

Students Deserve LETTER Grades Their FUTURES are at Stake



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 3rd 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

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 |
| Math 10th | B | 5 | 3 |
| Chemistry | B | 5 | 3 |
| ASB 10th | A | 5 | 4 |
| AP Studio Art | A | 5 | 5 |
| Spanish I | B | 5 | 3 |
| AP World Hist | A | 5 | 5 |
| H English 10th | A | 5 | 4 |
| Math 10th | B | 5 | 3 |
| Chemistry | B | 5 | 3 |
| ASB 10th | A | 5 | 4 |
| AP Studio Art | B | 5 | 4 |
| Spanish I | B | 5 | 3 |
| AP World Hist | B | 5 | 4 |

70 260 3.714 GPA 10th Grade

| 11th Grade | Units | Grade | Points |
|-----------------|-------|-------|--------|
| AP English 11th | A | 5 | 5 |
| Math 11th | B | 5 | 3 |
| AP Psy | A | 5 | 5 |
| Physics | A | 5 | 4 |
| ASB 11th | A | 5 | 4 |
| IB Art | A | 5 | 5 |
| Spanish III | A | 5 | 4 |
| AP US Hist | A | 5 | 5 |
| AP English 11th | CR | 5 | 0 |
| Math 11th | CR | 5 | 0 |
| AP Psy | CR | 5 | 0 |
| Physics | CR | 5 | 0 |
| ASB 11th | CR | 5 | 0 |
| IBArt | CR | 5 | 0 |
| Spanish III | CR | 5 | 0 |
| AP US Hist | CR | 5 | 0 |

80 175 4.375 GPA 11th Grade

150 435 3.955 Overall GPA

| 10th Grade | Units | Grade | Points |
|----------------|-------|-------|--------|
| H English 10th | A | 5 | 4 |
| Math 10th | B | 5 | 3 |
| Chemistry | B | 5 | 3 |
| ASB 10th | A | 5 | 4 |
| H English 10th | A | 5 | 4 |
| Math 10th | B | 5 | 3 |
| Chemistry | B | 5 | 3 |
| ASB 10th | A | 5 | 4 |
| AP Studio Art | A | 5 | 5 |
| Spanish I | B | 5 | 3 |
| AP World Hist | A | 5 | 5 |
| Elective 8th | NA | 0 | 0 |
| AP Studio Art | B | 5 | 4 |
| Spanish I | B | 5 | 3 |
| AP World Hist | B | 5 | 4 |
| Elective 8th | NA | 0 | 0 |

70 260 3.714 GPA 10th Grade

| 11th Grade | Units | Grade | Points |
|-----------------|-------|-------|--------|
| AP English 11th | A | 5 | 5 |
| Math 11th | B | 5 | 3 |
| AP Psy | A | 5 | 5 |
| Physics | A | 5 | 4 |
| AP English 11th | A | 5 | 5 |
| Math 11th | B | 5 | 3 |
| AP Psy | A | 5 | 5 |
| Physics | A | 5 | 4 |
| ASB 11th | A | 5 | 4 |
| IB Art | A | 5 | 5 |
| Spanish III | A | 5 | 4 |
| AP US Hist | A | 5 | 5 |
| ASB 11th | CR | 5 | 0 |
| IBArt | CR | 5 | 0 |
| Spanish III | CR | 5 | 0 |
| AP US Hist | CR | 5 | 0 |

80 260 4.333 GPA 11th Grade

150 520 4.000 Overall GPA

GPA EQUALITY for all 4 High Schools with CHOICE of Letter Grade Option

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 |
| Math 10th | B | 5 | 3 |
| Chemistry | B | 5 | 3 |
| ASB 10th | A | 5 | 4 |
| AP Studio Art | A | 5 | 5 |
| Spanish I | B | 5 | 3 |
| AP World Hist | A | 5 | 5 |
| H English 10th | A | 5 | 4 |
| Math 10th | B | 5 | 3 |
| Chemistry | B | 5 | 3 |
| ASB 10th | A | 5 | 4 |
| AP Studio Art | B | 5 | 4 |
| Spanish I | B | 5 | 3 |
| AP World Hist | B | 5 | 4 |

70 260 3.714 GPA 10th Grade

| 11th Grade | Units | Grade | Points |
|-----------------|-------|-------|--------|
| AP English 11th | A | 5 | 5 |
| Math 11th | B | 5 | 3 |
| AP Psy | A | 5 | 5 |
| Physics | A | 5 | 4 |
| ASB 11th | A | 5 | 4 |
| IB Art | A | 5 | 5 |
| Spanish III | A | 5 | 4 |
| AP US Hist | A | 5 | 5 |
| AP English 11th | A | 5 | 5 |
| Math 11th | B | 5 | 3 |
| AP Psy | A | 5 | 5 |
| Physics | A | 5 | 4 |
| ASB 11th | A | 5 | 4 |
| IBArt | A | 5 | 5 |
| Spanish III | A | 5 | 4 |
| AP US Hist | A | 5 | 5 |

80 350 4.375 GPA 11th Grade

150 610 4.067 Overall GPA

| 10th Grade | Units | Grade | Points |
|----------------|-------|-------|--------|
| H English 10th | A | 5 | 4 |
| Math 10th | B | 5 | 3 |
| Chemistry | B | 5 | 3 |
| ASB 10th | A | 5 | 4 |
| H English 10th | A | 5 | 4 |
| Math 10th | B | 5 | 3 |
| Chemistry | B | 5 | 3 |
| ASB 10th | A | 5 | 4 |
| AP Studio Art | A | 5 | 5 |
| Spanish I | B | 5 | 3 |
| AP World Hist | A | 5 | 5 |
| Elective 8th | NA | 0 | 0 |
| AP Studio Art | B | 5 | 4 |
| Spanish I | B | 5 | 3 |
| AP World Hist | B | 5 | 4 |
| Elective 8th | NA | 0 | 0 |

70 260 3.714 GPA 10th Grade

| 11th Grade | Units | Grade | Points |
|-----------------|-------|-------|--------|
| AP English 11th | A | 5 | 5 |
| Math 11th | B | 5 | 3 |
| AP Psy | A | 5 | 5 |
| Physics | A | 5 | 4 |
| AP English 11th | A | 5 | 5 |
| Math 11th | B | 5 | 3 |
| AP Psy | A | 5 | 5 |
| Physics | A | 5 | 4 |
| ASB 11th | A | 5 | 4 |
| IB Art | A | 5 | 5 |
| Spanish III | A | 5 | 4 |
| AP US Hist | A | 5 | 5 |
| ASB 11th | A | 5 | 4 |
| IBArt | A | 5 | 5 |
| Spanish III | A | 5 | 4 |
| AP US Hist | A | 5 | 5 |

80 350 4.375 GPA 11th Grade

150 610 4.067 Overall GPA

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)

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

San Diego County Districts:

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 | |
| <u>Bonsall</u> | 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 Harmless | 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/NP | 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

| 10th Grade | Units | Grade | Points | 10th Grade | Units | Grade | Points | 10th Grade | Units | Grade | Points |
|-----------------------------|-------|-------|--------|-----------------------------|-------|-------|--------|-----------------------------|-------|-------|--------|
| H English 10th | C 5 | 2 | 10 1st | H English 10th | C 5 | 2 | 10 1st | H English 10th | C 5 | 2 | 10 1st |
| Math 10th | B 5 | 3 | 15 1st | Math 10th | B 5 | 3 | 15 1st | Math 10th | B 5 | 3 | 15 1st |
| Chemistry | B 5 | 3 | 15 1st | Chemistry | B 5 | 3 | 15 1st | Chemistry | B 5 | 3 | 15 1st |
| ASB 10th | B 5 | 3 | 15 1st | ASB 10th | B 5 | 3 | 15 1st | ASB 10th | B 5 | 3 | 15 1st |
| Art | B 5 | 3 | 15 1st | Art | B 5 | 3 | 15 1st | Art | B 5 | 3 | 15 1st |
| Spanish II | C 5 | 2 | 10 1st | Spanish II | C 5 | 2 | 10 1st | Spanish II | C 5 | 2 | 10 1st |
| World History | B 5 | 3 | 15 1st | World History | B 5 | 3 | 15 1st | World History | B 5 | 3 | 15 1st |
| H English 10th | B 5 | 3 | 15 2nd | H English 10th | B 5 | 3 | 15 2nd | H English 10th | B 5 | 3 | 15 2nd |
| Math 10th | C 5 | 2 | 10 2nd | Math 10th | C 5 | 2 | 10 2nd | Math 10th | C 5 | 2 | 10 2nd |
| Chemistry | C 5 | 2 | 10 2nd | Chemistry | C 5 | 2 | 10 2nd | Chemistry | C 5 | 2 | 10 2nd |
| ASB 10th | B 5 | 3 | 15 2nd | ASB 10th | B 5 | 3 | 15 2nd | ASB 10th | B 5 | 3 | 15 2nd |
| AP Studio Art | B 5 | 4 | 20 2nd | AP Studio Art | B 5 | 4 | 20 2nd | AP Studio Art | B 5 | 4 | 20 2nd |
| Spanish II | C 5 | 2 | 10 2nd | Spanish II | C 5 | 2 | 10 2nd | Spanish II | C 5 | 2 | 10 2nd |
| World History | B 5 | 3 | 15 2nd | World History | B 5 | 3 | 15 2nd | World History | B 5 | 3 | 15 2nd |
| 70 190 2.714 GPA 10th Grade | | | | 70 190 2.714 GPA 10th Grade | | | | 70 190 2.714 GPA 10th Grade | | | |
| 11th Grade | Units | Grade | Points | 11th Grade | Units | Grade | Points | 11th Grade | Units | Grade | Points |
| English | C 5 | 2 | 10 1st | English | C 5 | 2 | 10 1st | English | C 5 | 2 | 10 1st |
| Math 11th | B 5 | 3 | 15 1st | Math 11th | B 5 | 3 | 15 1st | Math 11th | B 5 | 3 | 15 1st |
| AP Psy | B 5 | 4 | 20 1st | AP Psy | B 5 | 4 | 20 1st | AP Psy | B 5 | 4 | 20 1st |
| AP Enviro | B 5 | 4 | 20 1st | AP Enviro | B 5 | 4 | 20 1st | AP Enviro | B 5 | 4 | 20 1st |
| ASB 11th | B 5 | 3 | 15 1st | ASB 11th | B 5 | 3 | 15 1st | ASB 11th | B 5 | 3 | 15 1st |
| IB Art | B 5 | 4 | 20 1st | IB Art | B 5 | 4 | 20 1st | IB Art | B 5 | 4 | 20 1st |
| Spanish III | B 5 | 3 | 15 1st | Spanish III | B 5 | 3 | 15 1st | Spanish III | B 5 | 3 | 15 1st |
| US History | B 5 | 3 | 15 1st | US History | B 5 | 3 | 15 1st | US History | B 5 | 3 | 15 1st |
| English | A 5 | 4 | 20 2nd | English | Cr 5 | 0 | 0 2nd | English | Cr 5 | 0 | 0 2nd |
| Math 11th | B 5 | 3 | 15 2nd | Math 11th | Cr 5 | 0 | 0 2nd | Math 11th | Cr 5 | 0 | 0 2nd |
| AP Psy | A 5 | 5 | 25 2nd | AP Psy | Cr 5 | 0 | 0 2nd | AP Psy | Cr 5 | 0 | 0 2nd |
| AP Enviro | B 5 | 4 | 20 2nd | AP Enviro | Cr 5 | 0 | 0 2nd | AP Enviro | Cr 5 | 0 | 0 2nd |
| ASB 11th | A 5 | 4 | 20 2nd | ASB 11th | Cr 5 | 0 | 0 2nd | ASB 11th | Cr 5 | 0 | 0 2nd |
| IB Art | A 5 | 5 | 25 2nd | IB Art | Cr 5 | 0 | 0 2nd | IB Art | Cr 5 | 0 | 0 2nd |
| Spanish III | A 5 | 4 | 20 2nd | Spanish III | Cr 5 | 0 | 0 2nd | Spanish III | Cr 5 | 0 | 0 2nd |
| US History | A 5 | 4 | 20 2nd | US History | Cr 5 | 0 | 0 2nd | US History | Cr 5 | 0 | 0 2nd |
| 80 295 3.688 GPA 11th Grade | | | | 80 295 3.688 GPA 11th Grade | | | | 80 320 2.909 Overall GPA | | | |
| 150 485 3.233 Overall GPA | | | | 150 320 2.909 Overall GPA | | | | | | | |

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

| 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 | | | | |
| 10th Grade | Units | Grade | Points | 10th Grade |
| H English 10th | B 5 | 3 | 15 1st | H English 10th |
| Math 10th | C 5 | 2 | 10 1st | Math 10th |
| Chemistry | C 5 | 2 | 10 1st | Chemistry |
| ASB 10th | C 5 | 2 | 10 1st | ASB 10th |
| Art | C 5 | 2 | 10 1st | Art |
| Spanish II | C 5 | 2 | 10 1st | Spanish II |
| World History | 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 | C 5 | 2 | 10 2nd | ASB 10th |
| AP Studio Art | C 5 | 2 | 10 2nd | AP Studio Art |
| Spanish II | B 5 | 3 | 15 2nd | Spanish II |
| World History | C 5 | 2 | 10 2nd | World History |
| 70 | 160 | 2.286 | GPA 10th Grade | 70 |
| 11th Grade | Units | Grade | Points | 11th Grade |
| English | C 5 | 2 | 10 1st | English |
| Math 11th | B 5 | 3 | 15 1st | Math 11th |
| Psychology | B 5 | 3 | 15 1st | Psychology |
| Physics | C 5 | 2 | 10 1st | Physics |
| ASB 11th | B 5 | 3 | 15 1st | ASB 11th |
| Journalism | B 5 | 3 | 15 1st | Journalism |
| Spanish III | B 5 | 3 | 15 1st | Spanish III |
| US History | C 5 | 2 | 10 1st | US History |
| English | B 5 | 3 | 15 2nd | English |
| Math 11th | B 5 | 3 | 15 2nd | Math 11th |
| Psychology | B 5 | 3 | 15 2nd | Psychology |
| Physics | B 5 | 3 | 15 2nd | Physics |
| ASB 11th | A 5 | 4 | 20 2nd | ASB 11th |
| Journalism | A 5 | 4 | 20 2nd | Journalism |
| Spanish III | A 5 | 4 | 20 2nd | Spanish III |
| US History | B 5 | 3 | 15 2nd | US History |
| 80 | 240 | 3.000 | GPA 11th Grade | 80 |
| 150 | 400 | 2.667 | Overall GPA | 150 |
| Student Receives Grades for 2nd Semester | | | | |

| 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 | | | | |
| 10th Grade | Units | Grade | Points | 10th Grade |
| H English 10th | B 5 | 3 | 15 1st | H English 10th |
| Math 10th | C 5 | 2 | 10 1st | Math 10th |
| Chemistry | C 5 | 2 | 10 1st | Chemistry |
| ASB 10th | C 5 | 2 | 10 1st | ASB 10th |
| Art | C 5 | 2 | 10 1st | Art |
| Spanish II | C 5 | 2 | 10 1st | Spanish II |
| World History | 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 | C 5 | 2 | 10 2nd | ASB 10th |
| AP Studio Art | C 5 | 2 | 10 2nd | AP Studio Art |
| Spanish II | B 5 | 3 | 15 2nd | Spanish II |
| World History | C 5 | 2 | 10 2nd | World History |
| 70 | 160 | 2.286 | GPA 10th Grade | 70 |
| 11th Grade | Units | Grade | Points | 11th Grade |
| English | C 5 | 2 | 10 1st | English |
| Math 11th | B 5 | 3 | 15 1st | Math 11th |
| Psychology | B 5 | 3 | 15 1st | Psychology |
| Physics | C 5 | 2 | 10 1st | Physics |
| ASB 11th | B 5 | 3 | 15 1st | ASB 11th |
| Journalism | B 5 | 3 | 15 1st | Journalism |
| Spanish III | B 5 | 3 | 15 1st | Spanish III |
| US History | C 5 | 2 | 10 1st | US History |
| English | Cr 5 | 0 | 0 2nd | English |
| Math 11th | Cr 5 | 0 | 0 2nd | Math 11th |
| Psychology | Cr 5 | 0 | 0 2nd | Psychology |
| Physics | Cr 5 | 0 | 0 2nd | Physics |
| ASB 11th | Cr 5 | 0 | 0 2nd | ASB 11th |
| Journalism | Cr 5 | 0 | 0 2nd | Journalism |
| Spanish III | Cr 5 | 0 | 0 2nd | Spanish III |
| US History | Cr 5 | 0 | 0 2nd | US History |
| 80 | 240 | 3.000 | GPA 11th Grade | 80 |
| 150 | 400 | 2.667 | Overall GPA | 150 |
| Student Does Not Receive Grades for 2nd Semester | | | | 265 2.409 Overall GPA |
| Student Does Not Receive Grades for 2nd Semester | | | | |

- 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

Student Does Not Receive Grades for 2nd Semester

What is the Harm in Having CHOICE?

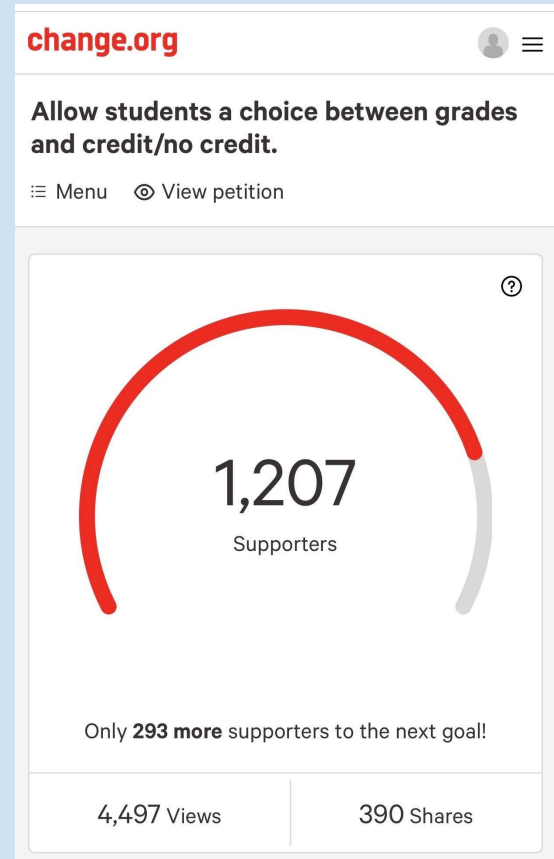
- **No extra burden.** No extra burden on teachers since they are already recording grades. Aeries portal shows grades through April 3rd for all schools and continues to report grades.
- **Recognizes students' work.** A choice honors students who have worked hard towards academic success prior to closure 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

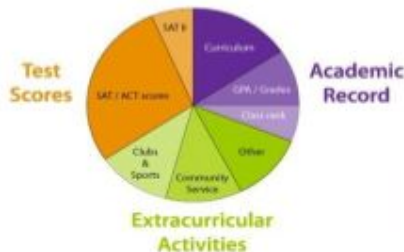
What Happens if Distance Learning Continues in the Fall?

- 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 | ✓ |
| Curriculum (Honors, AP, IB opportunities not the same at all high schools) | ? |
| Community Service | ✓ |
| GPA | ✓ |
| Class Rank | X |
| Clubs/Sports | ✓ |
| Other-Essay/Family Circumstance, Special talent | ✓ |

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 | ✓ |
| Class Rank | X |
| Clubs/Sports | ? |
| Other-Essay/Family Circumstance, Special talent | ✓ |

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 4th quarter and the 2nd 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

| <u>District</u> | <u>C/NC</u> | <u>Grades</u> | <u># HS in District</u> | |
|-----------------|-------------|---------------|-------------------------|---|
| 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 | *El Camino (Semester), *Oceanside (Semester) |
| 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 | *La Costa Canyon (Semester) , *Torrey Pines (Semester), Sunset (Semester) , 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), *Rancho Buena Vista (Semester), *Vista (Semester) |

of C/NC 17 21.79%

of Grades 61 78.21%

Total Trad HS 78

*** 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%.**

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-g 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.

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 iversity 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 whay 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 is accepting weighted grades

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



Cornell University
410 Thurston Ave.
Ithaca, NY 14850
607.255.5242

"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,


Geester 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.

-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.

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."

Office of Undergraduate Admissions
University of Notre Dame

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,



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

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

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

Highly competitive

admissions@mit.edu



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

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-Pro 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/>

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-Pro 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

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 do 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?

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]
[REDACTED]
[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 share 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 access our [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

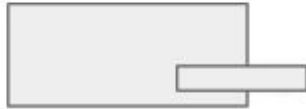
Sage Creek High School

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

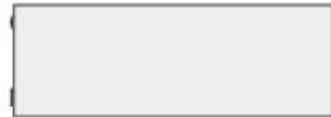


Dear



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.



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.

[REDACTED] 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 3rd quarter, meaning they could bring up their grades during 4th 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.