

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES  
AGENDA AND ORDER OF BUSINESS  
Special Meeting/Board Study Session, Tuesday, April 28, 2020**

**CORONAVIRUS DISEASE (COVID-19) NOTICE**

This meeting will be conducted pursuant to the provisions of the Governor's Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 16, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

The District is providing the public join the meeting via Zoom.

**Please access the following link for information:**

<http://www.ssfusd.org/onlineboardmeeting>

**OPEN SESSION - 5:00 p.m.**

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. COMMUNICATIONS**

Public comments may be submitted through the following link: <https://bit.ly/boardmeetingapril28> beginning at 2:00 p.m. on Friday, April 24, until 2:00 p.m. on Tuesday, April 28. The comments will be read by the Board President or a designee during the meeting.

The meeting is recorded. Individuals may address the Board concerning school business not on the agenda, but public comment cannot be acted upon or discussed by the Board unless placed on the agenda at a subsequent meeting, in accordance with the law, the Brown Act. The Board may request staff to respond orally at the meeting or in writing at a future time.

**INFORMATION/DISCUSSION**

**1. ADMINISTRATION**

- a. 1st reading of District's Updated Board Policy**

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**PAGE**

Staff will present to the Board, the first reading of the updated District's Board Policy as follows:

1. BP 5121 - Grades/Evaluation of Student Achievement

**b. District's Grading System**

9

The Board will discuss the District's grading system during the COVID-19 pandemic.

**E. ACTION**

**1. ADMINISTRATION**

**a. Approval of Proposed Board Policy**

10

Staff recommends the approval of the proposed Board Policy 5121, as presented to the Board.

**ADJOURNMENT**

The agenda is available for review at the District's website: [www.ssfusd.org](http://www.ssfusd.org) (Click on *Board Meeting Agendas and Minutes*).

A recording is made of the Open Session of each meeting. Telephone--(650) 877-8705, Fax--(650) 588-8113 or e-mail: [ncantley@ssfusd.org](mailto:ncantley@ssfusd.org)

# SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## Memorandum

**TO:** Board of Trustees  
**FROM:** Shawnterra Moore, Ed.D., Superintendent  
**DATE:** April 28, 2020  
**RE:** Updated Board Policy – *1<sup>ST</sup> Reading*

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### **BACKGROUND:**

The following Board Policy has been updated to keep the District in compliance with Education Code and State laws.

1. BP 5121 - Grades/Evaluation Of Student Achievement

### **FISCAL IMPLICATIONS:**

None

### **RECOMMENDATION:**

First reading - For Information only.

**CURRENT**

# South San Francisco USD

## Board Policy

Grades/Evaluation Of Student Achievement

BP 5121

### Students

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.

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall establish a uniform standards based grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

(cf. 6011 - Academic Standards)  
(cf. 6162.5 - Student Assessment)

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

(cf. 6154 - Homework/Makeup Work)  
A teacher may assign a failing grade to a student who has six or more unexcused absences during the grading period.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Students in grades K-3 shall receive progress reports at the end of each grading period rather than letter grades.

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. 5125 - Student Records)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

(cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, International Baccalaureate, honors, and/or concurrent postsecondary courses.

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Legal Reference:

EDUCATION CODE

48070 Promotion and retention

48205 Excused absences

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts  
49066 Grades; finalization; physical education class  
49067 Mandated regulations regarding student's achievement  
49069.5 Students in foster care, grades and credits  
51242 Exemption from physical education based on participation in interscholastic athletics  
69432.9 Cal Grant program; notification of grade point average  
76000-76002 Enrollment in community college

CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools  
30008 Definition of high school grade point average for student aid eligibility

UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

6101-6251 School-to-Work Opportunities Act of 1994

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

COURT DECISIONS

Owasso Independent School District v. Falvo, (2002) 534 U.S. 426

Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86  
Cal.App.4th 1

Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179  
Cal.App.3d 593

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance  
Brief, July 2016

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

adopted: December 14, 2017 South San Francisco, California

# PROPOSED

## CSBA Sample Board Policy

### Grades/Evaluation Of Student Achievement

BP 5121

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.

(cf. [5020](#) - Parent Rights and Responsibilities)

(cf. [5125.2](#) - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall establish a grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system and principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

(cf. 6011 - Academic Standards)

(cf. [6162.5](#) - Student Assessment)

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

(cf. [6154](#) - Homework/Makeup Work)

(cf. [5113](#) - Absences and Excuses)

(cf. [5113.1](#) - Chronic Absence and Truancy)

Students in grades K-3 shall receive progress reports at the end of each grading period rather than letter grades.

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. [5125](#) - Student Records)

(cf. [6159](#) - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code [49066](#))

(cf. [5125.3](#) - Challenging Student Records)

### **Final Grades during County/State/Federal Emergencies**

SSFUSD recognizes that educational excellence requires a commitment to equity. We believe that educational equity means that each student receives what they need, when they need it, to develop their full potential.

When an emergency situation occurs that prevents students from having access to the supports/resources needed, especially when they are expected to continue learning at home, students will not negatively impacted or penalized by grading given the inherent inequities that may be presented. Therefore, when San Mateo County, the state of California or the US Government declares a state of emergency, the Board with a recommendation from the Superintendent or designee may decide to assign final grades.

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, International Baccalaureate, honors, and/or concurrent postsecondary courses.

(cf. 6141.4 - International Baccalaureate Program)

(cf. [6141.5](#) - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Legal Reference:

#### EDUCATION CODE

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Report Cards and Transcripts for Students with Disabilities, October 17, 2008

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California Department of Education: <http://www.cde.ca.gov>

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**MEMORANDUM**

**TO:** Board of Trustees

**FROM:** Shawnterra Moore, Ed.D., Superintendent

**THRU:** Keith B. Irish, Assistant Superintendent of Educational Services and Categorical Programs

**DATE:** April 28, 2020

**RE:** Update of Survey Results - Grading

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**BACKGROUND:**

SSFUSD in collaboration with our site leaders, sent a survey to all K - 12 Certificated members to gather their input on grading.

The Board will discuss the District's grading system during the COVID-19 pandemic.

**FISCAL IMPLICATIONS:**

N/A

**RECOMMENDATION:**

For Information/Discussion only.

# SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## Memorandum

**TO:** Board of Trustees  
**FROM:** Shawnterra Moore, Ed.D., Superintendent  
**DATE:** April 28, 2020  
**RE:** Approval of Proposed Board Policy

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### **BACKGROUND:**

The following Board Policy has been updated to keep the District in compliance with Education Code and State laws.

1. BP 5121 - Grades/Evaluation Of Student Achievement

### **FISCAL IMPLICATIONS:**

None

### **RECOMMENDATION:**

It is recommended that the South San Francisco Unified School District Board of Trustees approve the proposed Board Policy 5121.