

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**Governing Board of the Los Angeles Unified School District**

**SPECIAL MEETING ORDER OF BUSINESS**

333 South Beaudry Avenue, Board Room

9 a.m., Tuesday, February 23, 2021

Board Members may participate by telephone or teleconference  
as allowed by California Executive Order N – 25 – 2  
which suspends specific provisions of the Open Meeting Laws.

**Roll Call**

**Pledge of Allegiance**

**Public Speaking**

**There will be a new process for addressing the Board at this meeting.**

**There will be no speakers or visitors allowed into the Board Room due to adherence to the Stay At Home directives.**

**Speakers must sign up in advance using the website.**

Individuals wishing to address the Board can sign up to specific items for action on this agenda using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>

The website will be open 24 hours before the meeting, at 9 a.m., Monday, February 22. Each item will allow for 7 speakers.

This is a Special Board Meeting. The Board of Education encourages public comment on the items for action on this agenda and all issues related to the school district. You may sign up to speak on line and call in during the meeting but please consider using our alternative methods. Commenters can email all Board Members at [boardmembers@lausd.net](mailto:boardmembers@lausd.net), or use the US Mail at 333 S. Beaudry Ave., Los Angeles, CA 90017, or leave a phone message at (213) 443-4472, or fax (213) 241-8953. Items received by 1 p.m. on Monday, February 22, 2021 will be distributed to all Board Members.

Speakers who have signed up on the Speaker Sign Up website for this meeting must:

1. Call 1-669-900-6833 and enter Meeting ID **810 1485 4528** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak. You can watch the meeting on the live video stream until your item comes before the Board. [Live Video Stream](http://lausd.granicus.com/MediaPlayer.php?publish_id=18)  
([http://lausd.granicus.com/MediaPlayer.php?publish\\_id=18](http://lausd.granicus.com/MediaPlayer.php?publish_id=18))

4. Callers will be identified based on their phone number. You will need to call in from the same phone number entered into the sign up form on the website. Callers will need to have their phone number ID displayed and may need to adjust their phone settings.
5. Callers will know to speak when receiving the signal that their phone has been removed from hold and/or unmuted. Callers will then press \*6 and be brought into the meeting.
6. You will have 3 minutes to speak.

Speakers to issues that are not one of the items on this agenda will need to use the alternative methods of contacting the Board indicated above.

**Please contact the Board Secretariat at 213-241-7002 if you have any questions.**

### **New Business for Action**

1. Board of Education Report No. 241 – 20/21  
Charter Schools Division  
(Approval of the Proposed Material Revision of the Charter for *Ánimo Jackie Robinson Charter High School to Increase Enrollment Capacity*) Recommends approval of the material revision of the charter for *Ánimo Jackie Robinson Charter High School*, located on a co-located facility at 3500 S. Hill Street, Los Angeles, CA 90007, to increase the enrollment capacity by 50 students, from 600 to 650.

### **Board Member Resolutions for Action**

2. Ms. Ortiz Franklin, Ms. Goldberg, Ms. Gonez - ~~Improving Racial Equity in College Readiness through Exploring~~ **Exploring** Mastery-Based Learning and ~~Equitable~~ Grading (Res-013-20/21) (Noticed February 09, 2021)

~~Whereas, Los Angeles Unified School District is committed to preparing all students to graduate with the academic, social and emotional skills necessary to thrive in post-secondary education including successful completion of A-G requirements;~~

~~Whereas, Nationwide, distance learning has exacerbated previously existing inequities in access to supportive learning environments and academic outcomes, particularly for Black, Latinx, Filipino and Indigenous students, emergent bilingual speakers, students with disabilities, foster youth and students experiencing homelessness;~~

~~Whereas, Learning environments are currently impacted by layers of personal and professional challenges to students, families, educators and school staff caused by both the global pandemic and historic, institutionalized racism, including, but not limited to, illness, death, stress, fear, anxiety, housing insecurity, unemployment, and absenteeism;~~

~~Whereas, The District has taken responsive, though tardily communicated, steps to support our students during COVID-19 and physical school closures, including no Fails in Spring 2020 and~~

~~encouraged extensions of incompletes for Fall 2020, indicating a need to revisit the established grading policies and communicate clear, consistent expectations;~~

Whereas, Nationwide, school districts are revisiting grading practices and social-emotional supports to respond to the shifting learning context as a result of distance learning and the ways in which traditional grading contributes to inequitable outcomes for historically marginalized students;

Whereas, Research, including but not limited to that cited in Joe Feldman's "Grading for Equity," indicates that traditional, behavior-oriented grading systems stifle growth mindsets, hide meaningful information and provide misleading information, invite conscious and unconscious biases, demotivate and disempower both students and educators;

Whereas, The District's Fall 2020 15-week report card showed double digit increases over the previous year in the number of D's and F's for high-need students including Black and Latinx students, English learners, students with disabilities, foster youth and students experiencing homelessness;

~~Whereas, As of January 2021, 42 percent of District high school students are on track for A-G UC/CSU eligibility, 28 percent of the class of 2021 is five or more classes off track, and both indicators demonstrate gaps across student groups based on race, language, disability, and whether students are foster youth or experiencing homelessness;~~

Whereas, The Governing Board of the Los Angeles Unified School District supports District educators in the use of grading and feedback practices that reflect standards-based proficiency and student learning, clearly communicating with students and families the distinct expectations of academics, work habits and cooperation marks;

Whereas, Mastery Learning and Grading is a growth mindset approach to teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support, and a wealth of academic literature and research supports the importance and effectiveness of implementing a mastery-based approach to teaching as a more accurate reflection of student learning and growth;

Whereas, The District currently has over 1,800 certified educators and 130 certified facilitators in Mastery Learning and Grading, waiting lists for professional development opportunities, and multiple courses for independent study on Schoology; and

Whereas, Becoming proficient in mastery-based learning and grading is a learning process for educators, families and students, and implementation must reflect and respect the learning of individuals and school communities; now, therefore, be it

~~Whereas, The District's secondary grading policies have not been revised since 2012 (homework and makeup work) and 2005 (marking practices and procedures); now, therefore, be it~~

Resolved, That the Governing Board of the Los Angeles Unified School District commits to achieving racial equity in college readiness for all students, especially for Black, Latinx, and Filipino students, emergent bilingual speakers, students with disabilities, foster youth and students experiencing

homelessness, and recognizes that ~~replacing inequitable grading policies with~~ a supportive approach to mastery-based learning and grading is may be one important step towards doing so;

Resolved further, That the Board directs the Superintendent to develop a comprehensive and multi-year plan by ~~December 2022~~ May 2023, based on recommendations from the Equitable Grading Advisory Group (described below), and that includes a path to transition the District to mastery-based learning and grading practices, including all requisite supports necessary for universal and differentiated implementation;

Resolved further, That the Board directs the Superintendent to establish an Equitable Grading Advisory Group, chaired by the Division of Instruction, to advise the Superintendent on the proposed creation and implementation of a District-wide comprehensive equitable grading plan and to present progress to the Board quarterly, beginning in May 2021 and ending in May 2024. The Equitable Grading Advisory Group shall:

- Consist of 20-30 diverse representatives who are teachers, counselors, administrators, parents, students, and others with expertise and/or an important perspective on grading policies, as determined by the Division of Instruction;
  1. Each Board Member shall select up to 3 representatives (educators, counselors, parents, students, and/or community partners, etc.)
  2. In consultation with the District parent committees (PAC, CAC, DELAC), the Parent and Community Services branch shall select up to 3 representatives
  3. The Division of Instruction, UTLA and AALA shall each select up to 3 representatives
- Review current and relevant research, articles and tools, including the District's Mastery Learning & Grading Elementary Rubric, Secondary Rubric, and Implementation Rubric;
- Analyze quantitative and qualitative data, including at least A-G C+ on-track by student group, alignment of grades and performance on SBAC and other assessments, and key questions from the School Experience Survey;
- Seek additional input from relevant stakeholders, beginning with educators who have participated in Mastery Learning and Grading professional development;
- Develop recommendations for District-wide multi-year SMARTE (specific, measurable, ambitious, realistic, time-bound and equitable) goals and strategies towards equitable grading;
- Provide recommendations to the Superintendent on the proposed revisions of the District's secondary marking practices and procedures policy, so as to reflect the current research and best practices for equitable grading as well as cohesion between elementary and secondary grading;
- Consider options and approaches for providing educators the ability to choose and use multiple assessments for grade-level learning targets across all disciplines that are easily accessible and understandable, beginning with samples from grade levels and content areas assessed statewide;

Resolved further, That the Board directs the Superintendent to update District plans and systems to support more educators in their efforts towards mastery learning and grading ~~reflect the Board's commitment~~ by May 2021:

- ~~Articulate a vision for racial equity in college readiness in the 2021-22 Local Control Accountability Plan (LCAP) and District budget, aligned to student outcome goals and supported by strategic approaches, including mastery learning and grading;~~
- ~~Promote~~ Provide universal access to and awareness of ~~differentiated~~ professional learning opportunities to build educator's background knowledge about the inequitable impact of traditional grading and the research-based best practices to shift to mastery-based learning and grading;
- Communicate supports and resources currently available for educators to progressively incorporate equity-based grading practices, prioritizing practices that support students during distance learning, such as:
  - ~~Providing flexible due dates and~~ Avoiding grading practices that reduce an academic grade because of behavior or attendance
  - Providing multiple opportunities to demonstrate learning, considering for ~~revision and reassessment, ideally using the most recent or~~ consistent evidence of proficiency ~~highest scores that reflect current and true academic performance rather than an averaging of scores that may reflect learning still in progress~~
  - Limiting the weight of practice assignments (e.g. homework ~~and classwork~~) in a student's final academic grade
  - Documenting intervention and ~~collaborative~~ supports, including communication with students and their families, provided before issuing any Fails on final report cards
- Invest in necessary upgrades to the Gradebook in Schoology, the District's Learning Management System, to give teachers the necessary tools and resources to implement mastery-based grading (including refining grading comments to incorporate standards-based feedback and progress); and, be it finally

Resolved, That with quarterly updates from the Grading Advisory Group, the Board may take timely action to discuss potential policy changes and to implement recommendations from the Advisory Group.

## Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit <http://ethics.lausd.net/> to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at: <http://laschoolboard.org/02-23-21SpclBdCharter>

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.