the registrar will transcribe all grades as reported on the transcript to the Sage Creek, Carlsbad Unified transcript; neither high school ranks and I cannot speculate generally on changes on GPAs. As for your inquiry regarding Spanish and Math prerequisites, since we have hybrid grading options as well (students may elect letter grades and Credit/No Credit) your student would be able to enroll in whatever course is next sequentially regardless of grade choice this year.

**General Email being sent to Sage Creek families desiring more information,**

In response to your question about which grading option to choose, this is such an unprecedented circumstance that I hesitate in speculating on the implications on college admissions. Per the collective experience of the Sage Creek counseling team who have worked as admissions readers with the UCs and supported college admissions for quite some time, we believe that colleges and universities will **heavily consider the strength of the program (classes) and academic progress prior to this term in assessing a student's preparedness for college studies;** additionally, future planned studies, the pursuit (performance) of coursework off-campus at local community college demonstrates vigor for learning and **will further complement a student's qualifications more than the grade point average** potentially earned during this term.

**Different high schools offer different levels of rigor in math, AP, etc.**

Also, the strong statements of the UCs and other college admissions organizations **encouraging districts/high schools to have credit -no credit grading options to allow students to focus on wellness as being indicative of their acceptance of whatever choice a student makes** in relation to grades at this tumultuous time **without penalty.**

**Application or Selection process?**

Simply, please reflect on how you are doing and if you are able to undertake academic expectations at this time and work towards a grade, or not. Colleges and universities will absolutely recognize your qualifications and rich academic history, beyond a GPA this term...and in the future when considering you for admission.

Hopefully, this supports your family in your decision and I have included an infographic below that has a few helpful resources if you would like to read the UCs, CSUs, and NACAC's statements amid the COVID-19 pandemic.



Hybrid & Flexible Grading  
Options during Virtual

Sage Creek High School

Student enters in with GPA from Fall, 2019-no evidence of Spring growth or grades.

How will this student be factored in with graduation honors, scholarship applications and programs? Are all students in the State of California eliminating Spring, 2020 for grades?

Are all private high schools such as Cathedral doing the same?

# Naperville, IL High School

[Redacted]

Dear [Redacted]

I'm not confident we have worked through all of this at this time. Typically we show transfer grades on our transcripts as T - Spanish 1/2 and then the grade that school gave it. In this case it appears that might be entered as a Pass, which does not calculate into the GPA at all.

These are unprecedented times, so please know we will work with families and students and do our very best to do what is best and right for the student.

[Redacted]

Per phone conversation with this high school in Illinois.

[Redacted] transfer would not to report Spring, 2020 grades, and would be at a disadvantage for graduation honors, rank, and college selection requirements (GPA)

School could not directly answer if Spanish 1 w/ credit grade would be acceptable for Spanish 2 in the fall.

I believe the answers I've given below should be the same no matter where in our district you guys might end up landing in the fall. I've copied our registrar, Suzy [REDACTED], as well. We can talk more specifics once he is registered at our school but generally speaking, the answers below should hold true. Good luck with your relocation!

1. Are you offering letter grades to students right now? Weighted accounted for?

Our district decided to cut off student grades at the end of 3<sup>rd</sup> quarter, meaning they could bring up their grades during 4<sup>th</sup> quarter but they could not go down any. So yes, we are giving letter grades for this semester, not Pass/Fail as some districts have decided to do. We can give weighted credit for a class if we offer that same weighted class in our district. For example, we have honors geometry so we can give weighted credit for an honors geometry class from another district. However, if a student comes in with honors algebra 1 we would not be able to give weighted credit for that because we don't offer an honors algebra 1 class.

How will his GPA be calculated?

To my knowledge, we will continue to bring in grades transferred from outside our district as we always have. This means that if he has a high school transcript when he arrives with us, whatever is on that transcript is exactly what we will put on ours. We would not have the ability to give him letter grades on his transcript here unless he has letter grades on his transcript that he brings with him.

2. If you rank your students, how will this impact his ranking?

We no longer rank so that won't be a concern.

3. If has a credit (district put 60% as credit value) for half of his pre-calculus class, will he be able to take calculus in the fall?

I think if he didn't have at least ¾ of the curriculum covered in his pre-calc class he will not want to take AP Calc with us, which is the class that comes after pre-calc. If he really wants to be able to go on to AP Calc next year, my suggestion would be that he try to take pre-calc, if that ends up still being an option, at our local community college this summer so that he can be sure to have all the background knowledge. Another possibility would be to work with our math department chair after he is enrolled to take a placement exam and see if he can go on into AP Calc.

**Not able to report Spring, 2020 grades-not on level playing field at new high school even with same course load and grades**

[REDACTED]  
School Counselor  
Blue Valley North High School  
12200 Lamar Avenue  
Overland Park, KS 66209

**Out of state high school-  
Prereq issues with 60% Credit-Some districts are offering 70%-Schools confirmed that complicates things-Student may have to prove content mastery over and above class  
-A student would have to take a placement exam to prove themselves?**

# Current California UC Policy

87,000 applicants a year- only 16 of 100 are selected

They are working on trying to figure out how to provide equity to districts that are not reporting spring grades. We should work with what we know right now when we have no idea how they are going to accomplish this outside of rejecting all Spring, 2020 grades and SAT preference in the selection process.

That would mean they eliminate most all actual numerical data and I don't imagine that's going to happen.

# Current California UC Policy

Question #1 Credit grades will not be calculated in the GPA but weighted letter grades will. Depending on a student's grades in different semesters, a loss of the spring semester grade option will Do Harm to an applicant since GPA is a part of the application process.

UCLA Admissions confirmed that pass grades will not be factored in for the selection process but ALL weighted letter grades will be factored in. Letter grade students will send in four semesters, VUSD will have three semesters.

## How will UC calculate my GPA if I receive Pass/No Pass grades in A-G courses?

Pass (P) or Credit (CR) grades will meet A-G subject requirements but will not be calculated in the GPA. UC will continue to calculate the GPA for admission purposes using all A-G courses passed with letter grades in grades 10 and 11, including summer terms following grades 9, 10 and 11. Extra points in honors-level coursework will continue to be capped at 8 semesters of honors points in A-G courses completed with letter grades of A, B and C in grades 10 and 11.

# Current California UC Policy

Question #2: As a part of COVID, not having SAT scores will not penalize a student from applying but reporting grades can support the student's eligibility, apply for certain scholarships, and fulfill some University graduation requirements. So, if a student is not penalized from applying with Credit grades equal to 60%, it seems that having grades to incorporate into the selection process (especially if spring, 2020 was a straight A semester and others were not) may benefit a student in these areas, as well.

UCLA Admissions confirmed this. The SAT is not required but if taken, the scores can support UC eligibility, applications for certain scholarships, and fulfill certain University graduation requirements.

**Can I take the SAT or ACT and submit scores if I would like to?**

Students applying for fall 2021 are not precluded from taking standardized tests (SAT or ACT) and sending scores if they are able. Doing so can support their statewide UC eligibility, application for certain scholarships, and help them fulfill some University graduation requirements. Campuses will adjust their internal processes accordingly to ensure that no student is harmed in admissions selection should they not submit a test score. This modification to the test requirement is not intended as an admissions policy shift but is rather a temporary accommodation driven by the current extraordinary circumstances.