

Equitable Grading in LBUSD

February 20, 2024



lbschools.net/secondary

Excellence & Equity

Our purpose is to share the journey and comprehensive input in the design of an equity-aligned grading policy in the LBUUSD.



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Excellence and Equity Policy



LBUSD acknowledges that institutional, historical and systemic harms have contributed to disparities in student growth, social-emotional experiences, disciplinary actions, retention, academic achievement, graduation rates, A through G course completion, and an overrepresentation of BIPOC students in Special Education within LBUSD and school districts across the country. As a large educational system, we are responsible for and committed to identifying and rectifying any harmful institutional, historical, or systemic practices.

LONG BEACH UNIFIED SCHOOL DISTRICT

Book	Policy Manual
Section	Article D - Philosophy, Goals, Objectives and Comprehensive Plans
Title	Excellence and Equity
Code	D415
Status	Active
Adopted	December 1, 2021

Excellence and Equity

Definition of Equity in LBUSD:

Equity in LBUSD means that we will take action to end systemic racism and discrimination that harms students because of their race, culture, disability, economic description, immigration status, gender identification, and/or sexual orientation. If LBUSD is acting upon this definition, then the descriptors listed above will not be predictors of success or failure in our system. Equity in LBUSD also means that we center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience to all students.

Equity Policy:

The purpose of this policy is to establish a common foundation of equity that will be implemented throughout LBUSD. As an organization, we recognize and acknowledge our differences and we commit to authentic, continuous improvement. By design, this policy will establish a standard of humanity, compassion, sensitivity and respect as related to accessibility and care with high expectations for all staff, students, and families. Full implementation of this policy includes celebrating student's unique identities to include race, ethnicity, socio-economic status, disability, language background, foster youth, immigrant children, neurodiversity, religious beliefs, gender identification and/or sexual orientation.

As we center equity, it is important that we also hold responsibility for the ways in which K-12 educational institutions have participated or collaborated in the systemic oppression of BIPOC students and those with disabilities. This policy creates a path forward through informed professional development and a focus on identifying and dismantling practices endemic throughout American society, including large urban school districts like LBUSD, that are racist, oppressive, and exclusive for specific individuals or groups of students. While this policy reflects our district values, it is designed with the recognition that our work around equity will be guided by the data that we gain through continued engagement with students and families. LBUSD commits to evolving as professional development continues.

Furthermore, as the deep work of anti-racism uncovers harmful biases not yet realized, we will grow as a system to meet the needs of our students. This policy reflects this moment in time. Adjustments will occur as needed as we learn more, analyze data differently, and make strides as a unified system. We view this document as a starting point and we expect to update this policy on an annual basis as we evolve in future work around equity.

Commitment to Equity as Defined Above:

LBUSD celebrates the unique gifts and cultural experiences that our students bring to school. In our schools, students shall be nurtured and treated with respect. All staff commit to practices that achieve excellence and equity in educational experiences for all students. Additionally, we commit to analyzing historical patterns of data through an equity lens to improve the experience of students who have not been served well in our system.

As we develop our own cultural competence, LBUSD will create an environment in which students' identities build connectedness to one another and honor individual's experiences. As a district, our ultimate goal is to produce graduates who become "college and career ready" (LBUSD Graduate Profile, 2018). We understand our students' success is a collaboration between home and school thus we aim to support all parents, families, and caregivers to eliminate any

Facilitators

- Salvador Madrigal
- Eddie Cruz
- Vanitha Chandrasekhar



LBUSD UNIFORM GRADING AND REPORTING POLICY – GRADES 6–12

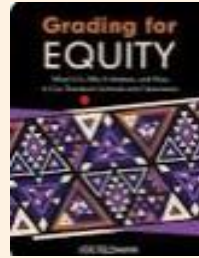
Board members will gain an understanding of the process and timeline in the development of the proposed LBUSD Grading Policy.

Three Secondary Teachers on Equitable Grading



Book Study -2023-2024

Grading for Equity, by Joe Feldman
15 Administrators and 80 Teachers



2022-2023

June 2023

Fall 2023/
Winter 2024

February
20th, 2024

March 20th,
2024

Focus Groups

- Teachers
- Students
- Admin
- Counselors
- Parents

Equitable
Grading-Teacher
Survey

Draft of Grading
Policy Teacher Focus
Group

Present Draft
Grading Policy during
Board Workshop

Submitted to Board
for final approval

Next Steps – Rollout and PD for teachers, including communication to parents and students.

Equitable Grading Policy Facilitators

2022 - 2023	2023 - 2024
<ul style="list-style-type: none">● Becky Afghani - OCIPD● Chris Brown - Research● Vanitha Chandrasekhar - Research● Jennifer Crockett - OCIPD● Esther Deth - OCIPD● Jodi Fender - Research● Victoria Flores - Research● Kevin Shillito - Research● Renee Shipman - OCIPD● Missy Sykes - Research	<ul style="list-style-type: none">● Salvador Madrigal - Secondary Office● Eddie Cruz - Secondary Office● Vanitha Chandrasekhar - Research

2022-2024 School Year

Focus Groups	# of Sessions	Group Description
Students	12	Bancroft, Jefferson, Lindbergh, Robinson, Rogers, Stephens, Cabrillo, CAMS, Jordan, Millikan, Renaissance, Wilson, & RSVP Student Advisory Committee
Parents	8	CAC, DCAC, DELAC, EONA, Parent Connection, BSI and Sankofa Parent Village
Teachers	9	6 initial sessions– All schools invited to send teachers 1 final session in May 2023
Administrators/TK-12 Collab	5	Secondary Administrators, Members of TK-12 Collaborative
Counselors	2	MS/K-8 and HS Head Counselors

Student Focus Groups

Board of Education

Student Board Member-Axel Aguilar

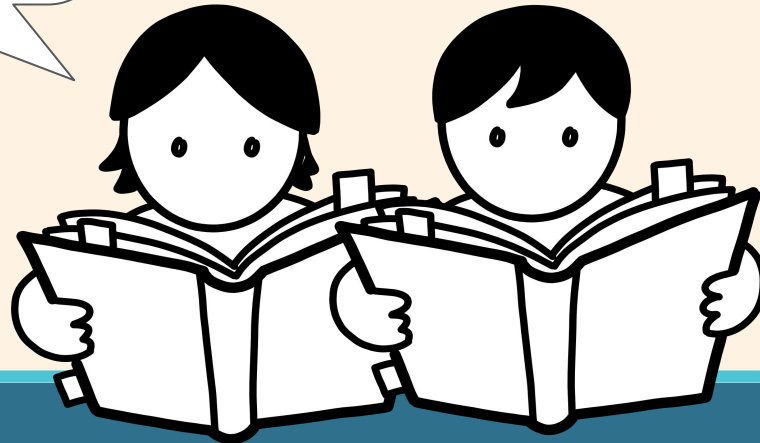
Student Focus Groups

District 1 <i>Board Member</i> <i>Maria Isabel Lopez</i>	District 2 <i>Board Member</i> <i>Erik Miller</i>	District 3 <i>Board Member</i> <i>Dr. Juan Benitez</i>	District 4 <i>BOE Vice President</i> <i>Douglas Otto</i>	District 5 <i>BOE President</i> <i>Diana Craighead</i>
<u>Middle School/K-8</u> Hamilton Hughes Lindbergh Lindsey Powell (K-8)	<u>Middle School/K-8</u> Nelson Robinson (K-8) Stephens Washington	<u>Middle School/K-8</u> Franklin	<u>Middle School/K-8</u> Avalon Jefferson Rogers Stanford Tincher (K-8)	<u>Middle School/K-8</u> Bancroft Cubberley (K-8) Hoover Keller Marshall Newcomb (K-8)
<u>High School</u> Jordan	<u>High School</u> Browning Cabrillo CAMS Poly	<u>High School</u> Renaissance	<u>High School</u> Avalon Sato Wilson	<u>High School</u> Lakewood McBride Millikan Reid Other: LBSA



Teachers should give opportunities for students to learn from their mistakes...this will help us in the real world.

When students cannot learn from mistakes, it conditions them to take less risks...that is highly detrimental to their psyche.



Student Voice



Grades *should* represent student mastery.

Some students noted grades seem subjective and represent compliancy, student effort, the ability to memorize information, and teacher efficacy, but not mastery.

Grading inconsistencies exist across classes, including identical courses:

- Scaled vs. Traditional/ Weighting
- Retake/Resubmission Policies
- Late/Missing Work Policies
- Assessments– Tests not consistently aligned to instruction



Student Voice

- Difficult to make up work and keep up with current assignments
- Late work is not a teacher grading priority
- Grades are a source of student stress and anxiety– lowers self-esteem; students feel they are defined by grades; impacts how people view students; inability to retake assessments leads to stress and anxiety; *Stress impacts student mental health*
- Missing Work– Some students work part-time, have family responsibilities (taking care of younger siblings, etc.) or are involved in extracurricular activities

Parent Focus Groups



Grading policies in general are inconsistent and vary from class to class and school to school.

A lot of teachers give more percentages for exams. Some children are hands on and get stressed for exams

Not bringing homework home is amazing. Home is time for family. Homework is tough.





Parents – Common Themes

- Policies should be consistent across all classes, subjects and schools.
- No penalty for late work – sometimes students struggle with turning assignments in on time.
- Syllabus needs to be clear about what students should be doing and how they are graded.
- Grades should be consistent – A in one class should be the same in other classes.
- Sometimes students come home late and have other commitments – sports, work. They should not be penalized for not completing homework.

Teacher Focus Groups



How do we make sure kids in the same school, same building, same district are being held at the same standard as the next door teacher who teaches the same thing? I think that is a big issue, as well..



I'm really happy we are having this conversation because we all know we're all doing it differently and I think this is a big equity issue across the district if we're all dealing with this complex issue in different ways. So, I'm glad that we starting to have conversations on finding answers to how to make it more equitable and how to streamline all these complexities.



Themes



- Purpose of Grading– show student knowledge/mastery & provide feedback.
- Consistency– most teachers communicated the need for consistency across similar courses and within departments.
- Missing/Late Work: Most teachers who participated in our focus groups accepted missing work (or late work) until the end of the semester, with no penalty.
- Assessments– most indicated they allow retakes and resubmission (without penalty), but policies varied. Some inputted the highest score into their gradebook, while a few indicated the highest score a student could earn on a retake was a 60% or 70%;
- Zeroes– Majority of teachers assign zeroes if work is not submitted. A few indicated zeroes are assigned if students cheat on an assignment. Rather, the lowest score a student can receive is a 5 out of 10, 2.5 out of 5, or 50% (50% is still an F).

Book Study/Focus Group

K8/Middle School Book Study Group

BROOKE HOGAN-PRIMOUS	Cubberley
DEVONNE BALLEW	Franklin
JAMIE BUFFEHR	Franklin
SHERWIN PARKER	Franklin
GWENELLE WARREN	Hamilton
MELISSA GARRIDO	Hoover
JESSICA KANE	Hoover
GLENNA KEVORKIAN	Hughes
DAVID MICHAELS	Hughes
SHANNON MCCABE	Jefferson
CARINA RODRIGUEZ	Jefferson
KIMBERLY LIZANO	Keller
STACIE CARDENA	Lindbergh
JOANNA ALVAREZ	Lindsey
SHAUNA HUTCHINSON	Lindsey
JENNIFER ROMERO LULE	Lindsey
JUAN ALVAREZ	Marshall
CHRISTINE KIM	Marshall
EDWARD STEINHAUSER	Marshall

WENDY HANSEN	Nelson
RONDA PIEPMEYER	Nelson
MARCI SHEETS	Nelson
ALYSON AL-MULLA	Newcomb
FRANCES FINLEY	OCIPD
IFEYINWA LADIUME	Powell
REBECCA NGO	Robinson
MELICIA ORANTES	Robinson
JENNIFER SANTO	Rogers
ERIN VAUGHN	Rogers
DARRON EVANS	Stephens
JACOBO GONZALEZ	Stephens
ROSALIND MICKELS-MILLER	Stephens
TIFFANY WILE	Stephens
KEVIN ALLEN	Tincher
ERIK	Washington
CHRISTY	Washington
PEDRO VALLE	Washington
DAVY YAP	Washington

High School Book Study Group

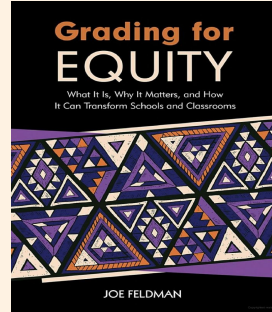
LISANN FRANCISCO	Avalon
MELINDA RAPPE	Browning
JANET CARRILLO	Cabrillo
ANDREW HUIZAR	Cabrillo
DEVON'TE JAMESON	Cabrillo
MY NGOC NGUYEN	Cabrillo
NANCY BROWN	CAMS
RENEE BROWN	CAMS
GINA BOWLEY-BLAIR	Jordan
LINDA BUENO-ALAWAHL	Jordan
PATRICIA HINKSON	Jordan
RACQUEL WELCH-KITCHEN	Jordan
CHRISTINA BOGGAN	Lakewood
EDUARDO CATALAN-OLIVARES	Lakewood
CORRIN HICKEY	Lakewood
WENDY ILI	Lakewood
DANIELLE RINIOLO	Lakewood
RACHEL THRON	Lakewood
SASHYA TULLO	Lakewood
ANJELICA ADAMS	Millikan
SEAN GENOVESE	Millikan

KATHRYN PIRCHER	Millikan
ANTHONY THOMAS	Millikan
GILLIAN WALDENFELS	Millikan
BERENICE AYALA	Poly
KELSEY HUTCHISON	Poly
DANIELLE SAWYER	Poly
SARAH SCHOL	Poly
JULIE SPARKS	Poly
BEATRIZ VELAZQUEZ	Poly
SHANNON WILLIAMS-YOUNG	Poly
RYAN BYRNE	Renaissance
ROSA VARGAS	Renaissance
TANIA OVALLE-PEREZ	SATO
JOSHUA BARNES	Wilson
DIANA COHN	Wilson
CHRISTINE COMBS	Wilson
WHITNEY GARDNER	Wilson
SAMANTHA MCCARTHY-LURIE	Wilson
NICHOLAS MEDINA	Wilson
HALLY WINTERS-SAINI	Wilson

Book Study Dates and Chapter Readings

Middle School

3:30–5:00 pm



High School

4:15–5:45 pm

✓ November 14th – Chapters 7–8 (Browning)

✓ December 12th – Chapters 9–10 (Browning)

February 21st – Chapters 11–12 (Browning)

March 12th – Chapters 13–14 (Browning)

✓ November 15th – Chapters 7–8 (Browning)

✓ December 13th – Chapters 9–10 (Browning)

February 28th – Chapters 11–12 (Browning)

March 26th – Chapters 13–14 (Browning)

Grading Policy Focus Group

Goal: Highlight Student, Parent and Staff voice in preparation for Board Policy adoption

- 6 volunteers from Middle School
- 6 volunteers from High School
- Representation from each District area
- Focus Group Meetings
 - ✓ December 4th, 2023
 - ✓ February 5th, 2024
 - April 11th, 2024

Board of Education

*Student Board Member–Axel Aguilar

Grading Policy Teacher Focus Group

District 1 <i>Board Member</i> <i>Maria Isabel Lopez</i>	District 2 <i>Board Member</i> <i>Erik Miller</i>	District 3 <i>Board Member</i> <i>Dr. Juan Benitez</i>	District 4 <i>BOE Vice President</i> <i>Douglas Otto</i>	District 5 <i>BOE President</i> <i>Diana Craighead</i>
MS/K-8: Hamilton, Lindsey, Gwennelle Warren Stacie Cardena	MS/K-8: Stephens, Jacob Gonzalez	MS/K-8: Franklin DeVonne Ballew	MS/K-8: Jefferson, Tincher Kevin Allen Shannon McCabe	MS/K-8:
HS Jordan Gina Bowley	HS Cabrillo, CAMS, Andrew Huizar Renee Brown	HS	HS Sato, Tania Ovalle-Perez	HS Lakewood, Corrin Hickey Eduardo Catalan

What's next?

February 20	Present Grading Policy to the Board of Education during Board Workshop
March 6	Grading Policy Board Informational Item
March 20	Grading Policy goes to Board of Education for Approval
March 29	MMS to release Staff Grading Policy Video for Administrators to preview and begin preparation to share with Staff
April	MMS to create Student and Parent Grading Policy Videos
April / May	Grading Policy implementation plans during Staff Meeting in preparation for the 2024 - 2025 school year
June / August	Minimum Day Staff PD and Beginning of Year PD Day used to implement Grading Policy



Thank You!



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