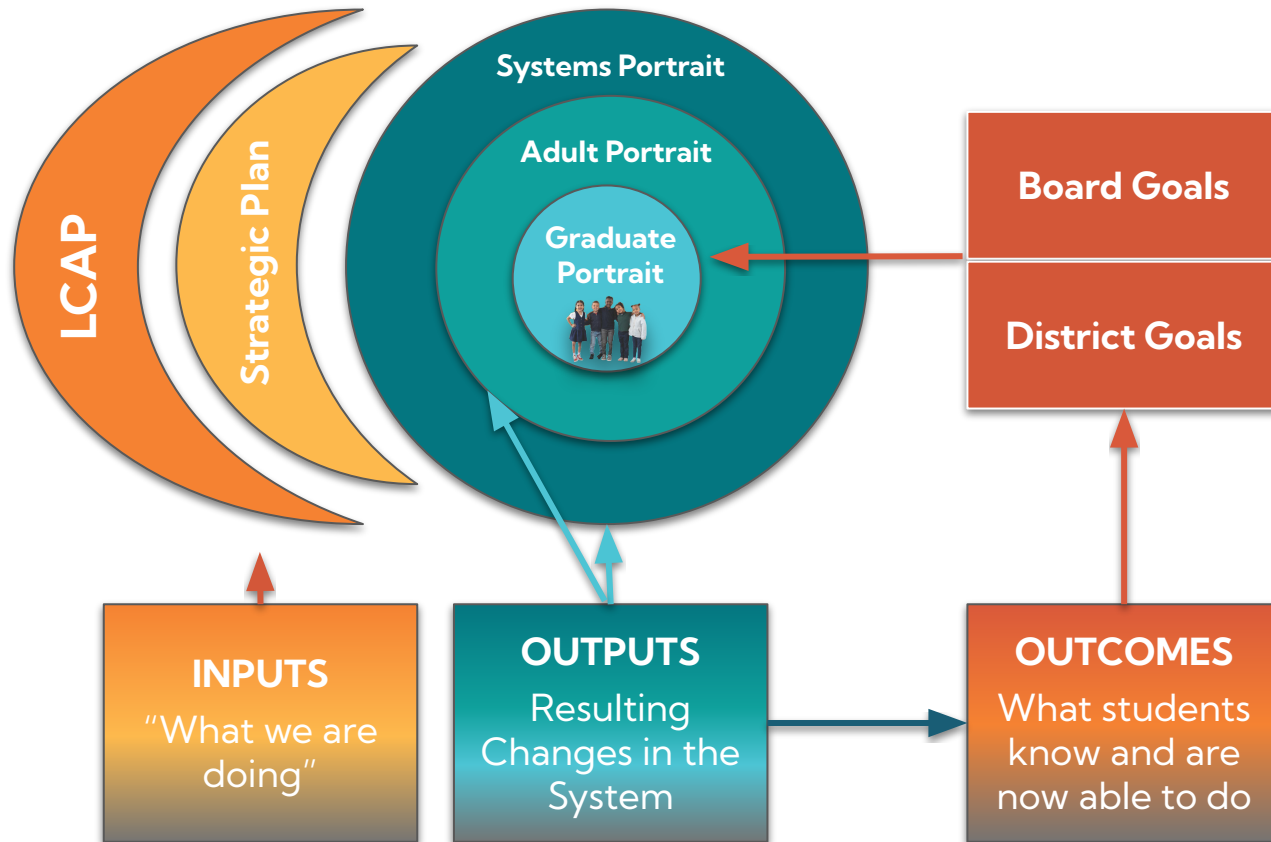# LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Board of Education: 2024–2025 Goal Monitoring Kick–Off

Student Outcome Focused Governance:

The Student Outcome Focused Governance framework is built around six research–informed competencies that describe school board member behaviors and the degree to which they create the conditions for improvements in student outcomes:

1. Vision & Goals
2. Values & Guardrails
3. Monitoring & Accountability
4. Communication & Collaboration
5. Unity & Trust
6. Continuous Improvement

Student Outcomes Focused Governance Monitoring Calendar for 2024–2025

LONG BEACH UNIFIED · SCHOOL · DISTRICT

Dates	Board Goal	Content
July 2024		Consider monitoring calendar for 2024–2025*
August 2024		Summative data from 2023–2024* Adopt monitoring calendar for 2024–2025
September 2024	Goals 3 & 4	Algebra grades 2023–2024 A–G on-track 2023–2024 A–C grade rates 2023–2024 Graduation & A–G rates for Class of 2024
October 2024	All	District/ Level action plans aligned to Board Goals*
November 2024	Goals 1 & 2	iReady placement, D1 (2024) to D1 (2023)
December 2024	TBD	Qualitative data, voices from the field**
January 2025	TBD	Qualitative data, voices from the field**
February 2025	Goals 1 & 2	FRSA on-track iReady placement, D2 iReady growth, D1 to D2
March 2025	Goals 3 & 4	Algebra grades, Semester 1 A–G on-track A–C grade rates, Semester 1
April 2025	TBD	Qualitative data, voices from the field**
May 2025	TBD	Qualitative data, voices from the field**
June 2025	Goals 1 & 2	iReady placement, D3 iReady growth, D1 to D3

*Board Workshop
**Special Session – 3:00 start

Future Performance Questions: What adult behaviors need to change in response to the student data?

- What have we learned from our _____ efforts?
- Given what we know about ____ , what are we going to do to accelerate student progress?
- How are we going to address___?
- How might changes show up in the future (budget etc.)?
- How can the Board support these efforts?

4

Education Reimagined in LBUSD

VISION 2035

VISION 2035: CORE VALUES

Centering Student Needs and Voice

Authentic Community Engagement and Collaboration

Culture of Innovation and Creativity

Diversity and Inclusion

Environment That Fosters Connection, Respect and Safety

Equity and Social Justice

Fostering Joy and Commitment

Integrity and Responsible Leadership

Excellence and Accountability Through Continuous Improvement
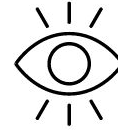
www.lbschools.net/vision2035

The Graduate Portrait

The **Graduate Portrait** envisions the outcomes for students—the community's aspirations for what graduates will know, be and be able to do to thrive in their lives and careers.
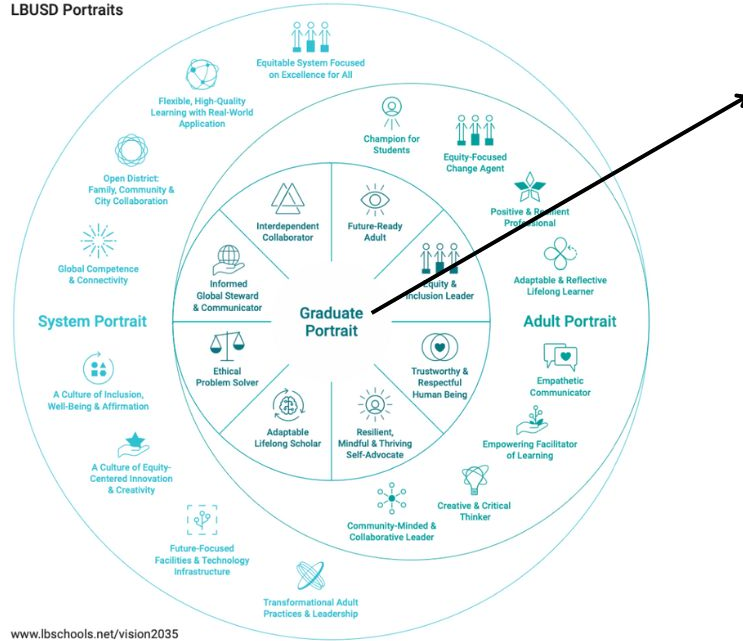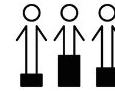

Future-Ready Adult

Equity and Inclusion Leader

Trustworthy and Respectful Human Being

Resilient, Mindful and Thriving Self-Advocate
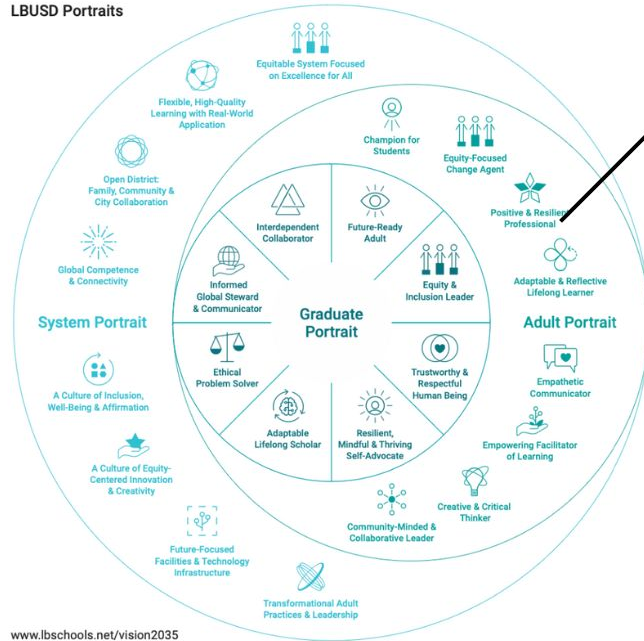
Adaptable Lifelong Scholar

Ethical Problem Solver

Informed Global Steward and Communicator

Interdependent Collaborator

The Adult Portrait

The **Adult Portrait**, created from the work of the Guiding Coalition and the broader community, applies to all adults working in the school district.

Champion for Students

Equity-Focused Change Agent

Positive and Resilient Professional

Adaptable and Reflective Lifelong Learner

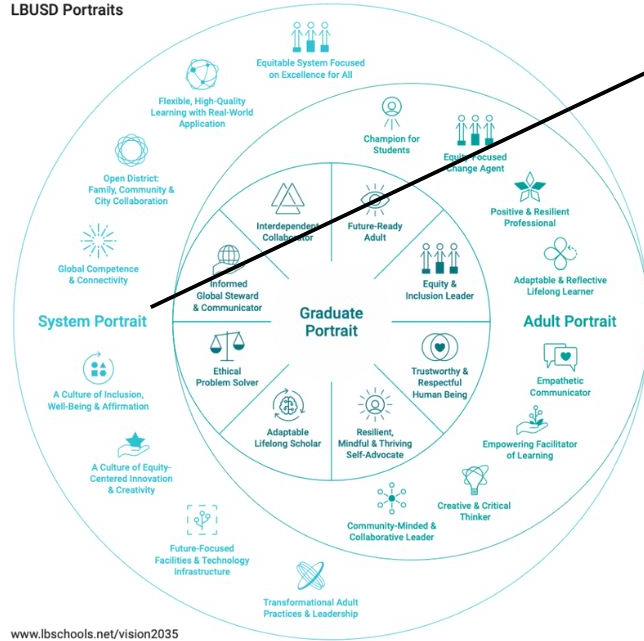Empowering Facilitator of Learning

Empathetic Communicator

Creative and Critical Thinker

Community-Minded and Collaborative Leader

The System Portrait

LBUSD Portraits

www.lbschools.net/vision2035

The System portrait, created from the work of the Guiding Coalition and the broader community, will inform a series of strategic plans which will determine what we do, and in what order, so that we can successfully guide our district and support our students' success.
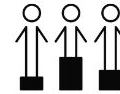
Equitable System Focused on Excellence for All

Flexible, High-Quality Learning with Real-World Application

Open District: Family, Community & City Collaboration

Global Competence & Connectivity

A Culture of Inclusion, Well-Being & Affirmation

A Culture of Equity-Centered Innovation & Creativity
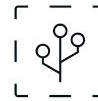
Future-Focused Facilities & Technology Infrastructure

Transformational Adult Practices & Leadership

"Action without vision is only passing time, vision without action is merely day dreaming, but vision **with** action can **change** the world."

–Nelson Rolihlahla Mandela

Creating a Better Future Together

Our What
LBUSD Reimagined

Our How
Creating a Better Future Together

Our Why
Vision for Students

- Board of Education & District Goals
- Graduate Portrait
- Adult Portrait
- System Portrait

STRATEGIC PLAN

1. Establish Project Management Culture & Practice
2. Socialize Vision & Strategic Plan
3. Dismantle Oppressive Systems & Remove Barriers
4. Elevate & Center Black Students & Families
5. Design & Implement Flexible, Equitable, CRSP Instruction
6. Develop System-wide Practice of Community Engagement
7. Recruit, Train & Retain Diverse Staff
8. Build System-wide Culture & Structure of Adult Learning
9. Strengthen Sustainability & Climate Resilience

Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.

LBUSD 2024 – 2029 STRATEGIC PLAN

Creating a Better Future Together, our 2024–2029 Strategic Plan, is the first in a series of multi–year plans outlining the important steps we will take on the road toward realizing our vision.

It covers four theme areas, with associated strategies, that will set the foundations for achieving our vision.

All themes are necessary to help us achieve Vision 2035, especially the graduate portrait, for all students at LBUSD.

Creating a Better Future Together

THEME 2
Equitable and Liberatory District
Dismantle systems of oppression by eliminating barriers to equitable access and outcomes

Elevate and center Black students and families

Develop a diverse workforce that reflects the community we serve and improves our system's cultural dexterity and inclusiveness

THEME 1
High-Quality Learning for Students
Equitable access to high-quality learning experiences

THEME 4
Cultivating Transformative Change
Establish a system-wide project management culture and practice

Strengthen the sustainability and climate resilience of our school district

Develop a coherent, system-wide culture and structure of adult learning

THEME 3
Partnering with Community
Socialize the Vision and Strategic Plan

Develop a system-wide practice of community engagement

Theme 1: High-Quality Learning for Students
- Equitable access to high-quality learning experiences

## Theme 2: Equitable and Liberatory District
- Dismantle systems of oppression by eliminating barriers to equitable access and outcomes
- Elevate and center Black students and families
- Develop a diverse workforce that reflects the community we serve and improves our system's cultural dexterity and inclusiveness

Theme 3: Partnering with Community
- Socialize the Vision and Strategic Plan
- Develop a system-wide practice of community engagement

Theme 4: Cultivating Transformative Change
- Establish a system-wide project management culture and practice
- Strengthen the sustainability and climate resilience of our school district
- Develop a coherent, system-wide culture and structure of adult learning
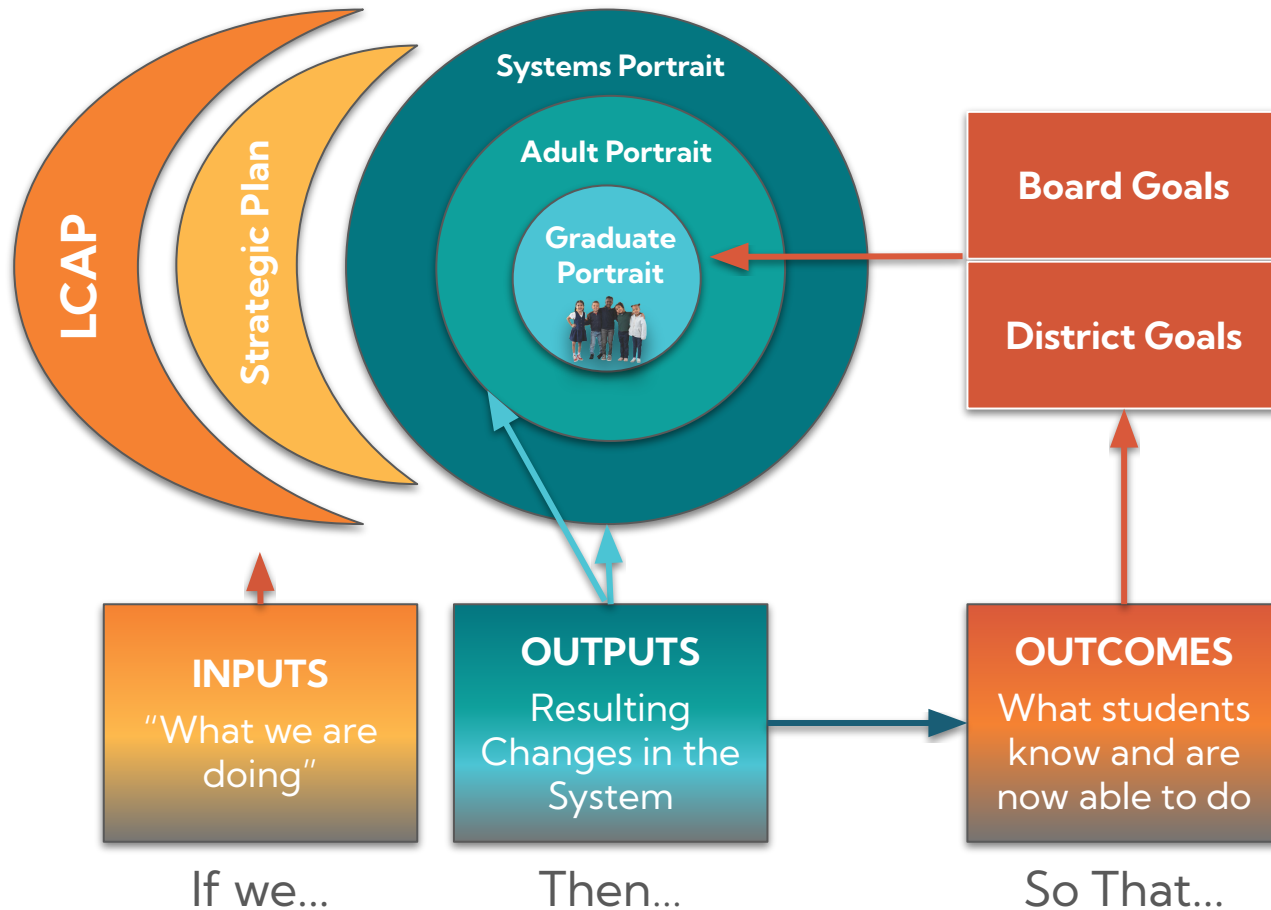
Excellence *and* Equity
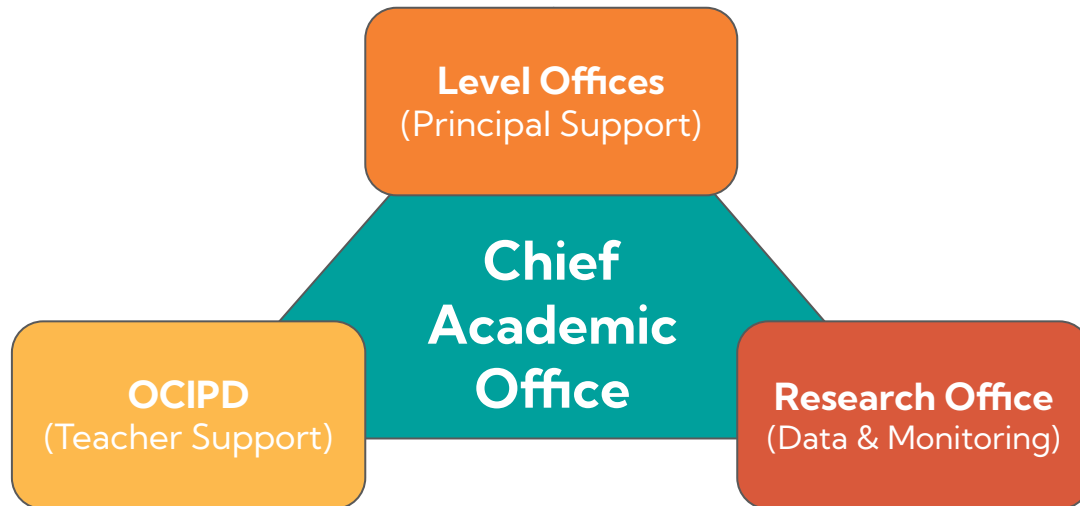
Role of the Chief Academic Office

"Leadership (principals) is second only to classroom instruction (teachers) among all school-related factors that contribute to student learning."

–How Leadership Influences Student Learning, K. Leithwood, et al

Level Offices
(Principal Support)

Chief Academic Office

OCIPD
(Teacher Support)

Research Office
(Data & Monitoring)

Our What
District Goals

Our How
LBUSD Priorities and Key Levers

Our Why
V2035 Graduate Portrait

DISTRICT GOALS

- Literate & Mathematically-Prepared Students
- Resilient & Mindful Students through Transformative Social-Emotional Learning
- College & Career Ready Graduates

LBUSD KEY PRIORITIES

- Culturally Responsive & Sustaining Leader & Teacher Practices
- Culturally Affirming Classroom & School Environments

LBUSD KEY LEVERS

- Implement Leader & Teacher Professional Learning System
- Implement the Plan for the Center of Black Student Excellence
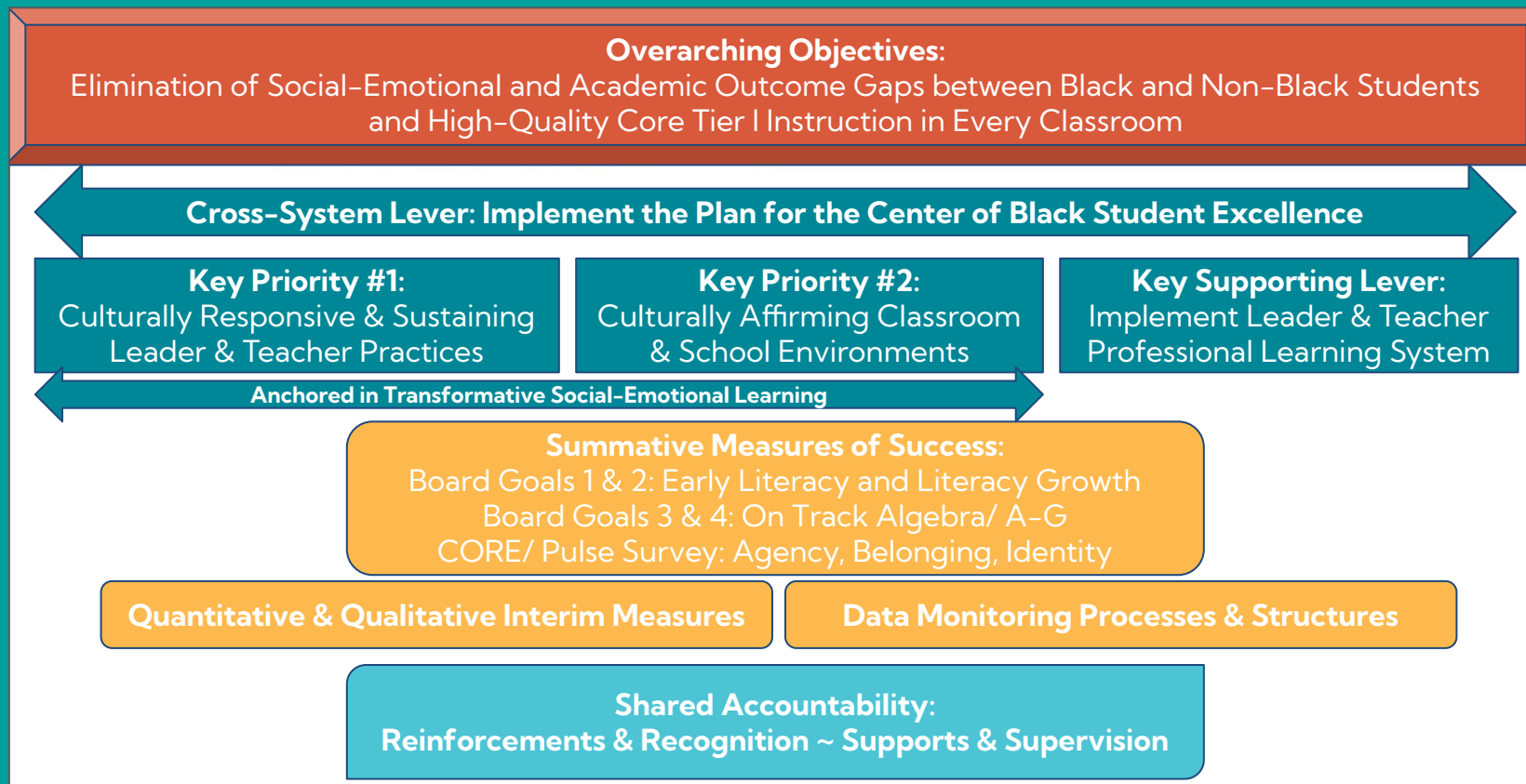- Data Monitoring Processes & Structures

Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.
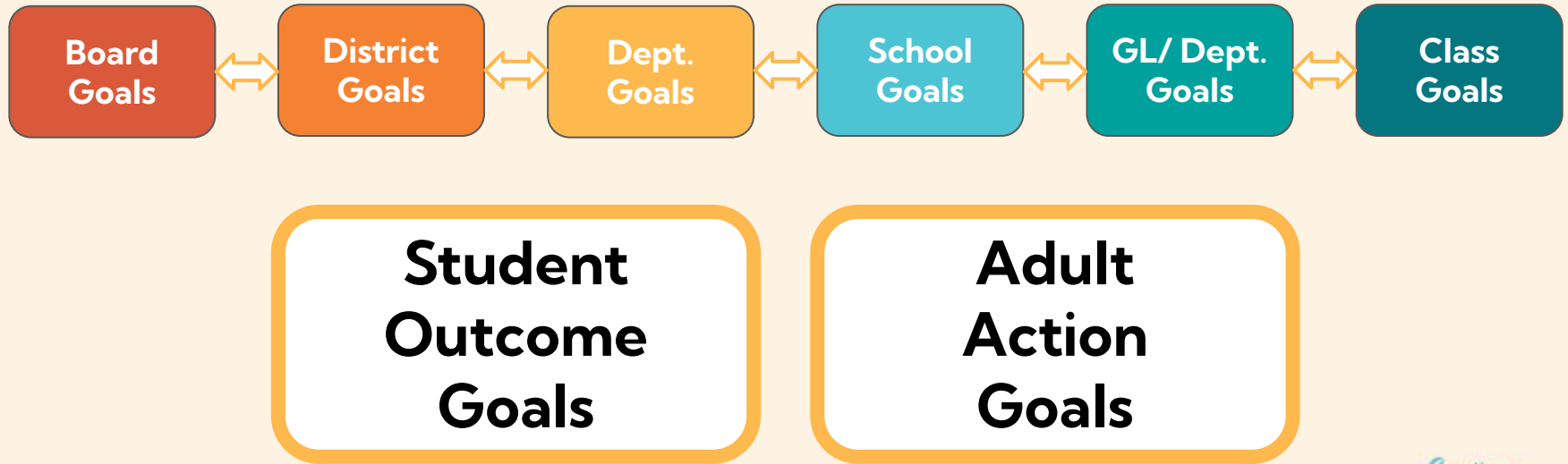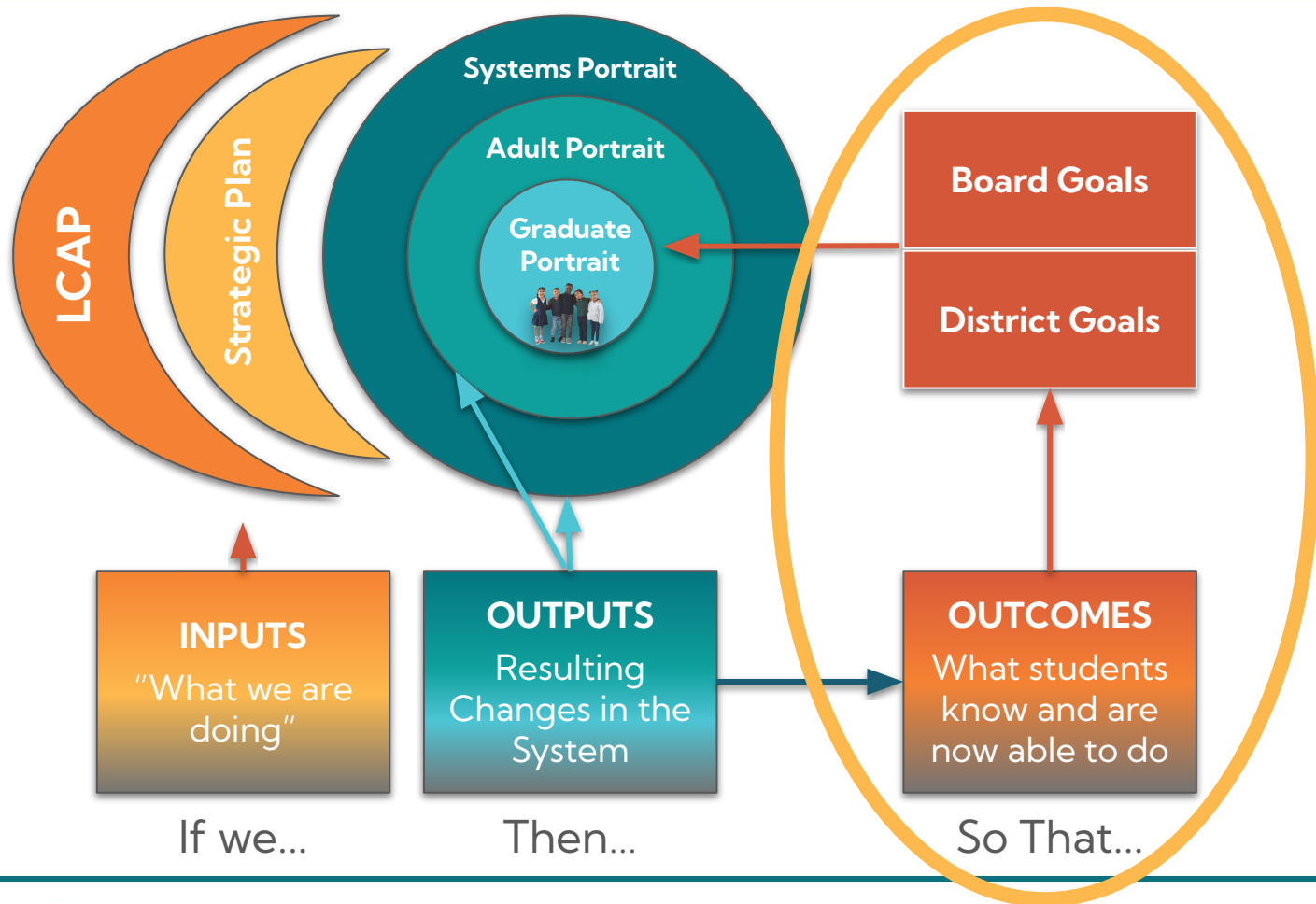
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Alignment & Coherence of Initiatives

Strategic Plan

System Supports

Overarching Objectives:
Elimination of Social-Emotional and Academic Outcome Gaps between Black and Non-Black Students and High-Quality Core Tier I Instruction in Every Classroom

Cross-System Lever: Implement the Plan for the Center of Black Student Excellence

Key Priority #1:
Culturally Responsive & Sustaining Leader & Teacher Practices

Key Priority #2:
Culturally Affirming Classroom & School Environments

Key Supporting Lever:
Implement Leader & Teacher Professional Learning System

Anchored in Transformative Social-Emotional Learning

Summative Measures of Success:
Board Goals 1 & 2: Early Literacy and Literacy Growth
Board Goals 3 & 4: On Track Algebra/ A-G
CORE/ Pulse Survey: Agency, Belonging, Identity

Quantitative & Qualitative Interim Measures

Data Monitoring Processes & Structures

Shared Accountability:
Reinforcements & Recognition ~ Supports & Supervision

Vision 2035: Core Values & Graduate, Adult and System Portraits

Board of Education Goals

Goal 1 Reading: Proficiency
The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2 Reading: Acceleration
The percentage of students in Grades 4–8 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3 Algebra Proficiency
In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4 College & Career Readiness
In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028.

Board of Education Guardrails

▶ **The Superintendent may not allow** resources to be allocated without evidence of their equitable distribution aligned with the Excellence & Equity board policy.

▶ **The Superintendent may not allow** major district-wide initiatives to go forth without engaging students of color and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

▶ **The Superintendent may not allow** implementation or adoption of any classroom curricula or programming that does not prioritize educational and racial equity.

Adopted: November 1, 2023

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

https://www.lbschools.net/board-of-education/board-of-education-goals

https://www.lbschools.net/superintendent-of-schools/superintendents-goals

District/Superintendent Goals

Goal Area	District Student Outcome Goals
Literate & Mathematically-Prepared Students **Aligned Board Goals** **Board Goal 1:** The percentage of Grade 3 students who meet or exceed grade- level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028. **Board Goal 2:** The percentage of students in Grades 4–8 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028. **Board Goal 3:** In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.	LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025. LBUSD students achieving below grade level will demonstrate greater than one year of growth in literacy and math by June 2025. 85% of K–2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 75% in June 2024. The percentage of English learners making progress towards English language proficiency (i.e., progressing at least one level or maintaining a level 4 result from the prior year on the English Language Proficiency Assessments for California) will increase from 45% in June 2024 to 50% by June 2025, as determined by the ELPI (English learner proficiency indicator). 80% of 6th–8th grade students will attain a grade of C or better in math on their report card in June 2025, up from 73% in June 2024. The gap between Black/African American students and all other students will be less than 5%.
Resilient & Mindful Students through Transformative Social-Emotional Learning	Each school's lowest CORE Survey area will increase by 3% in Spring 2025 compared to Spring 2024. Black/African American students' sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.
College & Career Ready Graduates **Aligned Board Goal** **Board Goal 4:** In pursuit of having more than 66% of Black/African American graduating seniors A–G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028.	The percent of graduates who are college and career ready will increase from 47% in June 2023 to 65% in June 2025 (Advanced Placement, SBAC, College Credit Courses, CTE program completion, Industry Certification, Work Based Learning, State Seal of Biliteracy). Black/African American student access to A–G courses will be equal to or greater than all other students by June 2025. 70% of 9th grade Black/African American students will receive a grade of C or better in their core A–G courses by June 2025. 80% of 9th–12th grade students will receive a grade of C or better in their English, History/ Social Science, Math and Science courses in June 2025, up from 78% in June 2024. The gap between Black/African American students and all other students will be less than 5%.

LONG BEACH
UNIFIED · SCHOOL · DISTRICT

Excellence *and* Equity

Principal Goals and Alignment Support Tool

Alignment	District Goals	ES/TK-8 Level Goals	ES/TK Site Goals for SPSA	Site Grade Level Goals	Teacher Goals
Literate & Mathematically-Prepared Students					
Aligned Board Goals 1-3 The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028. The percentage of students in Grades 4-8 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028. In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.	1. LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025. 2. LBUSD students achieving below grade level will demonstrate greater than one year of growth in literacy and math by June 2025. 3. 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 75% in June 2024. 4. The percentage of English learners making progress towards English language proficiency (i.e., progressing at least one level or maintaining a level 4 result from the prior year on the English Language Proficiency Assessments for California) will increase from 45% in June 2024 to 50% by June 2025, as determined by the ELPI (English learner proficiency indicator). 5. 80% of 6th-8th grade students will attain a grade of C or better in math on their report card in June 2025, up from 73% in June 2024. The gap between Black/African American students and all other students will be less than 5%.	1. All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025. ● ELA 54% of 3-5 students will score Met/Exceeded on SBAC, up from 49%. ● Math: 50% of 3-5 students will score Met/Exceeded on SBAC, up from 44%. 2. 50% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 36% in June 2024. 3. 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 75% in June 2024. ES.___% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 36% in March 2024. 4. 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024.	**Grades 3-5** 1. All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025. ● ELA ___% of 3-5 students will score Met/Exceeded on SBAC, up from ___%. ● Math: ___% of 3-5 students will score Met/Exceeded on SBAC, up from ___%. 2.__% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC ELA and Math will meet their accelerated growth target in June 2025, up from ___% in June 2024. ES. ___% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from ___% in March 2024. **Grades K-2** 3. 85% of K-2d grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from ___% in June 2024. ES .___% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from ___% in March 2024. **Grades K-5** 4. 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024	**Grades 3-5** 1. Grade ___ students will achieve at least one year of academic growth in literacy and math by June 2025. ● ELA ___% of 3-5 students will score Met/Exceeded on SBAC, up from ___%. ● Math: ___% of 3-5 students will score Met/Exceeded on SBAC, up from ___%. 2.__% Grade ___ students who were Not Met or Nearly Met on the prior year's SBAC ELA and Math will meet their accelerated growth target in June 2025, up from ___% in June 2024. ES. ___% of Grade ___ students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from ___% in March 2024. **Grades K-2** 3. 85% of Grade ___ students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from ___% in June 2024. ES. ___% of Grade ___ students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from ___% in March 2024. **Grades K-5** 4. 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024	**Grades 3-5** 1. Room ___ students will achieve at least one year of academic growth in literacy and math by June 2025. ● ELA ___% of 3-5 students will score Met/Exceeded on SBAC, up from ___%. ● Math: ___% of 3-5 students will score Met/Exceeded on SBAC, up from ___%. 2.__% Room ___ students who were Not Met or Nearly Met on the prior year's SBAC ELA and Math will meet their accelerated growth target in June 2025, up from ___% in June 2024. ES. ___% of Room ___ students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from ___% in March 2024. **Grades K-2** 3. 85% of Room ___ students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from ___% in June 2024. ES. ___% of Room ___ students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from ___% in March 2024. **Grades K-5** 4. 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024
			K-8 Sites: 80% of 6th-8th grade students will attain a grade of C or better in math on their report card in June 2025, up from 73% in June 2024. The gap between Black/African American students and all other students will be less than 5%.		

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Interim Board Goals for 2024–2025

- Goal 1: 85%* of K students will score Met/Exceeded on the Foundational Reading Skills Assessment

- Goal 2: 45% of students scoring "Not Met" on prior year SBAC ELA will meet their growth target on iReady Reading

- Goal 3: 62% of 6th grade Black/African American students and of all other 6th grade students will achieve a placement level of "At Grade Level" or "Above Grade Level" in the "Algebra and Algebraic Thinking" Mathematics domain on iReady at Diagnostic 3; 85% of 6th grade Black/African American students and of all other 6th grade students enrolled in Math 6 ACC will receive a C or better on their report card

- Goals 4: 70% of 9th grade Black/African American students and of all other 9th grade students will receive a grade of C or better in their core A–G courses

*Revised upwards based on FRSA outcomes in 2023–2024

Excellence and Equity

How Do Plans & Adjustments Get Made?

PLAN

DO

STUDY

ACT

PDSA

Excellence and Equity
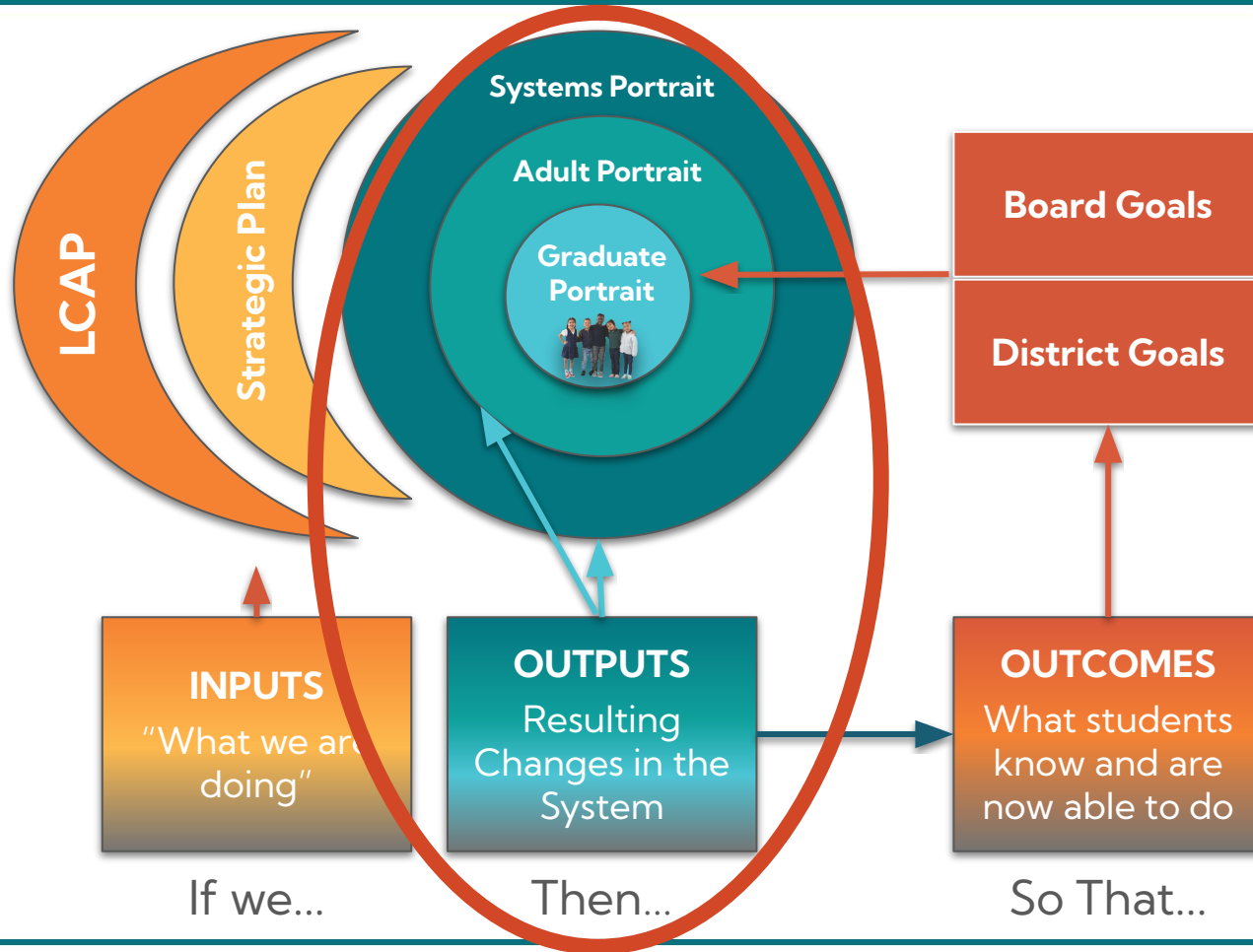
How Do Plans & Adjustments Get Made?

Strategic Planning Sessions & Senior Team Meetings

Academic Alignment & Principal Supervisor Initiative
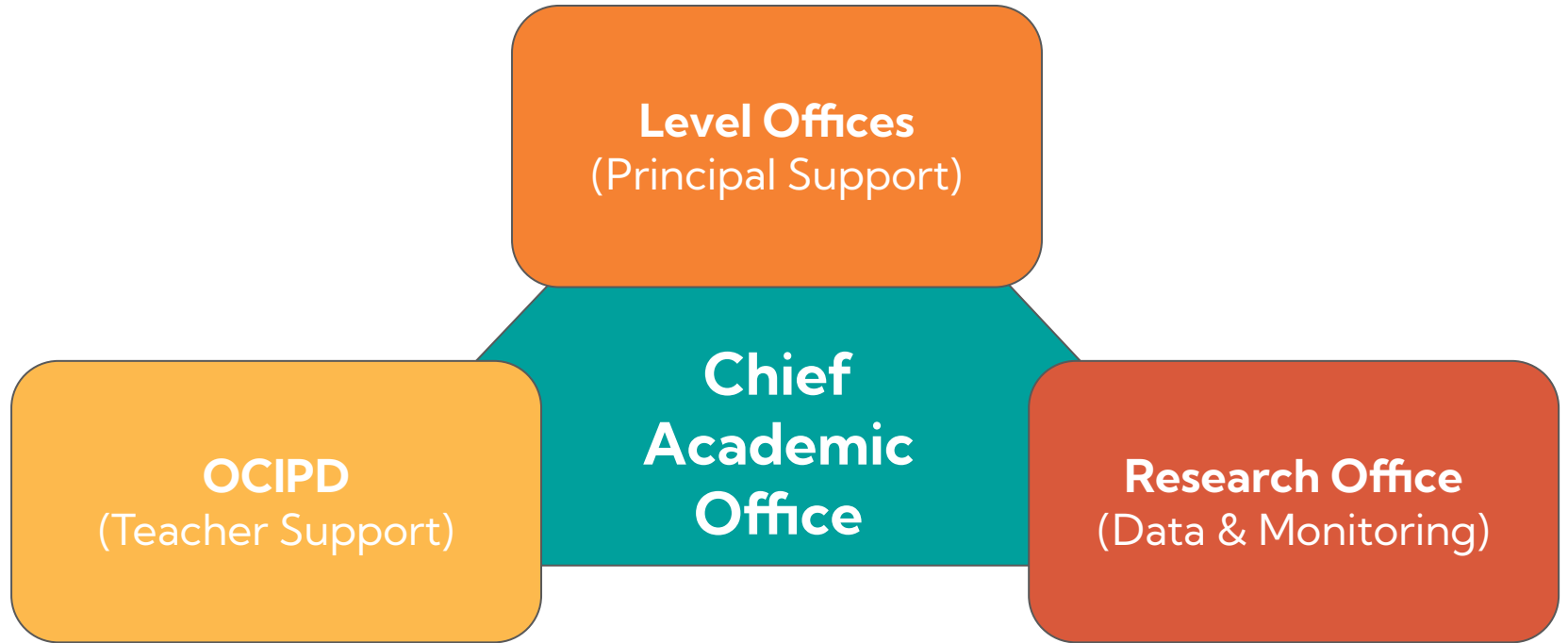
OCIPD Leads & Team Meetings

Principal Meetings

TK–12 Collaboration

Level/ Support Office Collaboration

Department Head & Teacher Council Meetings

Excellence and Equity

Level Offices
(Principal Support)

Chief Academic Office

OCIPD
(Teacher Support)

Research Office
(Data & Monitoring)

Elementary & TK–8 Schools Office

Excellence
and Equity

The Critical Role of School Leaders

- Principals are **learning & leading** through a time of exponential change in the world and infinite possibilities in LBUSD.
- Student outcomes won't change until adult behaviors/inputs change. Principals are **multipliers of effective teaching** and the difference between individual teacher success and system level success.
- The **expectations** that Principals set, and the systems of **accountability** that they stand for, speak for our collective beliefs about students.

Excellence and Equity

Our What

District Goals

Our How

LBUSD Priorities and Key Levers

Our Why

V2035 Graduate Portrait

DISTRICT GOALS

- Literate & Mathematically-Prepared Students
- Resilient & Mindful Students through Transformative Social-Emotional Learning
- College & Career Ready Graduates

Elementary/TK–8 & Secondary Schools Key Levers with Principals:

- Supervision & Feedback (Classroom Observations, w/ Aligned Feedback)

- Site PD Plans (Plans aligned to QCI, U6, and Vision 2035 Portraits)

- Site Teams (Vision Alignment, Lead/IIC Coaching)

- Data & Progress Monitoring (PDSAs, Structures & Student Data)

Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.

Key Focus in Elementary/TK–8 Schools

- Culturally Responsive Principal Actions
- Supervision and feedback of classroom instruction
  - TK–2: literacy
  - 3–5: math
- Calibration and Coherence Tool to inform next steps
- Professional development plans
  - Aligned to QCI focus of OCIPD teacher PD
  - Culturally affirming classrooms (U6)
  - First year of two PD Days aligned to district and site needs

Excellence and Equity

Key Academic Supports in Elementary/TK–8 Schools

- K–2 Literacy:
  - *During the school day*: Instruction & Intervention Coordinator and Reading Lead

- 3–5 Math:
  - *During the school day*: Instruction & Intervention Coordinator and Math Lead

- Title 1 Schools (SPSA)

- *After school*: ELOP, Tutoring

Excellence and Equity

Secondary Schools Office

Our What
District Goals

Our How
LBUSD Priorities and Key Levers

Our Why
V2035 Graduate Portrait

DISTRICT GOALS

- Literate & Mathematically-Prepared Students
- Resilient & Mindful Students through Transformative Social-Emotional Learning
- College & Career Ready Graduates

Elementary/TK–8 & Secondary Schools Key Levers with Principals:

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- Site PD Plans (Plans aligned to QCI, U6, and Vision 2035 Portraits)
- Site Teams (Vision Alignment, Lead/IIC Coaching)
- Data & Progress Monitoring (PDSAs, Structures & Student Data)

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Key Focus in Secondary Schools

- Implementation of equitable grading policy and practices

- Support for 5th-to-6th and 8th-to-9th transitions
  - Breakthrough Success Community (CORE Districts)
  - WEB and Link Crew

- Systems of accountability
  - Master schedule and staffing allocations
 - Ensuring all students enrolled in A–G aligned courses

Excellence and Equity

Key Academic Supports in Secondary Schools

Middle Schools
- Instruction and Intervention Coordinator
- Literacy
  - CCR, ENLACE, Tutoring
- Math
  - Math Development, Khan Academy, Tutoring
- Title 1 Schools (SPSA)

High Schools
- Literacy
  - APEX, Tutoring
- Math
  - APEX, Math Development, Khan Academy, Tutoring
- Title 1 Schools (SPSA)

PDSA Cycle for 2024 - 2025
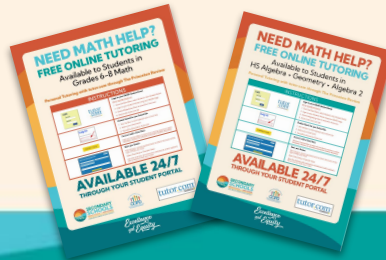
Fall/August
Collaborative Data Study
Quantitative Data - Monitor Student Achievement Data

Fall/September - October
Goal-Setting

Fall/October - November
Internal Learning Walk
Qualitative Data - Monitor Implementation of Professional Learning

Winter/January - February
Collaborative Data Study
Quantitative Data - Monitor Student Achievement Data

Winter/ February
Mid-Year Conference

Spring/March - April
Quality Core Visit

Spring/May-June
End of Year Conference

Elementary/TK–8 & Secondary Schools Key Levers with Principals:

- Supervision & Feedback (Classroom Observations, w/ Aligned Feedback)

- Site PD Plans (Plans aligned to QCI, U6, and Vision 2035 Portraits)

- Site Teams (Vision Alignment, Lead/IIC Coaching)

- Data & Progress Monitoring (PDSAs, Structures & Student Data)

Office of Curriculum, Instruction and Professional Development

Excellence and Equity

Our What
District Goals

Our How
LBUSD Priorities and Key Levers

Our Why
V2035 Graduate Portrait

- Literate & Mathematically-Prepared Students
- Resilient & Mindful Students through Transformative Social-Emotional Learning
- College & Career Ready Graduates

Office of Curriculum, Instruction & Professional Development Key Levers with Teachers:

- Implement Professional Learning System

Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.

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Success Implementation of *District* Professional Learning

OCIPD 2024–25 Content Priorities

- **Deepening QCI Implementation**, through job-embedded coaching and professional learning

  - Deepen understanding of **Culturally-Relevant, Responsive, Sustaining and Affirming Classrooms**

- Reimagine our **TK-12 Approach to Mathematics**

- **TK-12 Designated ELD** training, guidance and resources

- Pilot **Interdisciplinary Units**, ELA/Science K-5, ELA/History 6-8, HS

- Deepen **College–Career Readiness** work

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AND PROFESSIONAL DEVELOPMENT

Quality Core Instruction

"Quality Core Instruction (QCI) is the operationalizing of our expectations and belief in ALL students, the public demonstration of what we mean by excellence in every classroom and the environment where every student experiences our commitment to equity."
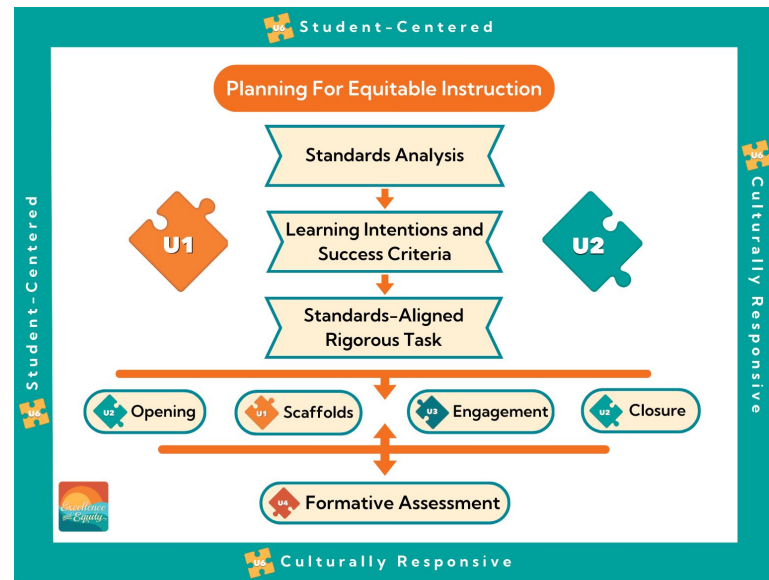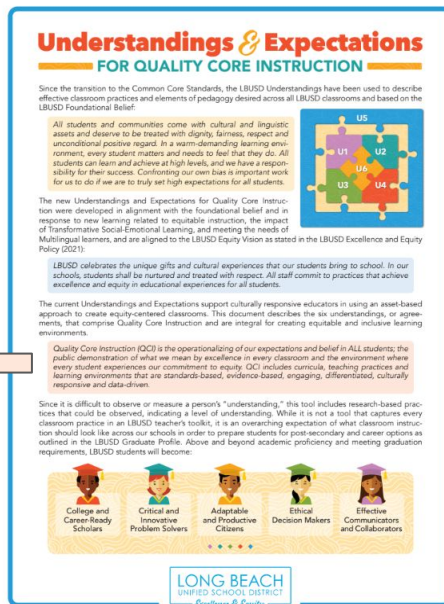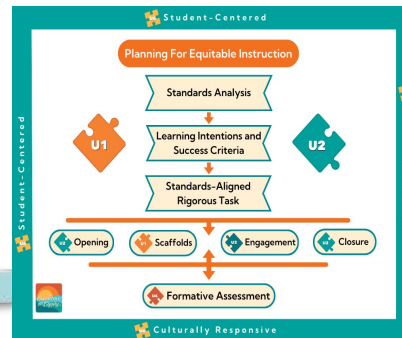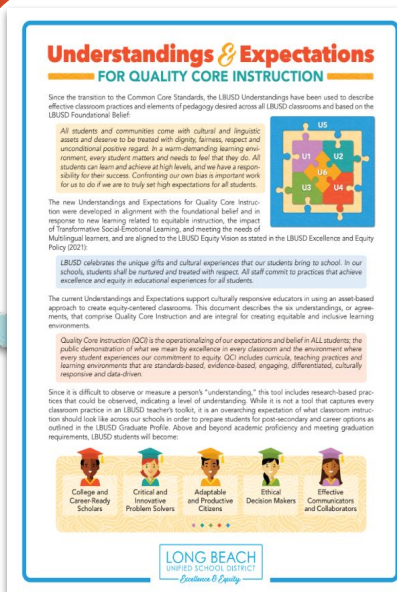
Deepening and Connecting Our Learning

Overview of Collaborative PL Structures

New Learning

- ❏ Attend a training
- ❏ Take a class
- ❏ Read/discuss an article
- ❏ Participate in book study
- ❏ Attend a conference
- ❏ Watch a video
- ❏ Engage in a shared task
- ❏ Discuss proposed practice

Modeling & Practice

- ❏ Observe a lesson
- ❏ Model a lesson with adults/peers
- ❏ Watch a video lesson
- ❏ Model a lesson with small group of students
- ❏ Practice lesson with small group of students
- ❏ Co-plan or co-teach a lesson
- ❏ Practice lesson with adults
- ❏ Engage in unit study/unit planning with targeted skills

Implementation, Feedback, Refinement

- ❏ Peer observation
- ❏ Conduct a full lesson study
- ❏ Formal reflection on lesson
- ❏ Peer coaching
- ❏ Use PDSA cycle to analyze practice and student work
- ❏ Plan and use higher-level tasks
- ❏ Teacher and student goal-setting & reflection
- ❏ Use student work protocols

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OCIPD

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24–25 Teacher Professional Learning Logistics

- 615 trainings scheduled for 2024–25

- Two days face–to–face training for all teachers
  - Two additional days for elementary teachers, secondary ELA teachers, and grade 6 & grade 9 math teachers

- All Teachers: Quality Core Instruction customized by grade level and subject

- All K–12 ELA Teachers: Designated ELD

- MS History–ELA Teachers: Interdisciplinary Unit Pilot

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Questions, Insights, Learnings

Thank you!