

Students

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The San Diego Unified School District believes in equitable grading practices that focus on educating the whole child and provide quality, standards based instruction for each child in every neighborhood.

Common Core State standards in language arts, mathematics, English Language Development (ELD), history/social science, science, visual and performing arts, applied learning, physical education, health education, and preschool have been formally adopted by the Board of Education. Board-adopted standards shall be used to guide instruction and the assignment of grades.

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that academic grades shall be based solely on students' current levels of mastery of the Board-adopted standards and shall not be influenced by behavior or other nonacademic measures. Academic grades shall use multiple means to assess mastery and will include opportunities for reflection, revision, and reassessment in order to ensure the mastery of grade level standards for all students. Academic grades shall reflect progress towards standards and not quantity of assignments completed. Citizenship grades shall be based on students' behavior and nonacademic measures, such as work habits, effort, and ability to meet indicated timelines for assignment completion. Board-adopted standards for citizenship shall be used to communicate current levels and areas for needed improvement.

Grade reports displaying student's grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. In addition, schools will assist parents in gaining access to view grades electronically. Grade reports shall reflect current levels of student learning and include comments documenting progress towards mastery of Board-adopted standards. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss grades and strategies to achieve mastery of standards during the next grading period.

(cf. 6020 – Parent Involvement)

Whenever it becomes evident to a teacher that a student is in danger of not meeting standards the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report with strategies on how the student can demonstrate improvement prior to the end of the current grading period. (Education Code 49067) Written reports may include but are not limited to progress reports, electronic mail, other written communication, etc.

(cf. 5123 – Promotion/Acceleration/Retention)

For each student in Grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term each course was taken, credits earned, final grades, and the date of graduation.

(cf. 5125 – Student Records)

(cf. 6146.1 – High School Graduation Requirements)

Report Recipients

Any parent or guardian who holds educational rights is eligible under current law to receive a student's grade report. If a non-custodial parent/guardian who holds educational rights requests a student's grade report, a duplicate may be issued directly to the requesting parent/guardian. Unless limited by court order, the non-custodial parent/guardian does not need the consent of the custodial parent/guardian before inspecting and/or receiving a copy of the student's grade report.

Standards-based grade reporting shall be used for all grade levels, TK-12. Grade reports will be sent to parents/guardians at a minimum of three times per year and shall include both academic and citizenship

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marks.

Grading Marks

Academic marks shall be based on the competency level of each student and subject area as it relates to content standards. Students shall achieve the level of meeting content-area standards by the end of the grading term when a final grade mark is recorded (at the elementary level final grade marks are issued at the end of the year, at the secondary level final grade marks are issued at the end of each course). Per California State Education Code, attendance shall not be factored into the academic grade. Any grades assigned for academics shall be reported as follows:

Academic Marks			Secondary GPA	
Elementary	Secondary	Definition	Weighted*	Unweighted*
4	A	Exceeding content-area standards	5	4
3	B	Meeting content-area standards	4	3
2	C	Approaching content-area standards	3	2
1	D	Beginning progress towards content-area standards	1	1
Unsatisfactory	F	Little to no progress towards meeting content-area standards	0	0
N/A		Not Assessed		
	I	Incomplete	0	0
	IP	In Progress	0	0
	NC	No Credit	Excluded from GPA Calculation	Excluded from GPA Calculation
	P	Pass	Excluded from GPA Calculation	Excluded from GPA Calculation
	NP	No Pass (see below)	Excluded from GPA Calculation	Excluded from GPA Calculation
	NG	No Grade	Excluded from GPA Calculation	Excluded from GPA Calculation

** Plus or minus signs are not issued for academic or citizenship marks. Weighted and Unweighted applies to secondary schools only. Unweighted is used for the purpose of Interscholastic Athletics.*

Citizenship marks shall not be influenced by academic marks and reflect the student's general behavior, punctuality, effort, and work habits within the school community. These marks are indications of the student's ability to participate effectively in a democratic society. Behavior goals, language proficiency levels, and social-emotional needs shall be considered prior to issuing a citizenship mark. Absences for

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religious or cultural holiday observance, excused absences and excused tardies shall not be factored into the citizenship grade. Any grades assigned for citizenship shall be reported as follows:

Citizenship		
Mark	Explanation	Grading Scale
Exceeds (E)	Consistently exceeds expectations in work completion, preparation, and participation, and actively contributes to the learning experiences of their peers.	4
Meets (M)	Consistently meets expectations: completes work on time, prepared to learn, participates regularly, shows respect for others, and contributes to building a positive community.	3
Inconsistent (I)	Inconsistently meets expectations: occasionally completes work on time, not always prepared to learn, participates irregularly, and rarely works well with others.	2
Unsatisfactory (U)	Does not meet expectations: work is habitually late, not prepared to learn, does not participate, and does not work well with others.	1

**Plus or minus signs are not used for citizenship marks since personal qualities are not subject to such precise grading refinement. Citizenship marks are recorded on a student's cumulative grade history but are not reported on transcripts.*

Students must maintain the equivalent of a 'C' average (2.0) in academics and citizenship to be eligible for participation in interscholastic athletics and/or co-curricular activities, using the above four-point citizenship grading scale. Any 'U' marks disqualify students from membership in the California Scholarship Federation and the National Honor Society. Principals shall work with staff and students to develop a commonly agreed upon citizenship policy that is to be used when issuing citizenship marks. Information on each school's academic honesty policy is available via the student handbook and/or school website.

Each school shall ensure that students, parents/guardians, and staff receive a written statement of the district's grading guidelines. Any method of reporting student progress, other than those shown above, must be reviewed and approved by the Office of Leadership and Learning or equivalent department/division. No other mark may be used for courses taken within the district. A mark of 'P' or 'NP' may only be issued by registrars when transcribing out-of-district grades.

Students with Disabilities

For students with Individual Education Programs (IEP) or 504 Plans, the method and frequency of reporting progress toward goals is specified within the IEP or 504 plan. Whenever appropriate, the regular reporting process should be used along with any other process specified in the IEP or 504 Plan. Reporting dates for students receiving special education and related services may not occur less frequently than reporting dates for all other students.

Elementary Grade Reporting

Reports of student progress are sent to parents/guardians three times per year. One or more reports can be used in conjunction with a parent/teacher conference. The final grade report card is sent on the last day of school and shall include a statement of promotion or retention for the next year.

A report of unsatisfactory progress shall be issued to a parent/guardian whenever it becomes evident to a

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teacher that the student is in danger of failing to meet standards in one or more subjects. Notification may be in the form of a request for a conference or a written report. Refusal of a parent/guardian to attend a conference or to respond to a written report shall not preclude failing the student at the end of the grading period. (Education Code 49067) The principal may review student progress reports before they are issued to parents/guardians. Teachers shall make pertinent parent/guardian comments available to the principal as reports are returned.

Original progress reports are sent to the parent/guardian, with a duplicate retained in the student's permanent cumulative file, which must be maintained on site for three years plus current annual final grade reports are retained in the student's permanent file indefinitely.

Up to four minimum-day schedules for students are available to schools for teachers to hold parent conferences associated with progress reporting. These days may be used at the end of the first or second report period or may be divided between the first and second report periods. Parent conferences, except in emergencies, shall be scheduled when the teacher is not supervising students.

Secondary Grade Reporting

Grade reports are issued once each quarter or once every four, six, nine or twelve weeks, as determined by the school, using Board-approved quarter or semester end dates. Sites should determine appropriate dates for issuing progress reports during the semester. These dates should be published and provided to students and parents/guardians at the beginning of each school year.

1. Progress Reporting Periods:
 - a. Traditional schools report student progress at either six- or nine-week intervals, or at the end of the first and third quarters. Schools on 4x4 schedules report student progress at four-week intervals. All schools use the district's student information system to process progress reports.
 - b. Teachers record student progress marks in accordance with instructions from the site principal/administrator.
 - c. Completed reports may be mailed to parents/guardians or delivered by students at the site principal/administrator's discretion.
2. Final Term Grade Reporting:
 - a. Schools report final grades in the same manner as progress reporting, except that courses and grades are uploaded to the district's student information system and added to the student's cumulative grade history records and maintained on the student's transcript.
 - b. Schools may request printed report cards from the Integrated Technology Division to mail to parents/guardians.
 - c. A copy of each final term grade report must be filed in the student's cumulative file.

Student grade reports shall include both scholarship and citizenship grades in credit-bearing courses. In addition to standards-based academic marks, the following marks may be used for secondary grade levels:

Incomplete (I) - A mark of Incomplete (I) may be issued in cases of absence due to illness or disability verified by a licensed medical professional or in cases of unforeseeable, emergency, and justifiable reasons at the end of a semester.

1. The condition for removal of the Incomplete shall be stated by the teacher in a written record provided to the student and parent/guardian.

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2. The student shall be allowed up to six weeks to complete work or demonstrate competency.
3. The teacher should specify via the Course Competency Completion Form or similar site-developed document the course requirements a student must meet to earn a grade of 'D' or better in the course.
4. The original teacher will sign the "Office Form to Change 'I' or 'IP' Grade" authorizing the entry of a 'D' or better, replacing the 'I' grade. If the original teacher is no longer employed by the district, the site principal/administrator may sign.
5. If the student does not complete work or demonstrate competency at the end of six weeks, the teacher shall issue a grade to replace the Incomplete. If a passing grade is not issued by the teacher, the 'I' grade will be converted into an 'F.'
6. An Incomplete grade shall be considered an 'F' for the purposes of participation in school activities.
7. A grade of 'I' may not be issued for a Summer School course.
8. A grade of 'I' is included in GPA calculation and prints on the student's transcript to document course enrollment.

In Progress (IP) - A grade of In Progress (IP) may be issued in cases where a student needs additional time beyond the grading period in Fall or Spring semester to demonstrate the competency necessary to earn course credit, for reasons other than absence due to illness or disability verified by a licensed medical professional.

1. A student who has not satisfactorily met the course competencies in any of the five core academic subjects (English, math, social studies, science and world language) and would otherwise earn an 'F' at the end of the semester can instead be issued a grade of 'IP' at the teacher's discretion.
2. The teacher should specify via the "Course Competency Completion Form" or similar site-developed document the course requirements a student must meet to earn a grade of 'D' or better in the course.
3. The student will be allowed up to 12 weeks following the end of the term to complete the course competencies.
4. An appropriately credentialed teacher will evaluate the student's progress in meeting the competencies and certify that the student has earned a grade of 'D' or better for the semester.
5. The original teacher will sign the "Office Form to Change 'I' or 'IP' Grade" authorizing the entry of a 'D' or better grade, replacing the 'IP.' If the original teacher is no longer employed by the district, the site principal/administrator may sign.
6. If the student does not complete course competencies at the end of 12 weeks, the teacher shall issue a grade to replace the 'IP.'
7. An In Progress grade shall be considered an 'F' for the purposes of participation in school activities.
8. A grade of 'IP' may not be issued for a Summer School course.
9. A grade of 'IP' is included in GPA calculation and prints on the student's transcript to document course enrollment.

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No Credit (NC) - Teachers may issue No Credit (NC) on a student's report card subject to all of the following:

1. Advanced approval of the site principal/administrator is obtained.
2. Evaluated class work is passing or acceptable, but excessive absences have prevented the student from meeting course objectives.
3. Absences are for reasons other than truancy.
4. A grade of 'NC' is excluded from GPA calculation and prints on the student's transcript to document course enrollment.

No Grade (NG) - A grade of an 'NG' can be issued under any of the following circumstances:

1. For students who upon enrollment in the district have few or no records of prior schooling, or who are English Learners.
2. For students enrolling in a district school too late in the term to demonstrate sufficient mastery of course competencies for grading purposes or the minimum required 60 hours of instruction for first time credit, such as students transferring from schools outside the district with no transfer marks and/or evidence of prior enrollment in a course.
3. At the fifth week of Summer School, if a student is failing with no chance of earning a passing grade of 'D' or better, the student may be dropped, and 'NG' issued.
4. For an advisory period.
5. For community college courses taken on the high school campus.
6. Used temporarily when issuing grades for students who qualify for partial credits. The 'NG' grade would be removed once the site submits necessary partial credits documents.

A grade of 'NG' is excluded from GPA calculation and prints on the student's transcript to document course enrollment.

Pass (P) or No Pass (NP) - A mark of 'P' or 'NP' may only be issued by a registrar when transcribing out-of-district credits/grades when the sending school has issued "pass" or "no pass" grades. Both 'P' and 'NP' are excluded from GPA calculation. Out-of-district courses with "pass" will count toward meeting SDUSD graduation requirements. Any course taken by current district students for the first-time at a non-district school or summer program may only receive elective credit toward graduation and the academic grade must be loaded with a 'P,' if passed course or 'NP,' if student failed the course (unless pre-approved in a student' IEP or 504).

Reporting D and F Grades

All teachers shall make a written report to parents/guardians and to the site principal/administrator for students who are at risk of not meeting content-area standards; a failing grade may not be issued unless such notification is made. Reports must be issued whenever it becomes evident to a teacher that a student is in danger of not meeting standards, and notification must be issued sufficiently in advance of grade reports to permit improvement. Written notification via US mail is the preferred method for providing information to parents/guardians; however, notification via a district-supported electronic system is also acceptable.

1. A mark of 'D' or 'F' on the second or fifth grade report for students receiving six-week progress reports, or on the first or third quarter grade report for students receiving quarterly progress reports,

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or on the first progress report in each semester of a 4x4 school, with comments on how the student can achieve mastery of standards prior to the end of the next grading period will constitute compliance with the above notification requirement.

2. Refusal of a parent/guardian to respond to a written report shall not preclude the student receiving a failing grade at the end of the grading period. (Education Code 49067)
3. Learning contracts should be developed for students at risk due to reading and/or mathematics performance that is below grade level, based on academic assessments.

Advanced Placement (AP) Courses

Advanced Placement (AP) courses are equivalent to college-level work in a specific subject area. Grading is based on college-level standards for which students receive weighted credit. Students whose work falls below the appropriate level at the quarter should be counseled regarding the expected standards.

(cf. 6141.5 – Advanced Placement)

International Baccalaureate (IB) Classes

International Baccalaureate (IB) courses are equivalent to college-level work in a rigorous liberal arts curriculum that includes interdisciplinary coursework, original research projects, and taking the IB exam(s). Grading is based on college-level standards for which students receive weighted credit. Students whose work falls below the appropriate level at the quarter should be counseled regarding the expected standards.

(cf. 6141.4 – International Baccalaureate Program)

Honors Courses

Honors-level courses are specialized, advanced courses designed for 10th, 11th, or 12th grade students who have already completed foundation work in the subject area. Students enrolled in advanced classes are expected to meet prescribed course requirements. All students enrolled in honors-level courses must take the district End-of-Course Examination. If students enrolled in honors-level courses do not take the district End-of-Course Examination, student transcripts will reflect an academic mark in the non-honors equivalent course. Grading is based on college-level standards for which students receive weighted credit. Students whose work falls below these levels should be counseled regarding the standards and expectations.

Advanced Classes

Students enrolled in advanced classes are expected to meet prescribed course requirements. Students whose work falls below these levels should be counseled regarding the standards and expectations.

(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 – Concurrent Enrollment in College Classes)

Grades for Physical Education

No grade for a student participating in physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

(cf. 6142.7 – Physical Education and Activity)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine

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skill and knowledge, and physical performance tests. (5 CCR 10060)

High school students using interscholastic athletic participation within the school day to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided a teacher credentialed to teach physical education supervises this participation and assigns the grade.

(*cf. 6145.2 – Athletic Competition*)

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed through a community college or four-year college, he/she shall receive the same letter grade as is granted by the college. College courses approved to meet district graduation requirements and taken for college credit are not given a citizenship mark. It is important to know that college courses are not used in computing the interscholastic athletic GPA.

Grade Suppression/Repeating Classes

The intent of grade suppression is to encourage a student who has taken high-school level coursework and received a grade of a 'D' or 'F' to repeat the same course to improve the mark and the cumulative GPA. Grade suppression does not affect marks displayed on student progress reports, nor the term GPA. Courses that have been suppressed are not counted in graduation credits and are excluded from cumulative GPA calculations within the district. Suppressed courses are listed on student transcripts. This policy applies only to courses required to meet high school graduation. Suppression does not apply to courses taken at schools outside the district, including charter schools. Out-of-district suppression rules do not apply when transcribing.

Grade Replacement for Year-long Courses

Certain mathematics and languages other than English courses are classified as being year-long (as opposed to two semesters). In a year-long course, the second semester's work is dependent upon the learning accomplished in the first semester. These courses are identified with a dash between the two semesters as opposed to a comma (i.e., Spanish 1-2; Integrated Math I 1-2).

1. When a student earns an "F" grade in the first semester of a year-long course and a passing grade ('D' or better) in the second semester of the same course, credit is earned for both semesters and grade of "D" is recorded for the first semester. The grade replacement process is conducted manually at each school site by the site registrar or site principal/administrator's designee.
2. When a student earns a passing grade for the first semester of a year-long course and an "F" grade for the second semester of that course, the credit and passing grade are allowed for the first semester only. The second semester "F" grade is not changed, stands as recorded.
3. This policy applies only to courses required to meet high school graduation.

Withdrawal or Drop from Classes

1. During the first four or six weeks (depending on the site's grading term), students may drop a course without having an entry recorded on their cumulative grade history records.
2. After the first six weeks:
 - a. Behavior-related concerns. In alignment with the district's Restorative Discipline Policy (BP 5144) and Administrative Regulations 5144, 5144.1 and 5144.2, each school should evaluate the individual student's circumstances and determine at that time whether a grade

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should appear on his or her cumulative grade history. Transfer grades for students may be forwarded to new teachers when students change classes or schools and may be included on transfer records but are not part of the permanent electronic record.

- b. Students leaving school early. Students who transfer during the last two weeks of a semester shall earn final grades and credits. Grade reports may be sent via US mail if the student provides the school office with a self-addressed stamped envelope.
- c. Students who leave prior to this time may be issued a report of grades at the time of leaving based on the assignments completed to date. Students should not be penalized for future outstanding assignments; these grades are not a part of the student's permanent electronic record, as the student has not completed the required minimum 60 hours of instruction for first time credit.
- d. Students receiving special education and related services may only be dropped from a class for reasons unrelated to their disabilities. Changes in a student's class schedule and/or course of study may result in a change of placement. The student's case manager should be consulted to determine if any proposed change might require the development of a new IEP or 504 Plan.
- e. Sites shall use the district process to issue partial credits only to students who are eligible.

Effect of Absences on Grades

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

(cf. 6173.1 – Education for Foster Youth)

Partial credits may be issued to students (children and youth in transition) who qualify under AB 167/216, AB 1806, AB 2306. Please reference district procedures for processing partial credits.

Changing of Grades (Academic and Citizenship)

Per Education Code 49066, a grade given by a teacher shall be final and cannot be changed by others unless it was given fraudulently, in bad faith, because of incompetency or because of clerical or mechanical mistake. A grade cannot be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to changing of such grade.

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

1. To request a grade change, parent/guardian must file a request by the end of the following semester with the student's teacher. Requests filed after this deadline will not be accepted and shall constitute a waiver of the right to protest a grade.

If the requested grade change involves an allegation of discrimination based on disability, the discrimination portion of the request shall be forwarded to the Title IX/Uniform Complaint Compliance Office for investigation according to the district's Uniform Complaint Procedure (UCP). Any findings of discrimination based on disability will be forwarded to the Office of Leadership and

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Learning or equivalent department/division for consideration in the grade change review. If the UCP investigation determines that discrimination occurred and impacted the student's grade, the response will be tailored to remedy the effects of any such discrimination on any such students who was discriminated against, including with respect to that student's grade.

2. Upon receipt of a request for a grade change, the teacher shall discuss the request with the parent/guardian and provide information as to how the grade was determined. The teacher shall provide the parent/guardian a written decision within 10 workdays to change or uphold the grade; with a copy to site principal/administrator.
3. If the parent/guardian is unsatisfied with the teacher's decision, he or she may request the grade be reviewed by the site principal/administrator or designee, who shall confer with the parent, either orally or in writing, within 10 work/school days to review the grade. The site principal/administrator shall review the grade in consultation with the teacher to determine the existence of clerical or mechanical mistake, fraud, bad faith or incompetency. The site principal/administrator may not order the grade changed unless he/she makes a finding that one of these factors exist. The site principal/administrator shall provide the parent/guardian with a written decision within ten workdays of the conference.
4. If the parent/guardian is unsatisfied with the decision of the site administrator, he/she may submit a written request for review of the grade to an administrative panel that consists of the Area Superintendent and at least two unbiased administrators. Within thirty days of receipt, the panel shall conduct a review of all of the evidence and provide a written response that determines whether or not there is the existence of a clerical or mechanical mistake, fraud, bad faith or incompetency. The panel may not order the grade changed unless they make a finding that one of these factors exist. The panel shall provide the parent/guardian with a written decision within thirty days of the request. The decision of the panel is final and is the end of the appeal process.

When instances of a grade change are warranted by the teacher of record, sites should reference recommended district protocols regarding grade correction process.

Academic Honesty

Standard practice for citizenship grading in secondary schools requires all schools to establish a citizenship and academic policy related to academic honesty. Citizenship and honesty are essential to successful education. All scholars rely upon the honesty and integrity of other scholars to understand and realize truth.

Principals and school governance teams are responsible for establishing site policies and reasonable criteria for evaluation of student citizenship and academic grading, that include the following guidelines related to academic honesty:

1. Acts of academic dishonesty as described below shall only affect assignments and/or assessments related to that particular occurrence and academic mark.
2. Acts of academic dishonesty as described below shall only affect citizenship marks for the grading period in which the incident occurred.
3. A leveled system of response shall be incorporated to allow the student an opportunity to reflect on the incident, repair trust, and establish academic or social/emotional supports as needed.

The following are examples of intentional dishonest practices that are not permitted and will affect a student's academic and/or citizenship mark:

1. Cheating on test: Any intentional giving or using of outside assistance related to an examination, test or quiz, without permission from the teacher – including misuse of any form of technology.

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2. Fabrication: Any intentional falsification or invention of data, source or other authority in an academic exercise.
3. Unauthorized collaboration: Any collaboration between a student and another person at times or in ways that are not permitted.
4. Plagiarism: Any intentional use of another person's ideas, words or work as one's own. Plagiarism includes the misuse of published material, material generated by technology, or the work of another student.

The following are examples of intentional dishonest practices that are not permitted that will only affect a student's citizenship mark:

1. Theft or alteration of materials: Any intentional and unauthorized theft, concealment, alteration, or distribution of student, staff or library material.
2. Test/assignment avoidance: Any pattern of absences on test days for the apparent advantage of better grades.
3. Habitual pressure and/or harassment for unsubstantiated grade change: Any student request for a grade change other than a change to correct an averaging, recording, or other clerical error. This shall not preclude a student from requesting a grade change through the grade change procedure described above.
4. Knowledge of academic dishonesty: Any student who has personal knowledge of a violation of the district policy of academic honesty is to report it to the school authorities. Failure to do so makes a student a party to the cheating and subject to restorative action or response to those negatively affected by the event.

Implementation:

1. Principal and school governance team shall establish and publish criteria for academic honesty as it relates to citizenship and academic marks.
2. Principal shall instruct staff on implementation; may send a copy to the Area Superintendent for information and coordination purposes.
3. Area Superintendent, upon request, shall assist schools in developing citizenship criteria; makes information on grading plans in other schools available to requesting schools.
4. Teacher shall evaluate students in accordance with established criteria; records marks on grade report rosters.
5. Principal shall investigate allegations of academic dishonesty and shall inform the Area Superintendent, as appropriate.

SAN DIEGO UNIFIED SCHOOL DISTRICT
San Diego, California

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