



Educational Justice In Action

Lighthouse Community Public Schools, as a member of [EL Education](#), uses student-engaged assessment (SEA) practices which centers students and families in our standards-based grading system. At LCPS, we teach and assess **grade level standards** aligned to the College and Career Readiness Standards. We normalize that learning is iterative and takes time by structuring classes to include both instruction and intervention times. These distinct learning structures position teachers to both teach all grade level standards in an academic year, and provide frequent feedback, class based interventions, and revision opportunities that reflect increased learning and improved grades over time. When students fail to engage with the work, we rely on our core value of love to leverage relationships to understand the underlying cause and take action to address the need(s). We balance this with rigor by holding students accountable with increasingly scaffolded structures to ensure that all students are engaged in their learning process.

In this context, our grades communicate students' current level of achievement toward grade level learning targets (LTs). Learning targets are derived from the [California State Standards](#), written in student-friendly language, and define the long-term goals in each course. Supporting Learning Targets (SLTs) , though structured similarly, are smaller and more specific weekly or daily targets assessed and graded to ensure all stakeholders know how students are progressing toward the Learning Targets. Habits of Work and Learning (HOWL) focus on the habits students need to develop for college and career success (ie., effort, participation, tardiness, attendance, or adherence to rules). In all courses, they are taught in partnership with grade level standards, but are graded separately from academic learning targets.

Grading Scale

Students across K-12 earn a numeric score on their assessments of learning targets throughout the year. For students in grades 9-12, the numeric score is translated into letter grades and a Grade Point Average (GPA) at the end of the first semester and at the end of the year.

We use the following descriptors and scale for **assessment** scores:

High School Letter Grades only	Point Scale	Descriptor
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A	4 points	The student applies the course's learning targets and demonstrates mastery in multiple ways. ¹
B	3 points	The student is meeting the learning targets of the course.
C	2 points	After feedback from the teacher, the student shows some understanding of the learning targets.
F	1 point	The student did not submit assignments or work submitted indicates the student is beginning to understand the learning targets with intense teacher support. ²

Learning Target Scoring

All learning targets are organized under a milestone which are the skills and knowledge necessary for college and career readiness. We calculate the milestone score by using a straight average of the learning targets associated with each milestone.

	Milestones & Stand	
	milestone	Reading: Informational Text
RI.6.1-LTT	standard	I can cite text-based evidence to support an analysis of informational text.
RI.6.2-LTT	standard	I can determine the main idea of an informational text based on details in the text.
RI.6.2-LTT-2	standard	I can summarize an informational text using only information from the text.
RI.6.3-LTT	standard	I can analyze how key individuals, events, or ideas are developed throughout a text.

Source: [EL Education](#)

Revision & Reassessment

Revision is a key aspect of how students show mastery of a learning target. When a student earns a "1" or "2" on a learning task (assignments, performances, etc), we methodically follow these steps:

1. Analyze data to determine the scope of the relearning work (whole class, small group, individual)
2. Identify and communicate the relearning structure aligned with the scope (class-based intervention, study hall, office hours, etc) to students and families
3. After the misconception has been addressed, communicate the revision criteria and timeline with students and families, not to exceed 10 days. If possible, give time for revision or reassessment during intervention.

Late work submissions are noted in the HoWLs grade, and academic work is graded for full credit, replacing the lower grade in the grade book.

¹ This may consist of producing work that demonstrates quality beyond the grade-level standard where a student could teach the concept(s) to their peers without the teacher's support. It may also be the grade given to work that meets the standards and exceeds expectations in unexpected ways. The work of teachers and school teams is to build a shared understanding of the criteria for quality work.

² Teacher will indicate in narrative if the student's grade consisted of missed work or misconceptions.

Reporting

Students will receive progress reports at the end of the grading period. Progress Reports serve to inform students of their academic progress and are not posted on their transcripts. For 9-12 students, official transcript grades are posted at the end of the first semester and at the conclusion of the academic school year.

Grade Change Policy and Process

Incomplete

A teacher can assign an incomplete with principal approval for the following reasons:

- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date
- The parent initiates the request for an incomplete grade before the end of the academic semester/year;
- The teacher, parent, and principal meet and discuss the terms for the Incomplete and document the terms in writing before the end of the term.

Within 15 school days of the end of a grading period, all required work must be completed and a grade change form submitted by the teacher of record, and does not require the student to re-take any portion of the course.

Grade Discrepancies

Within 30 days of the semester's end and after final grades are posted to Aeries, a student, parent or teacher can appeal for a grade change. An assigned grade shall be changed for the following reasons only:

- There was a verifiable error in reporting
- A teacher posted the grade incorrectly in the Scorebook
- The grade is unsubstantiated or assigned as a result of fraud, bad faith, or incompetency.

The only exception to this policy is changing Crew grades. A grade change form is not needed to change or update a Crew grade.

An assigned grade shall be changed using the process outlined below:

1. **Document:** For people making requests, collect documentation to support your request for a grade change.
2. **Request:** Schedule and attend a grade change meeting with the teacher of record to share documentation and make the appeal.
3. **Decide:** If the teacher of record agrees to the grade change or is requesting the grade change, submit and send a grade change form to the principal. If the teacher does not agree to change the grade, the teacher shall notify the parent and the principal of the teacher's decision, in writing, within ten (10) school days.

4. **Review:** Principal reviews the grade change form and communicates the decision with the teacher of record and the registrar.
5. **Finalize:**
 - a. The teacher of record or school administrator completes the [LCPS Grade Change Form](#)
 - b. The completed form is submitted to the principal, registrar, counselor, or designated administrator
 - c. The counselor or designated administrator changes the grade in Aeries and files the Grade Change Form in the student's cumulative files
 - d. A new transcript is printed and sent to the principal, the teacher of record, the student and family.

Appeal

In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the principal. A parent must make the written request to the principal within ten (10) school days of the date of the teacher's written decision not to change the grade and present relevant documentation.

The principal shall schedule a meeting with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the principal received the parent's written appeal. Following the meeting with the principal, the principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the principal, the principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be effected through administrative channels within thirty (30) business days of the date the school received the parent's written request for review.

Grades will not be changed without the approval of the teacher of record. The only exceptions to this are:

1. If the teacher of record is no longer employed by LCPS. In this instance, the counselor (or designated administrator) will need to print the Scorebook data and attach it to the Grade Change Form to be signed off by the principal.
2. The grade was assigned as a result of a clerical or mechanical mistake, fraud, bad faith, or incompetency.

If the principal determines that one or both of the above exceptions are applicable, the grade may be changed without the approval of the teacher. However, the teacher who determined the grade will, to the extent practicable, be given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

If a grade will be changed, the teacher must complete a Grade Change Form. If the teacher is no longer employed by the school, an administrator will complete the form.

Counselor or Administrator: If a counselor or school administrator notices a discrepancy between scorebook data and final transcript grades, the school administrator may notify the principal, who will then meet with the teacher of record regarding the issue.