

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District
Division of Instruction

TO: All Secondary Principals

DATE: December 14, 2020

FROM: Alison Yoshimoto-Towery
Chief Academic Officer 

Pedro Garcia 
Senior Executive Director

SUBJECT: ADDITIONAL TIME FOR STUDENTS TO INCREASE PROFICIENCY – FALL 2020 GRADES

The purpose of this communication is to provide information on efforts to ensure secondary students meet and grow in proficiency. Due to the many challenges during the pandemic, along with an equity and empathy lens, this provides guidance for issuing a final mark of “F” or “Fail” for the Fall 2020 semester.

RATIONALE

- The COVID-19 pandemic continues to have innumerable impacts on lives.
- A comparison of the Fall 2020 15-week marks to the prior Fall 2019 15-week marks demonstrate an increase in the number of “D” and “F” marks occurring at the secondary level especially for high need students.
- Latino, African American, English Learners, Students with Disabilities, Foster Youth, and those students experiencing homelessness had higher rates of Ds and Fs at the Fall 15-week mark and had double digit increases in the percent of Ds and Fs from the previous year at the same time.
- Attachment D-1 and D-2 provide a review of the D/F mark increase by student ethnicity and language classification.

REMINDER OF FALL INTERIM MARK REPORTING POLICIES

- **As a reminder, under current grading interim policy issued in August 2020, teachers are not to assign a mark of “Fail” (or No Pass) unless all of the following steps have been implemented and documented in MiSiS:**
 - date and time contact was attempted with the student and family
 - notes of additional opportunities for the student to turn in assignments or make-up work, and other offerings of academic support
 - meetings with the academic counselor or student support personnel to provide additional support as needed
 - communication with the site administrator or designee
- Final academic marks are to be based on the:
 - quality of work, not the quantity of work complete
 - mastery of standards, not attendance, engagement or behavior.

For example, having the camera off should not be weighted into an academic mark. Attendance, engagement, turning work in on time, and/or behavior concerns should be reflected in the Work Habits or Cooperation mark, as appropriate.

REMINDER OF FALL INTERIM MARK REPORTING POLICIES

For Fall 2020, the District will institute a temporary “in-progress” policy at the conclusion of the Fall 2020 semester in order to give students receiving a “No Pass” or “Fail” mark additional time to increase proficiency.

- All “Fail” and “No Pass” marks will be automatically converted to “Incompletes” or “I” as the academic mark in order to extend the time students have to improve their grade(s).
- Students will complete missing assignments to increase learning and improve their grades through January 29, 2021.
- In order to support with the completion of work, the Spring semester will begin with a two-week Smart Start (subject to final negotiations), which will accomplish three things:
 1. Students who need additional support to complete their work will be afforded support without being overloaded by new courses.
 2. Students who have demonstrated proficiency can participate in enrichment, financial literacy courses, service-learning for credit, or cooperative learning projects to build community in the classroom
 3. Teachers and students will have the opportunity to build relationships and focus on SEL

Additional recommendations for equitable grading practices can be found [here](#), including how to address the inequity of zeros.

TEACHER ACTION STEPS:

All students that are earning one or more fails at the end of fall semester will receive an “incomplete” for those courses.

1. For each student receiving an Incomplete mark, teachers of record will complete the Incomplete form prior to December 17, 2020, outlining assignments the student must complete to demonstrate proficiency and earn a passing mark
2. Student and parent will sign (or type) and return the Incomplete form to the principal or designee
3. All assignments will be turned in by the student by January 29, 2021, and graded by the teacher of record by February 15th, unless there is mutual agreement for an extension between the teacher and the student
4. Teacher will complete a change of grade request based on student work no later than February 15th, or no later than two weeks after the student completes the designated assignments

SCHOOL ADMINISTRATOR ACTION STEPS:

Recommendation: Each school site will create a list of all students who would have received Fails or No Pass marks and identify those who have returned their Incomplete form.

1. All signed and returned Incomplete forms that designate specific assignments to be completed will be shared with the Local District (LD) office
2. The LD will determine how to share the Incomplete forms with the supporting teachers
Schools are to offer a solution for students to get support next semester (for example, drop-in session for zero period or 7th period)

LOCAL DISTRICT ACTION STEPS:

Each Local District will determine the dates and times (during Winter Break, after school, and Saturdays through January 29th) for students to have support via drop-in videoconferencing support sessions by subject area.

1. Support the drop-in support sessions either by school, Community of School, or by local district, staffed by certificated personnel, so students can get questions answered and have support to complete assignments

2. It is recommended that up to two teachers be in each drop-in support session at any given time in case more than one student comes, but it is not required
3. Seniors may provide peer tutoring or support to students as part of their service-learning requirement; reasonable school supervision must be provided
4. Drop-in support session dates, times and links should be communicated to students and parents/guardian (links should be provided through Schoology)
5. Student assignments assigned for completing Incompletes should not be modified by the supporting teacher
6. Each LD will hire counselors to make contact with the students, check on progress, and remind them of the drop-in support sessions
7. Each LD should identify an ITD staff member to support technical issues for students and teachers

CENTRAL OFFICE ACTION STEPS:

1. The central office has provided the funding line (hourly rate) which can be used to support action steps outlined in this document. Certificated hours may be time reported through December 18, 2020, at 6:00 p.m. in order to finalize “Incomplete” forms.

FUNDING:

Central Office Learning Loss Mitigation Funds

Time Reporting Guidance			
Fund	Functional Area	Job Type Starts with	Title(s)
010-3220	0000-2100-12728	19, 24	Advisers, Coordinators, Deans, Specialists, Parent Educator Coaches
010-3220	0000-2420-12728	121, 24	Teacher Librarians, Library Aides
010-3220	0000-2700-12728	13, 24	Assistant Principals, Principals, SAAs, Office Techs
010-3220	0000-3110-12728	122	Counselors
010-3220	0000-8100-12728	22	Custodial
010-3220	1110-1000-12727	11, 21	Teachers, Instructional Coaches, Substitute Teachers, Teacher Assistants, Instructional/Educational Aides, including Special Education Aides

2. The Division of Instruction will provide learning opportunities, such as service learning or content support for Spring 2021 for students who do not need to clear incompletes during the Smart Start.
3. Central office will provide additional certificated staff as needed for the drop-in support, please contact Christina Rico, Director of Instructional Operations, at christina.rico@lausd.net.

Recommended Timeline

This is a recommended timeline of the action steps.

When?	What?	Who?
December 14-18	Communicate the opportunity for extended time to faculty and students	Central Office Local District School Site Administrators
December 16	LDs determine days and hours for Drop-in Support Sessions and create communication for schools, students and families	Local District
December 16	LDs publicize and recruit teachers to staff Drop-in Support Sessions, Counselors, and ITD personnel to support	Local District

When?	What?	Who?
By December 18 (January 11, if necessary)	For secondary students with a “Fail” or “No Pass” in any core course(s), the teacher of record will complete the “Incomplete” form and outline the assignments the student must complete and demonstrate proficiency in order to earn a passing mark	Teacher of Record
Dec 18-Jan 12	Student and Parent/Guardian must sign (electronic is acceptable) and return the “Incomplete” form to school site administrator or designee	School Site Administrators
Dec 21	A “Fail” or “No Pass” in any courses of a secondary student will automatically temporarily revert to an “Incomplete” in MiSiS	Central Office
December 18 January 15	School Site Administrator will give all signed incomplete forms to the LD	School Site Administrator
December 21- January 28	Local Districts with Central support will provide scheduled drop in support sessions for students to receive additional support or work independently with support in breakout rooms	Local District Central Office
January 11 (subject to final negotiations)	Pupil-Free Day for all schools (Tentative) 3-hour Professional Development One-hour faculty meeting <ul style="list-style-type: none"> • Review this process with teachers • Provide lists of Ds/Fs/NP from Fall 2020 • Review Edgenuity, IXL, and other resources 	School Administrators Counselors
January 29	Students must turn in all assigned work to the teacher of record * an extension may be considered if agreed upon by teacher of record and student	Students/Teacher of Record
February 15	Teachers must assess all student work and complete the change of grade forms	Teacher of Record
February 16	All incompletes that did not have a grade change will be reverted back to a “Fail” or “No Pass”	Central Office

Contact Information:

If you have questions or need further assistance on Fall 2020 Booster modules, please contact Carol Alexander, Director of A-G, at carol.alexander@lausd.net or Pedro Garcia, Senior Executive Director, Division of Instruction, at pag0011@lausd.net.

For additional information on “Incompletes,” please contact Jesus Angulo, Director, Academic and Counseling Services at jangulo@lausd.net and/or your Local District Counseling Coordinator.

Local District	Counseling Coordinator	Email
Central	Carmela Bravo	cbravo@lausd.net
East	Eiman Hernandez	exh6016@lausd.net
Northeast	Janet Lord	jlord@lausd.net
Northwest	Bill Bazadier	william.bazadier@lausd.net
South	Barbara Politz	blp2505@lausd.net
West	Earlondra Jackson	emj96141@lausd.net
West	Sam Diaz	sed03621@lausd.net

Resources:

[Informational Video that explains extension](#)

[Fall 2020 Booster Modules \(Overview and How to Enroll\)](#)

[Frequently Asked Questions \(FAQ\)](#)

[Service Learning for Credit Opportunity](#) (due January 22)

[Sample BBC Message for Families](#)

Schoology

Refresher on how to:

- access Archived Courses (Teacher/Student)
- edit the gradebook (Teacher)
- access digital content (Teacher/Student)

[Accessing Archived Courses – Teacher Job Aid](#)

[Accessing Archived Courses – Teacher Video](#)

MiSiS

[Manage Grades by Class – Secondary](#)

Attachments:

Attachment A – Grading Policy for Secondary Progress Reports and Report Card Marks for Fall Semester 2020 (issued August 2020)

Attachment B – [Incomplete Form English](#) (fillable pdf)

[Incomplete Form Spanish](#) (fillable pdf)

Attachment C – [Change of Final Mark Form](#) (fillable pdf)

Attachment D-1 – High School Grade Data

Attachment D-2 – Middle School Grade Data

c: Local District Superintendents
Administrators of Instruction
Counseling Coordinators

Executive Leadership
Carol Alexander
Jesus Angulo

**GRADING POLICY FOR SECONDARY PROGRESS REPORTS AND REPORT CARD MARKS
FOR FALL SEMESTER 2020**
(From August 2020)

As indicated on the California Department of Education (CDE) website, grading policies are a District decision in consultation with the local bargaining unit. In the spring of 2020, LA Unified used a modified A-D grading scale.

In consultation with District leaders and United Teachers of Los Angeles, District policy as outlined in BUL- 1353.1, *Marking Practices and Procedures in Secondary Schools*, December 23, 2005, will be in effect with the following modifications:

- Teacher should not assign a mark of “Fail,” unless all of the following steps are implemented and documented in MiSiS:
 - Make several attempts to contact the student and family to provide additional opportunities for the student to turn in assignments or make-up work and to discuss needed academic support;
 - Collaborate with an academic counselor or student support personnel to provide additional support as needed;
 - Consult with the site administrator or designee.
- (Revised December 14, 2020 by the District) In order to give students additional time to increase proficiency by complete missing assignments and to improve their grades, upon completion of the Fall semester, all “Fail” or “No Pass” marks will be automatically converted temporarily by central office to an “incomplete.” The nature of the work to remove the “Incomplete” must be fully stated in a “Letter to Parents Regarding Incomplete Work” (Attachment B). Incomplete work must be made up by January 29, 2020, unless mutually extended by student and teacher.

The ‘contact log feature’ in MiSiS allows a teacher to document communication with families and the ‘counseling communication feature’ allows counselors to do the same.

Teacher Comments and Feedback

Teachers should continue to give feedback to students and parents regularly, especially when a student is in danger of not making adequate progress or not meeting the demands of distance learning. Comments should be utilized on the progress reports and report cards to ensure students and parents are informed of student progress and needs. Comment will be added to the drop- down menu in MiSiS: “In danger of not meeting proficiency” and “In danger of not meeting proficiency and will automatically be enrolled in summer school.”

Mastery Learning and Grading

Mastery Learning and Grading (MLG) is a growth-mindset approach to K-12 teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support. It offers all students and teachers an alternative to traditional instruction and grading. By refocusing classroom grading, assessment, instruction, and lesson planning on clear learning targets, and by implementing research-based systems honoring individual variation in learning styles, Mastery Learning and Grading allows more students to succeed academically and ultimately to take charge of their own learning.

In order to meet the students where they are and to address individual learning needs, teachers are encouraged to consider an MLG approach to grading. The CDE website states that “Educators may need to consider their overall learning goals; alternative means of administering tests, projects, and other assessments; adaptations to assignments; revised weighting in individual teacher gradebooks; and prioritizing the assessment of student mastery of essential standards.”

See contact information below for professional development and guidance with MLG:

Local District	Mastery Learning & Grading STEAM Expert	Email
Central	Steffany E. Kahn	steffany.ellis@lausd.net
East	Andrew Frangos	andrew.frangos@lausd.net
Northeast	Norma Rodriguez	nxe9914@lausd.net
Northwest	Melissa Portillo	melissa.portillo@lausd.net
South	Daniel Albee	dma9014@lausd.net
West	Tamika Porter	tam6951@lausd.net
Beaudry	Chris Grounds	christopher.grounds@lausd.net
Local District	Mastery Learning & Grading Humanities Expert	Email
Central	Karla Galdamez	kmg0971@lausd.net
East	Cristin Carroll	cmc8806@lausd.net
Northeast	Sonya Cole	scc4901@lausd.net
Northwest	Timothy Driscoll	tsd0582@lausd.net
South	Lucia Campos	lmc4651@lausd.net
West	Shannon Morgan	shannon.morgan@lausd.net
Beaudry	Melissa Guice	mjg7290@lausd.net

Work Habits and Cooperation

Marks are to be given in Work Habits and Cooperation. All students should be reminded of these categories in writing and of the teacher's expectations in order to receive a mark of Excellent (E), Satisfactory (S), and Unsatisfactory (U).

Teacher Verification Reports

Electronic submission of grades will be considered a teacher's verification of marks during this interim period. Teacher verification reports should be saved in pdf version for a teacher's record. If possible, the verification record can be signed and saved to be turned in with the roll book upon return to school, or printed upon return to school and signed at that time. Administrators are able to view marks within MiSiS in the absence of a verification report.

District Policy

Unless specifically addressed in an interim policy issued by the District or in the side letter with UTLA, all relevant District policies remain in effect.

Los Angeles Unified School District

**Incomplete Mark Form: Guidelines to Complete an Academic Mark
When an Incomplete (I) is Issued**

Student Name: _____ Student ID #: _____ Gr: _____

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School of Attendance	Local District	Location Code
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Teacher Name	Course Name	Period
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Current Grade in the Course: _____

Date Assignments are Due: _____

Incomplete work must be made up by a specific date prior to the next marking period.

You have been issued a mark of Incomplete. With the agreement of your parent/legal guardian/educational rights holder and teacher, you can submit missing assignments for credit by the date indicated above. Each assignment will be graded. Completing and turning in assigned work is the student's responsibility. Since the due date indicated above extends beyond the academic mark reporting window, please ensure your work is completed and submitted by the due date. Missing assignments will negatively affect your grade, including a final grade.

List of Assignments/Instructions for Assignments:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Office Hours for Student Support: Student must meet with the teacher or other certificated designee at least once a week to monitor progress, review work, and provide instructional support.

Day/s: _____ **Time:** _____

Zoom Link (if applicable) : _____ **E-mail:** _____

How will assignments be turned in: ☐ E-mail to Teacher ☐ Drop Off at School ☐ U.S. Mail

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Student Name (Please Print)	Student Signature	Date
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Parent Name (Please Print)	Parent Signature	Date
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Teacher Name (Please Print)	Teacher Signature	Date
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Distrito Unificado de Los Angeles**Solicitud para Calificación Incompleta: Instrucciones para completar Calificación Académica cuando se distribuye una calificación (I) Incompleta**

Nombre de Estudiante: _____ Identificación #: _____ Grado: _____

Escuela de Asistencia _____ Distrito Local _____ Código de Escuela _____

Nombre de Maestro/a _____ Curso _____ Período _____

Calificación en el curso: _____

Fecha de vencimiento de asignaturas: _____

Asignaturas no terminadas deben ser completadas durante una fecha específica antes del próximo período de calificaciones.

Se le ha asignado una calificación de Incompleto. Con autorización de Padres/tutor de derechos, y el maestro/a, se pueden someter asignaturas para recibir crédito académico según la fecha indicada en este documento. Cada asignatura será calificada. Es la responsabilidad del estudiante de completar y entregar trabajos académicos. Dado que la fecha de vencimiento indicada anteriormente se extiende más allá de las fechas requeridas por el Distrito, asegúrese de que su trabajo esté completo y sea entregado antes de la fecha de vencimiento. Las tareas que falten afectarán negativamente su calificación, incluida la calificación final de curso.

Lista de asignaturas/Instrucciones:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Horas de oficina para asistencia al estudiante: El estudiante debe reunirse con el maestro u otro empleado certificado, al menos una vez a la semana para monitorear el progreso, revisar el trabajo y brindar apoyo educativo.

Día(s): _____ **Hora:** _____**Enlace de zoom (si es aplicable):** _____ **Correo Electrónico** _____Método de someter asignaturas: ☐ Correo electrónico ☐ Llevar asignatura a la escuela ☐ Correo _____

Nombre de Estudiante (favor de deletrear) _____ Firma de Estudiante _____ Fecha _____

Nombre de Padre/tutor (favor de deletrear) _____ Firma de Padre/tutor _____ Fecha _____

Nombre de Maestro/a (favor de deletrear) _____ Firma de Maestro/a _____ Fecha _____



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

CHANGE OF FINAL MARK FORM

Date: _____

I request that the mark of: _____
(Print) Student's Last Name, First Grade Birthdate

be changed in: _____
Course Title Period Semester Year

From:	Academic mark	Work Habits	Cooperation
To:	Academic mark	Work Habits	Cooperation

Reason for change _____

Teacher's Signature

The teacher must submit this request to the APSCS in the counseling office personally.

Approved: _____
Assistant Principal, SCS Date

The teacher must also change the mark in the **roll book**. Mark changed and initialed in roll book:

Teacher's Signature Date Verified by: Counseling office staff

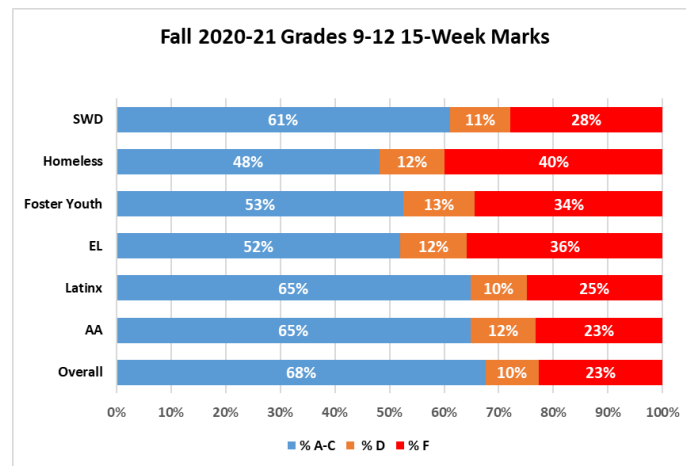
Route To: Computer (MR04 & TR01): _____
Computer Operator Date

Counselor: _____ Date: _____

Individual(s) Responsible for Eligibility: _____

Cumulative Record Changed: _____
Credit Clerk Date

FILE THIS FORM WITH STUDENT'S CUMULATIVE RECORD WHEN COMPLETED.

HIGH SCHOOL GRADE DATA**Table I-Distribution of Fall 15-week academic marks for Grades 9-12**

- Out of 876,074 marks that students in grades 9-12 received, 9.7% received a mark of D and 22.7% received Fails. Foster Youth received the highest percentage of D marks with 13.1% and students experiencing homelessness had the highest percent of “Fail” marks at 39.9%.
- On average in grades 9-12, there is an 8.7 percentage point increase in the percentage of Ds and Fails in grades 9-12 as compared to the same time period last year.

Table II-Percentages of D or Fails for the 15-week academic marks received by students in grades 9-12 by Language Classification

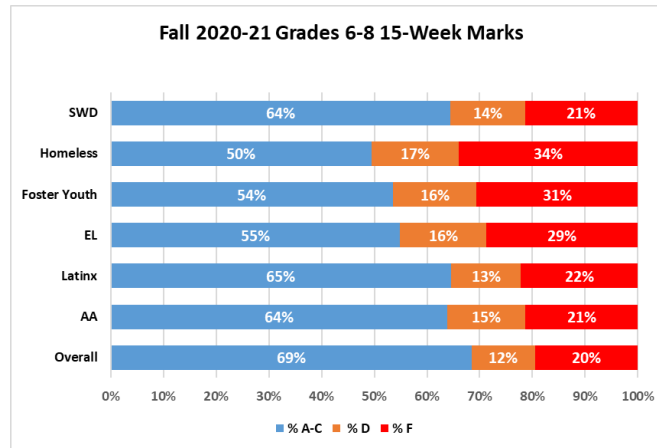
Language Classification	Fall 2020-21 % D	Fall 2020-21 % F	1 year % Pt Change D	1 year % Pt Change F	Total Marks
EL	12.2%	35.8%	-1.0%	+14.7%	102,665
EO	9.4%	20.4%	-0.8%	+8.0%	300,954
IFEP	7.9%	16.9%	-0.7%	+7.5%	81,921
RFEP	9.7%	22.3%	-0.7%	+9.7%	389,600
TBD	11.9%	28.2%	+6.6%	+7.7%	934

Table III-Percentages of D or Fails for the 15-week academic marks received by students in grades 9-12 by Ethnicity

Ethnicity Description	Fall 2020-21 % D	Fall 2020-21 % F	1 year % Pt Change D	1 year % Pt Change F	Total Marks
African American	11.9%	23.2%	-0.4%	+8.4%	71,702
Asian	4.0%	7.6%	-0.8%	+3.6%	31,530
Latinx	10.3%	24.9%	-0.7%	+10.6%	674,319
White	6.4%	12.9%	-1.0%	+5.1%	61,960

MIDDLE SCHOOL GRADE DATA

Table I-Distribution of Fall 15-week academic marks for Grades 6-8



- Out of 669,949 marks that students in grades 6-8 received, 12% received a mark of D and 20% received fails. Students experiencing homelessness received the highest percentage of D with 16.5% and Fail Marks with 34%, followed by English Learners receiving a mark of D with 16.4% and Foster Youth receiving 30.6% Fail marks.
- On average, there is 12.4 percentage point increase in % D and Fail marks in grades 6-8 as compared to the same time period last year.

Table II-Percentages of D or Fails for the 15-week academic marks received by students in grades 6-8 by Language Classification

Language Classification	Fall 2020-21 % D	Fall 2020-21 % F	1 year % Pt Change D	1 year % Pt Change F	Total Marks
EL	16.4%	28.7%	+1.2%	+14.1%	102,628
EO	10.9%	16.6%	+1.5%	+8.1%	299,528
IFEP	10.0%	15.3%	+2.6%	+9.4%	52,909
RFEP	11.9%	20.0%	+2.2%	+11.6%	214,313
TBD	15.9%	25.2%	+12.5%	+16.6%	571

Table III-Percentages of D or Fails for the 15-week academic marks received by students in grades 6-8 by Ethnicity

Ethnicity Description	Fall 2020-21 % D	Fall 2020-21 % F	1 year % Pt Change D	1 year % Pt Change F	Total Marks
African American	14.8%	21.3%	+1.7%	+8.4%	49,331
Asian	5.0%	6.3%	+1.6%	+3.9%	27,821
Latinx	13.2%	22.2%	+2.1%	+12.2%	483,932
White	7.3%	9.4%	+1.4%	+4.8%	76,727