



ADMINISTRATIVE PROCEDURE

CATEGORY: **Instruction, Academic Achievement**

SUBJECT: **Progress Reporting, K-6**

A. PURPOSE AND SCOPE

1. To outline administrative procedures for reporting progress of elementary school students.

2. **Related Procedures:**

Cumulative record keeping, K-6	6505
Individuals with exceptional needs	4230
Length of K-6 school day	4022
Release of directory-type student information	6525
Transfer and withdrawal, K-6	6145

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policy: F-7000, F-7100, F7120; Education Code Sections 49066, 49067, 49076; California Code of Regulations Sections 430, 432.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Office of Accountability.

2. **Reporting Policies**

a. **The purposes of reporting student progress** are to evaluate, guide, and facilitate the learner's academic, social, emotional, and physical development through communication between student, teacher, and parents/guardians, and to strengthen relationships between school and home.

b. **Reports** of student progress shall include both scholarship and citizenship.

c. **Issuance of reports.** Parents/guardians are eligible under current law to receive grade reports on children. If a parent not having custody requests a report, a duplicate may be issued directly to that parent. (See Procedure 6525 on release of student information.)

d. **Three reports yearly.** Reports of student progress are sent to parents/guardians three times a year. One or more report can be used in conjunction with a parent/teacher conference.

- e. **Dates of reports.** Dates of reporting periods are established each year by the Office of Accountability.
 - f. **Parent/guardian notification.** The principal is responsible for notifying parents/guardians when student progress reports may be expected.
 - g. **Reporting unsatisfactory progress.** A report of unsatisfactory progress shall be issued to a parent/guardian whenever it becomes evident to a teacher that the student is in danger of failing in one or more subjects. Notification may be in the form of a request for a conference or of a written report. Refusal of a parent/guardian to attend a conference or to respond to a written report shall not preclude failing the student at the end of the grading period. (Education Code Section 49067)
 - h. **Review by principal.** The principal may review student progress reports before they are issued to parents/guardians. Teachers shall make pertinent parents'/guardians' comments available to the principal as reports are returned to school.
 - i. **Parent conferences,** except in emergencies, shall be scheduled when the teacher is not supervising students.
3. **Parent-Teacher Conferences for Reporting Student Progress.** Up to four minimum-day schedules for students are available to schools for teachers to hold parent conferences associated with student progress reporting. These days may be used at the end of the first or second report period or may be divided between the first and second report periods. All parents/guardians in participating schools should be offered an opportunity for a parent-teacher conference. The conference-day schedule shall include serving of lunch prior to dismissal of students (see Procedure 4022 for length of minimum day).
 4. **Special Education Classes.** *An annual IEP review* on every student includes school adjustment, academic progress, specific needs, and program recommendation. This is in addition to the pupil progress reporting noted above (see Procedure 4230).
 5. **Home Visits by Teachers.** Many parents/guardians welcome home visits by teachers; appointments in advance are recommended. Teachers may use this opportunity to become better acquainted with parents/guardians, discuss student progress, and interpret the school program.

D. IMPLEMENTATION

1. **Teacher** makes evaluations based on guidelines outlined in C.2., C.3., and C.4. Messages to parents/guardians should be carefully written so as to maintain desirable public relations, and where possible, in a language understandable by parents/guardians. Teachers may confer with principal before sending messages regarding poor behavior or unsatisfactory

achievement. Such notices should be made early enough to give students opportunity to improve before unsatisfactory grades are given.

2. **Schools send progress reports home** during each of three reporting periods. The final progress report is sent on last day of school and shall include a statement of promotion or retention for the next year. A room assignment for the next school year may be made on the last report or delayed until fall. In the event a student has received a progress report for the current reporting period and then transfers to a new school that has not yet ended the same reporting period, the receiving school is not responsible for reporting progress until the end of the next reporting period for its school.

E. FORMS AND AUXILIARY REFERENCES

1. Course of Study, K–12, available online at www.sandi.net/page/1606.

F. REPORTS AND RECORDS

1. **Pupil progress report.** The *original* is retained by the parent/guardian at each reporting period; *duplicates* are retained by the teacher or placed in office files. Annual reports are retained in a student's permanent folder. Normally it will be the third cumulative report that will be retained. When a student transfers out before the end of the school year, the most recent report is to be retained.

G. APPROVED BY



General Counsel, Legal Services
As to form and legality

H. ISSUED BY



Chief of Staff