

2024-25 Board Goals 1 & 2: Qualitative Data Stories

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

October Workshop Board Meeting

- Elementary & TK-8 Schools

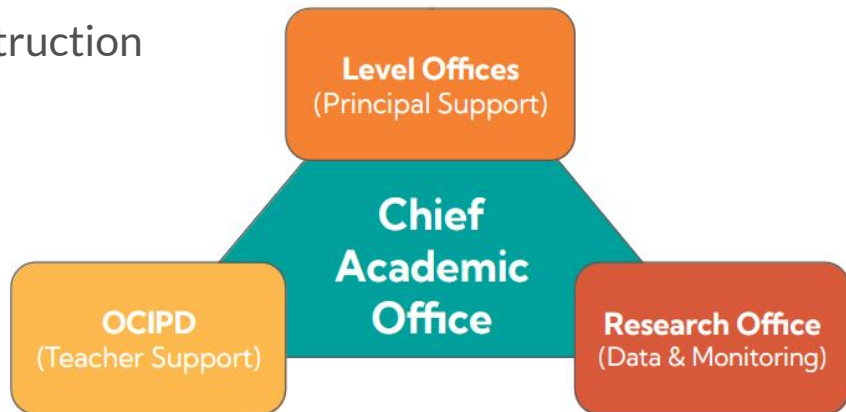
- Culturally-responsive principal actions
- Supervision & feedback of classroom instruction
- Professional development plans

- Secondary Schools

- Implement equitable grading policy
- Support transitions
- Accountability systems

- Office of Curriculum, Instruction & Professional Development (OCIPD)

- District Professional Learning: content & structure for successful implementation





Hughes Middle School

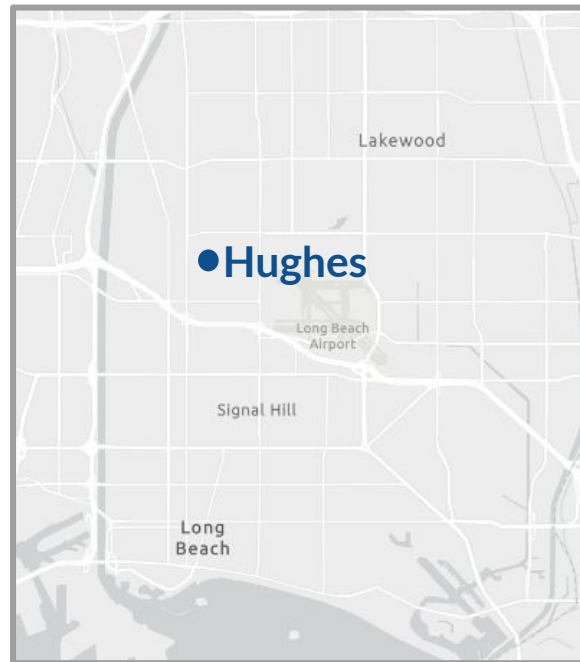
Principal Maria Pilar Perossio

ELA 6 Education Specialist
Isis Blanchette Marcelin

Hughes Middle School

6th through 8th grade school located in District 1 in Central Long Beach

	School-wide
Enrollment	1,215
Black/African American students	206 (17%)
Hispanic Students	594 (49%)
ELLs/Multilingual Learners	102 (8%)

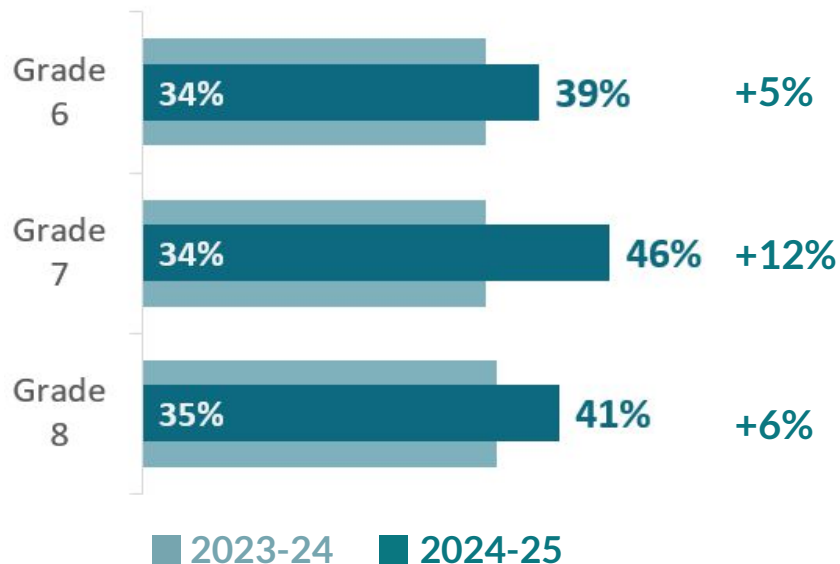


Hughes i-Ready Reading Diagnostic 1

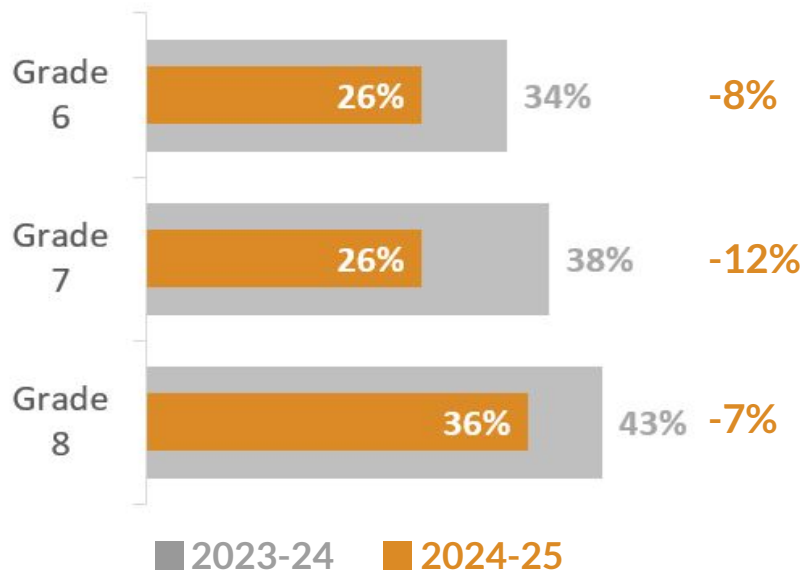


i-Ready D1 2023-24 compared to 2024-25

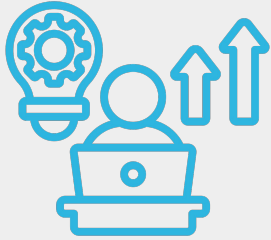
Increase in % **early on to mid/above grade level**



Decrease in % **3+ grade levels below** in 2024-25



Discussion Themes



Facilitating Adult Learning & Development



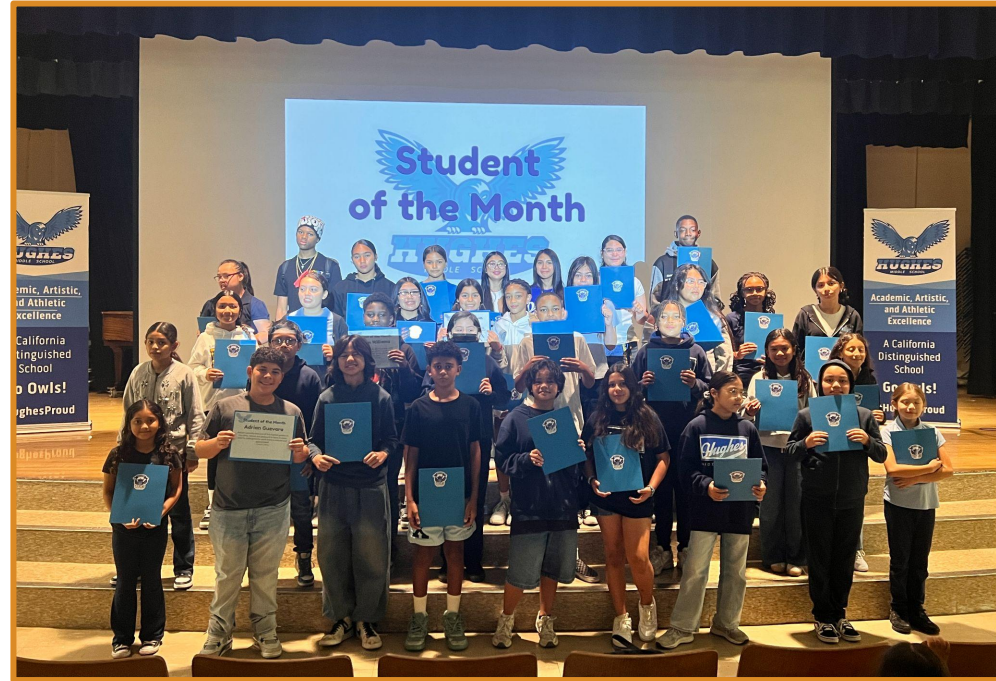
Collaboration



Culturally Responsive Leadership

Facilitating Adult Learning & Development

- Culturally-relevant practices & differentiation
- **Plan Do Study Act (PDSA)** cycles
- Role of inclusion



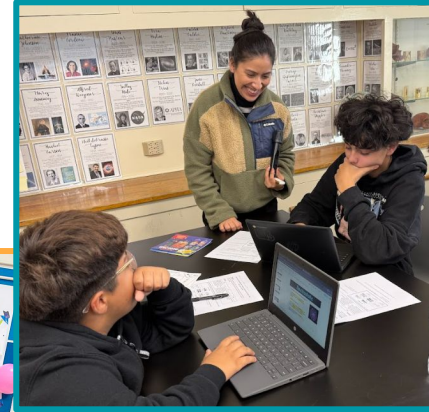
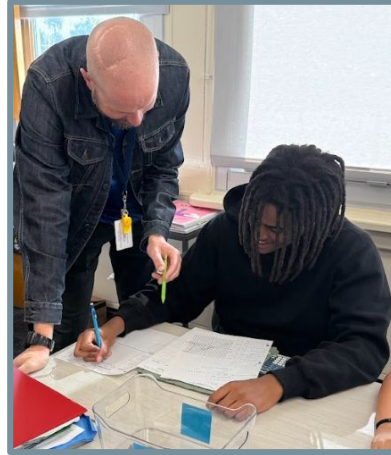
Collaboration

- Relationship-building with community of learners
- Specific collaboration strategies in support of literacy
- Focused opportunities for collaboration & calibration



Culturally Responsive Leadership

- Data-informed practices
- Calibration across site leadership teams
- Leadership journey



Connection to Vision 2035

- What is the Hughes team most proud of?
- What are your aspirations for your Hughes community of learners?



Discussion & Questions for Hughes



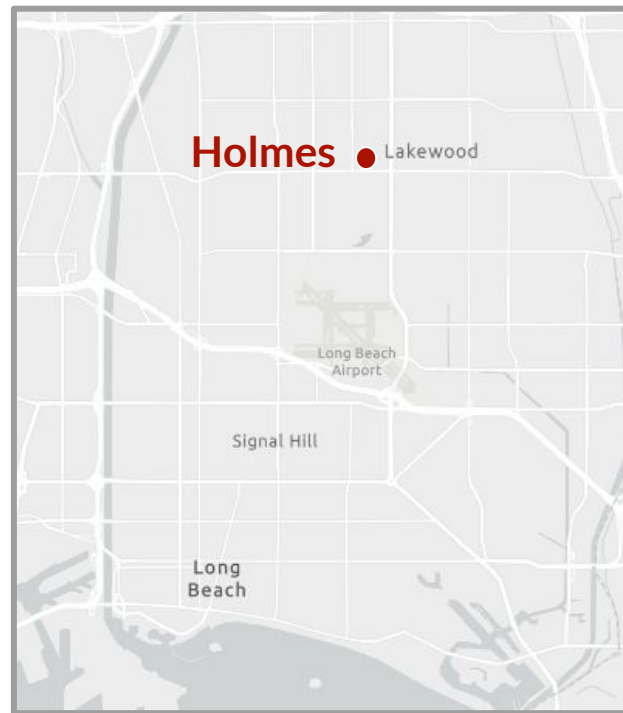
Holmes Elementary School

**Principal Lori Grady &
5th Grade Teacher Tamia Jones**

Holmes Elementary

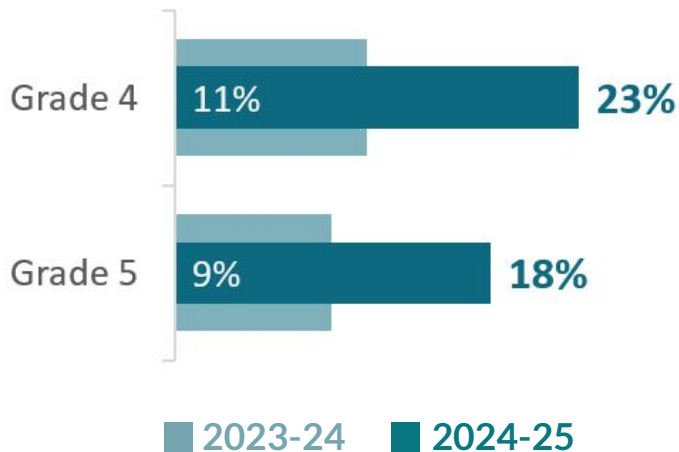
Transitional kindergarten through 5th grade school located in District 5 in Lakewood

	Enrollment
Total Enrollment	380
Black/African American students	98 (26%)
Hispanic students	178 (47%)
ELLs/Multilingual Learners	36



Holmes i-Ready Reading Diagnostic 1

Grades 4 & 5 had **double** the % of students starting the year **mid-above** at D1 in **2024-25** as compared to **2023-24**.

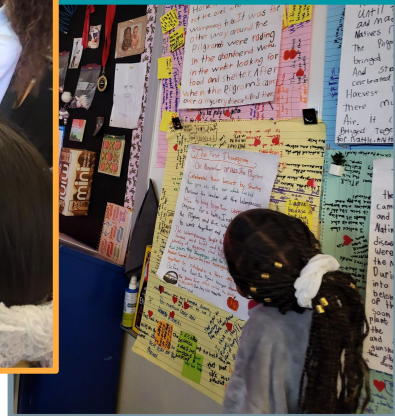
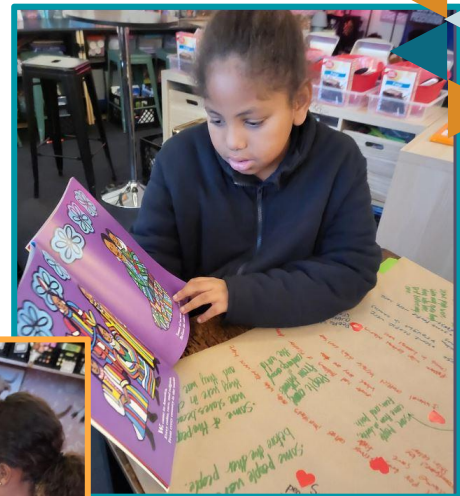
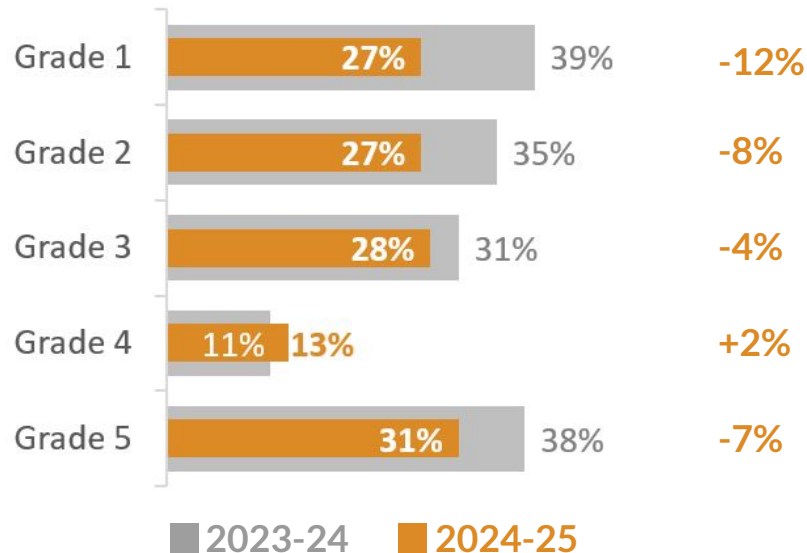


Socratic seminar discussion about
“how all living things are connected.” 15

Holmes i-Ready Reading Diagnostic 1

Grades 1, 2, 3 & 5 saw **reductions** in the % of students **2 or more grade levels below**.

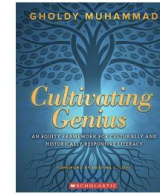
Grade 4 maintained a low rate of students scoring in lowest placement levels (13% in 2024-25).



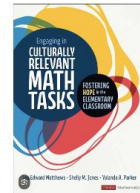
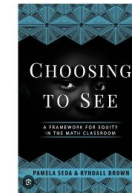
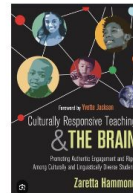
Facilitating Adult Learning & Development

- Book studies: Data-driven decision making
- Culturally-responsive pedagogy
- Authentic learning through real world experiences

Book Studies - School-wide



Book Studies - 3rd - 5th



Collaboration

- Wrap-around support systems
- Collaboration structure within & across grade-levels
- Building community
 - ME Museum
 - Kamayan: Filipino Feast
 - Back-to-School Night & Parent Conferences



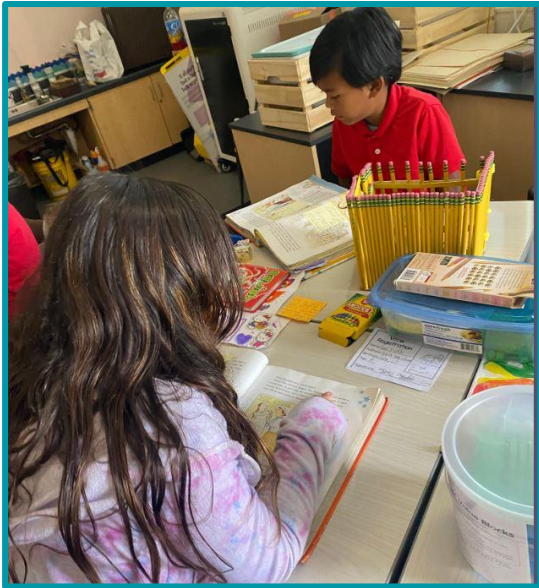
Culturally Responsive Leadership

- Building mutual trust
- Empowering teachers to take risks
- Allowing teachers to reimagine classrooms to be physically designed for natural collaboration



Connection to Vision 2035

- What is the Holmes team most proud of?
- What are your aspirations for your Holmes community of learners?



Discussion & Questions for Holmes

References

The Leadership Academy - Culturally Responsive Leadership: A Framework for School & School Systems Leaders

<https://www.leadershipacademy.org/resources/culturally-responsive-leadership-a-framework-for-school-school-system-leaders/>

Vision 2035

<https://www.lbschools.net/departments/vision-2035/introduction>

Board Goals & Guardrails

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