

Equitable Grading in LBUSD

February 5, 2025



**RESEARCH
& STUDENT OUTCOMES**
LONG BEACH UNIFIED SCHOOL DISTRICT



**SECONDARY
SCHOOLS**
MIDDLE SCHOOL • HIGH SCHOOL
LONG BEACH UNIFIED SCHOOL DISTRICT



OFFICE OF
**CURRICULUM, INSTRUCTION &
PROFESSIONAL DEVELOPMENT**
LONG BEACH UNIFIED SCHOOL DISTRICT



Our purpose is to provide an update to the implementation of the Equitable Grading and Reporting Policy approved by the LBUSD Board of Education on March 20, 2024.

Board Policy 5121: Grades/Evaluation of Student Achievement

- Establishes expectations aligned to Excellence and Equity Policy and CA Ed Code

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The Grading Policy Journey

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.



Book	Policy Manual
Section	Article G - Philosophy, Goals, Objectives and Comprehensive Plans
Title	Excellence and Equity
Code	O415
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.

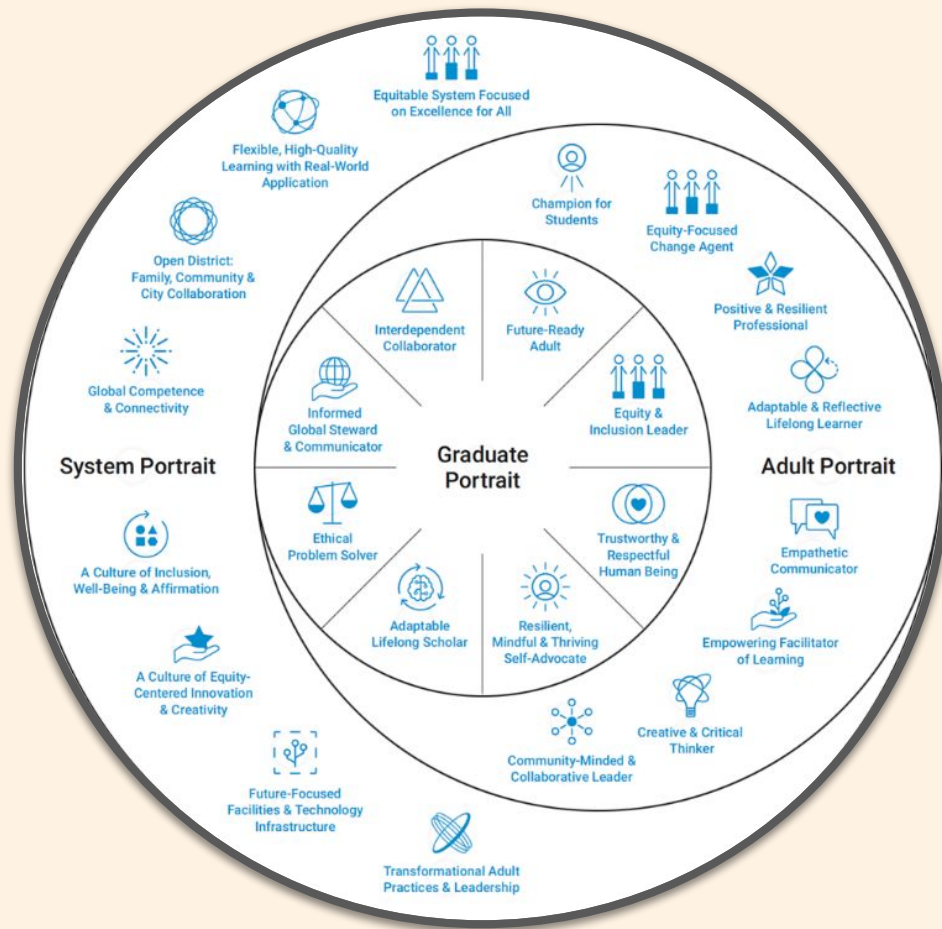
Commitment to Equity as Defined Above:

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



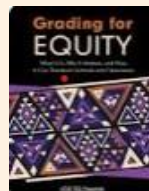
Vision 2035





Book Study - Summer, Fall, Spring

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



2022-2023

June 2023

Fall 2023/
Winter 2024

February
20, 2024

March 20,
2024

April 2024

May 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

MMS Staff
Grading Policy
Video for
Administrators

Grading Policy
implementation
plans for Staff
Meeting
Grading Policy
Staff Video

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

Teacher Participants in Equitable Grading Policy

Group	Description	Number of Teachers	Dates
Teacher Focus Groups	Zoom meetings with teacher groups to gather input on current grading practices, challenges and areas of need.	35 attended from grades 6-12	January - February 2023
Draft Grading Policy Feedback Group	Draft of the Grading Policy was shared with participating teachers for feedback.	19 teachers attended and gave input	May 23, 2023
Equitable Grading Survey	Survey sent through myPD to all secondary teachers to gather input on guiding grading policy.	556 teachers responded	May - June 2023
Equitable Grading Book Study August 2023- March 2024	Interest Form sent through myPD to all secondary teachers to participate in Book Study.	138 respondents <i>85 teachers selected</i>	May 2023
Equitable Grading Policy Focus Group	Teachers from the Book Study group volunteered to be part of the Focus Group to provide input on the actual draft policy to help finalize key grading practices.	12 teachers	December 2023 - April 2024

22 - 24 Stakeholder Focus Groups

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

23 - 24 Teacher Focus Group

District 1	District 2	District 3	District 4	District 5
Board Member <i>Maria Isabel Lopez</i>	Board Member <i>Erik Miller</i>	Board Member <i>Dr. Juan Benitez</i>	BOE Vice President <i>Douglas Otto</i>	BOE President <i>Diana Craighead</i>
MS/K-8: Hamilton, Hughes, Lindbergh, Lindsey, Powell (K-8)	MS/K-8: Nelson, Robinson (K-8), Stephens, Washington	MS/K-8: Franklin	MS/K-8: Avalon, Jefferson, Rogers, Stanford, Tincher (K-8)	MS/K-8: Bancroft, Cubberley (K-8), Hoover, Keller, Marshall, Newcomb (K-8)
Gwennelle Warren Stacie Cardena	Jacob Gonzalez	DeVonne Ballew	Kevin Allen Shannon McCabe	
HS: Jordan	HS: Browning, Cabrillo, CAMS, Poly	HS: Renaissance	HS: Avalon, Sato, Wilson Other: Buffum	HS: Lakewood, McBride, Millikan, Reid Other: LBSA
Gina Bowley	Andrew Huizar, Renee Brown		Tania Ovalle-Perez	Corrin Hickey, Eduardo Catalan



Key Themes of Uniform Grading and Reporting Guidelines

Communication: Course syllabus posted communicating departmental grading policies to students and parents.

Retakes and Revisions: Opportunities provided to demonstrate improved proficiency.

Late Work: Assignments accepted to document student learning and the grade shall be included in the grade book.

Make-Up Work: Full credit for satisfactory completion of assignment or assessment after absence.



Key Themes of Uniform Grading and Reporting Guidelines

Grading Design: Separating achievement grades from work habits to show learning versus grades based on behavior.

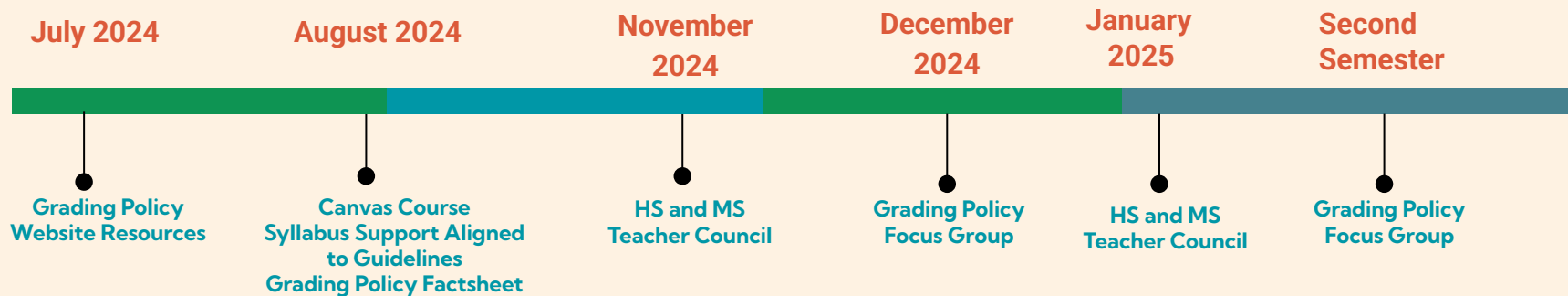
Grading Scales for Homework and Assignments: Changing the percentages so that the "F" is 50–59% makes the "F" mathematically equal to the power of the other letter grades.

Missing Assignments: At the end of each grading period, assignments that are still missing and can be scored at **45%** to separate them from assignments that were completed but demonstrate a lack of proficiency in the content standard or academic skill being measured.

District Actions Since March 20, 2024

Grading Policy

Date	Actions Taken April – August 2024
April	MMS released Staff Grading Policy Video for Administrators to preview and begin preparation to share with Staff. In addition, MMS created Student and Parent Grading Policy Videos.
April	Employee Relations meeting with TALB to address Union Concerns
April / May	Grading Policy implementation plans during Staff Meetings in preparation for the 2024 –25 school year
June / August	Minimum Day Staff PD and Beginning of Year PD Day used to support the implementation of the Grading Policy
August	Optional 2 hour paid PD for Secondary Teachers on Canvas Grading and Reporting implementation



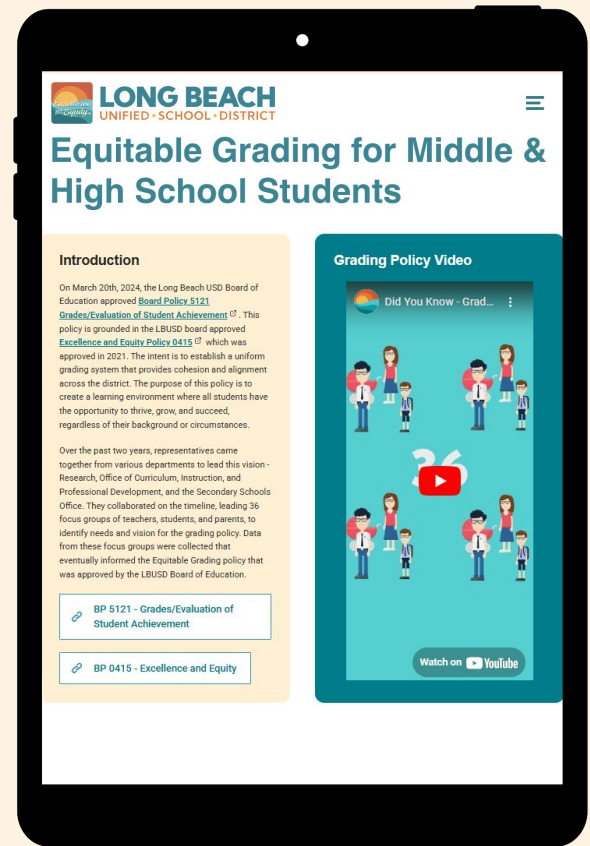
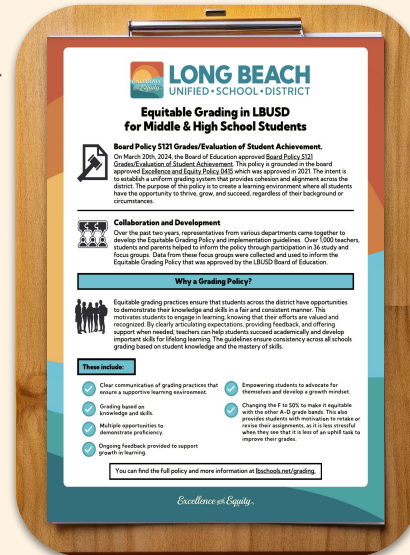
Next Steps – Synthesize Teacher Council/Focus Group Feedback and Provide Next Steps and Recommendations



Video

Resources

Click each image to view the resource.



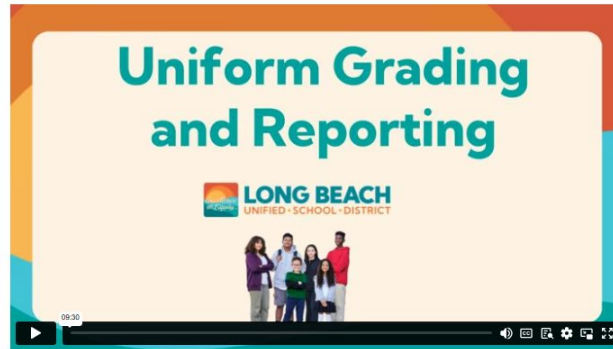
Website

Flyer



Uniform Grading and Reporting Practices in Canvas

On this site you will find Canvas resources for teachers and administrators that support the [LBUSD School Board's Equitable Grading Policy 5121](#) and the district's [Uniform Grading and Reporting Guidelines](#). Teachers will be provided resources to Canvas tools and settings that support student learning with communication of clear goals and expectations, as well as opportunities for feedback, leading to student success.



Using Canvas for Grading and Reporting – Summer 2024

Optional 2-hour paid course available to all Secondary teachers,
1586 enrolled – 964 completed (61%)

Feedback/Learnings

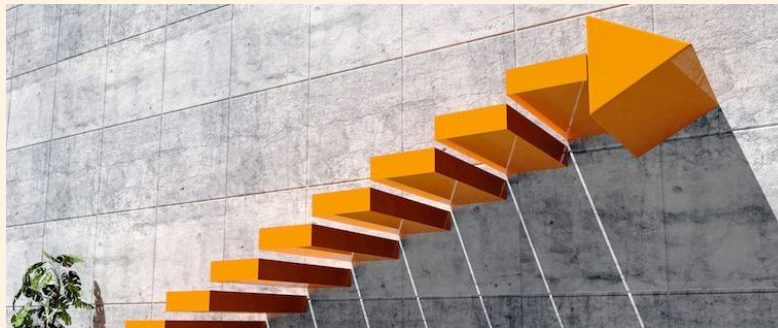
November 1, 2024 November 4, 2024	Teacher Zoom sessions to answer technical questions regarding Canvas and Q1 grade reporting	• Research Team • NBCT Teacher • Secondary Schools Office
November 13, 2024	MS and HS Teacher Council Meetings • Gather feedback from teachers to determine potential adjustments to the policy	• Secondary Schools Office
December 4, 2024	• Grading Policy Focus Group – teachers and principals • Analyze feedback from Teacher Council sessions	• Secondary Schools Office
January/February 2025	Principal/AP/VP trainings on using Canvas Admin features to support Equitable Grading Practices	• Secondary Schools Office • Research Team
January 2025	Department Zoom meetings	• OCIPD
January 30, 2025	MS and HS Teacher Council Meetings • Gather feedback from teachers to determine potential adjustments and clarifications to the grading guidelines	• Secondary Schools Office

Next Steps



Next Steps

- Grading clarifications will be sent to teachers
- Improve alignment across departments
- Continued training for Administrators
- Continued engagement with teachers
- Adjustments to Grading Guidelines for Second Semester and the 2025-2026 School Year



Thank You!



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