JOIN US IN LEADING THE FUTURE
In 2005, LBUSD launched its leadership development program with one central office administrator providing coaching to new principals. Since then, this effort has expanded to over 20 programs designed to develop teacher leaders, aspiring administrators, new administrators, principals, central office and classified leaders across our system. A vision of equity and diversity, along with a culture of coaching, is at the heart of every leadership development pipeline and talent development program.

LBUSD believes in nurturing and retaining talent which is why we invest significantly in leadership development. Our Leadership Development Pipeline, recently recognized by the Aspen Institute, showcases innovative approaches that empower school leaders. Our professional development programs meet our teachers, aspiring administrators and principals at every stage of their career, ensuring continuous growth and success with over 20 programs.

With a rich history and a strong focus on teacher support, leadership development and continuous improvement, LBUSD offers a fulfilling career that makes a lasting impact on the lives of the thousands of students and families we serve.

I invite you to be a part of our mission to provide transformative, high-quality education, and join the Long Beach Unified family, where your career is destined to thrive!

Warmly,

Jill A. Baker, Ed.D.
Superintendent of Schools

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**Empower Your Career: Join the Long Beach Unified Team**

The path towards discovering a rewarding career begins at the Long Beach Unified School District, where innovation, academic rigor and commitment to excellence and equity define our educational landscape. Recognized nationally and internationally, LBUSD stands as one of America’s best employers, acknowledged for its exceptional work environment, competitive compensation and opportunities for advancement.

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**LBUSD’s Equity Leadership & Talent Development**

**Our Mission**

Providing coherent and supportive leadership and talent development programs designed to build the capacity of adaptive, high-impact leaders to uplift every student, every day.

In 2005, LBUSD launched its leadership development program with one central office administrator providing coaching to new principals.

Since then, this effort has expanded to over 20 programs designed to develop teacher leaders, aspiring administrators, new administrators, principals, central office and classified leaders across our system. A vision of equity and diversity, along with a culture of coaching, is at the heart of every leadership development pipeline and talent development program.

“Cultivating transformational, diverse and courageous leadership to build excellence and equity throughout the LBUSD community.”
About Long Beach Unified School District

64,000+ Students

59% Hispanic or Latino
12% African American
12% White
7% Asian
5% Two or More Races
3% Filipino
1% Pacific Islander

84 Schools

47 Elementary (TK-5) Schools
1 TK-12 School
13 High Schools
2 Alternative Education Programs
15 Middle Schools
6 TK-8 Schools

Early Learning Programs
(Buffum TLC, CDC, Educare, Head Start/Early Head Start & Transitional Kindergarten)

A-G Completion Rate
LBUSD surpasses statewide percentage of students completing UC and CSU entrance requirements (A-G Courses, 2021-22).

6 High Schools with Graduation Rates Above 90%

Class of 2022

www.lbschools.net

@LongBeachUSD
The LBUSD certificated leadership development pipeline consists of 16 programs, beginning with Exploring Leadership for teacher-leaders and progressing to New Director Onboarding for principals moving into central office leadership. We also offer nine talent development programs for classified staff.

### How We Do It

The LBUSD certificated leadership development pipeline consists of 16 programs, beginning with Exploring Leadership for teacher-leaders and progressing to New Director Onboarding for principals moving into central office leadership. We also offer nine talent development programs for classified staff.

#### Classified Coaches Program
- Minimum of three years as a site office or plant supervisor
- Recommendation from site principal to provide one-on-one guidance
- Commitment to attending three coach training sessions

#### Classified Credential Program*
- Minimum bachelor’s degree
- Recommendation from site principal/supervisor
- Commitment to pursue a teaching credential in an area of need in the district
- Maintain GPA in university program

### Long Beach Unified School District

**Classified Talent Development Programs**

**Voluntary Workshops**

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Classified Technical Skills Studio</strong></td>
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<tr>
<td>Permanent employees</td>
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<tr>
<td>Supervisor recommendation</td>
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<tr>
<td>Single session, in-person workshops</td>
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<tr>
<td>Google tools, Microsoft Excel, Business Writing</td>
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<tr>
<td><strong>Introduction to Leadership</strong></td>
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<tr>
<td>Permanent employees</td>
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<td>Supervisor recommendation</td>
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<tr>
<td>Self-paced online course consisting of asynchronous video, articles and activities</td>
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<tr>
<td><strong>Rising Office Leaders</strong></td>
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<tr>
<td>Permanent staff secretaries and office assistants</td>
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<td>Supervisor recommendation</td>
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<tr>
<td>Four five-hour, in-person workshops</td>
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<tr>
<td>Fieldwork aligned to best equity leadership practices</td>
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<tr>
<td><strong>Foundations of Classified Leadership</strong></td>
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<tr>
<td>Permanent employees</td>
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<tr>
<td>Supervisor recommendation</td>
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<tr>
<td>Four four-hour, in-person workshops</td>
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<tr>
<td>Fieldwork aligned to best equity leadership practices</td>
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<tr>
<td><strong>Classified Leaders</strong></td>
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<tr>
<td>Permanent supervisors, managers and other rising leaders</td>
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<tr>
<td>Supervisor recommendation</td>
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<td>Four five-hour, in-person workshops</td>
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<tr>
<td>Fieldwork aligned to best equity leadership practices</td>
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<tr>
<td><strong>Advanced Classified Leaders</strong></td>
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<tr>
<td>Completed Classified Leaders Program</td>
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<td>Supervisor recommendation</td>
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<tr>
<td>Fieldwork aligned to best equity leadership practices</td>
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<tr>
<td><strong>New Managers Onboarding</strong></td>
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<tr>
<td>New LBUSD manager</td>
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<tr>
<td>Supervisor recommendation</td>
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<tr>
<td>Six in-person workshops</td>
<td></td>
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<tr>
<td>Site visits, coaching, and mentoring</td>
<td></td>
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<tr>
<td>aligned to best equity leadership practices</td>
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</tbody>
</table>
Equity Leadership & Talent Development

**EXPLORING LEADERSHIP/RISING LEADERS**
Gives teacher-leaders tools to lead for equity at their school sites
Explores leadership styles, team facilitation and collaborative coaching with an emphasis on developing collective efficacy

**DOCTORAL PROGRAM**
San Diego State University partnership with LBUSD builds capacity in equity-driven teacher leaders to impact educational outcomes
Prepares participants to support equity for students through a variety of leadership roles

**GIVES teacher-leaders tools to lead for equity at their school sites**
**Explores leadership styles, team facilitation and collaborative coaching with an emphasis on developing collective efficacy**

**INTRODUCTION TO COACHING**
Expands upon the work of Exploring Leadership to build coaching capacity
Focuses on active listening, leading colleagues in reflection and co-creating strategies to eliminate inequities in the classroom

**CONTINUING FUTURE ADMINISTRATORS**
Provides additional training to candidates who have completed the Future Administrators course
Continues the focus on effective leadership for more equitable student outcomes

**TRENDS IN COACHING**
Prepares candidates to support equity for students through a variety of leadership roles

**DOCTORAL PROGRAM**
San Diego State University partnership with LBUSD builds capacity in equity-driven teacher leaders to impact educational outcomes
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**FUTURE ADMINISTRATORS**
Prepares equity-minded teacher leaders who possess a Certificate of Eligibility to excel as school administrators
Grounded in the LBUSD Leadership Domains and includes a shadowing experience with an equity-driven Assistant Principal
Cultivates culturally responsive school leadership to close opportunity gaps and provide equitable student outcomes

**NEW ADMINISTRATORS**
Provides support to first-year assistant principals and establishes a foundation in district practices
Focuses on teacher evaluation and supervision, and culture and climate, with an equity lens

**EXPLORING DISTRICT LEADERSHIP**
Provides coaching and professional development for current administrators to clear their Preliminary Administrative Services Credential
Partnership between LBUSD and SDSU

**NEW DIRECTOR ONBOARDING**
Supports new directors in their day-to-day work of principal supervision and central office support

**PRINCIPAL COACHING**
Coaching for equity training for all year three and beyond principals
Coaches are assigned to CACP candidates and New Principals

**NEW PRINCIPAL SUPPORT (YEAR 2)**
Prepares assistant principals for the principalship
Grounded in the LBUSD Leadership Domains, and includes a shadowing experience with an equity-driven principal mentor

**NEW PRINCIPAL SUPPORT (YEAR 1)**
Includes a Change-of-Principal workshop and process
Monthly support meetings and new principal coaching

**CENTRAL OFFICE INDUCTION**
Focuses on the development of highly effective teams, designing agendas, making decisions, establishing effective protocols and cultivating team emotional intelligence
Develops self-reflection for office leaders to boost resilience, understanding and management of emotions to focus on meeting district goals
Learning to effectively promote teacher growth through coaching and evaluation for equitable student outcomes

**CLEAR ADMIN. CREDENTIAL**
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**Principal Coaching**
Focuses on systematic approaches to principal supervision and central office support

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“Our leadership pipeline provided me with the tools needed to successfully lead an urban school. This program prepared me to be a leader that is committed to equity and excellence in service to all students.”
—Edward Samuels, Director, High Schools
How do I apply?
Visit the Equity Leadership & Talent Development website at lbschools.net/ELTD and select the program which you are interested in under the “ELTD Pipeline Programs” tab. Once you are on that page, click on the Google Form application (see flyers for required documents). For more information, email ELTD@lbschools.net.

Is there a limit on how many people are accepted into each program? While there is no specific number, we try to limit the cohorts to 20-25 participants when possible. The smaller numbers allow the Equity Leadership & Talent Development staff to get to know participants through the workshops and site visits.

I am a teacher who does not want to go into administration, but I do want to develop my leadership skills. Is there a program for me? Yes, you should apply to the Exploring Leadership Program.

I am interested in becoming an administrator. To which program should I apply? If you currently have your Certificate of Eligibility or Preliminary Administrative Services Credential, you may apply to the Future Administrators Program. If you have not earned an administrative credential yet, you should enroll in a Preliminary Administrative Services Credentialing Program or pass the CPACE exam. Please note LBUSD has its own Preliminary Administrative Credentialing Program - please see information on the webpage. You can also apply to the Exploring Leadership Program to develop your leadership skills prior to applying to the Future Administrators Program.

I have at least one year of experience as an administrator. To which program should I apply? Administrators with at least one year of effective experience are invited to apply to the Aspiring Principals Program. Participants in this program are provided the opportunity to interview for an administrative position.

Can I apply to more than one program? Select your first choice program on the application. You will automatically be considered for other programs based on qualifications and/or space.

If Accepted into a Leadership Pipeline Program

It sounds like I will be off of my site for these programs. How does that work? You will be away from your site for six days for workshops. In addition, the Future Administrators and Aspiring Principals Programs include up to five shadow days. If you are a teacher in LBUSD, the ELTD Office will provide a sub. Teachers and administrators outside of LBUSD are responsible for their own coverage and will need to use personal days.

If I am accepted into Future Administrators or Aspiring Principals, does this guarantee that I will be placed as an administrator at a school site the following year? Participation in any of our programs does not guarantee employment or promotion. You will be invited to interview for an administrative position through the Future Administrators and Aspiring Principals Programs, but there is no guarantee that you will be placed in a position.

Please note: The Exploring Leadership, Preliminary Administrative Services Credential, Future Administrators, and Aspiring Principals Programs are open to current LBUSD employees, as well as candidates outside of LBUSD.
Commitment to Students
From the LBUSD Code of Excellence, Equity and Ethics

The Long Beach Unified School District Board of Education and all District personnel work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We serve as a model of equitable and ethical standards, continually reflecting on our actions regarding issues of equity and ethics and how they apply to our district, school, classroom, curriculum and profession. We strive through an asset-based lens to implement transformative practices that promote successful outcomes by fulfilling the following obligations to students:

1. Provide a culturally relevant and responsive educational environment that nurtures the student as a whole.

2. Enable students to cultivate equitable and ethical decision-making in the pursuit of learning by providing experiences that build knowledge, skills and critical consciousness.

3. Provide differentiated and culturally relevant instruction for all learners, including scaffolds and supports, that allows access to on-or-above-grade level content.

4. Facilitate opportunities for students to learn about their own culture while developing competence in engaging with other cultures.

5. Utilize information about students’ varied learning styles and modes of expression by incorporating purposeful engagement to increase student motivation, interest and meaning-making resulting in a deeper understanding of content.

6. Co-create a safe and welcoming community that centers caring relationships by valuing diversity, trust and respectful communication.

7. Create an environment in which all students are treated in a manner that is equitable and free from bias by affirming student identities, cultivating a sense of belonging and developing student agency.

8. Maintain confidentiality regarding student/family information obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

9. Maintain and cultivate professional relationships with students without creating the perception of any personal or group advantage.
“The single biggest way to impact any organization is to focus on leadership development. There is almost no limit to the potential of an organization that recruits good people, raises them up as leaders and continually develops them.”

John Maxwell