



LONG BEACH

UNIFIED • SCHOOL • DISTRICT

Board of Education: 2024–2025 Goal Monitoring Review₁

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

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?

Our What

LBUSD Reimagined

Our How

Creating a Better Future Together



Our Why

Vision for Students



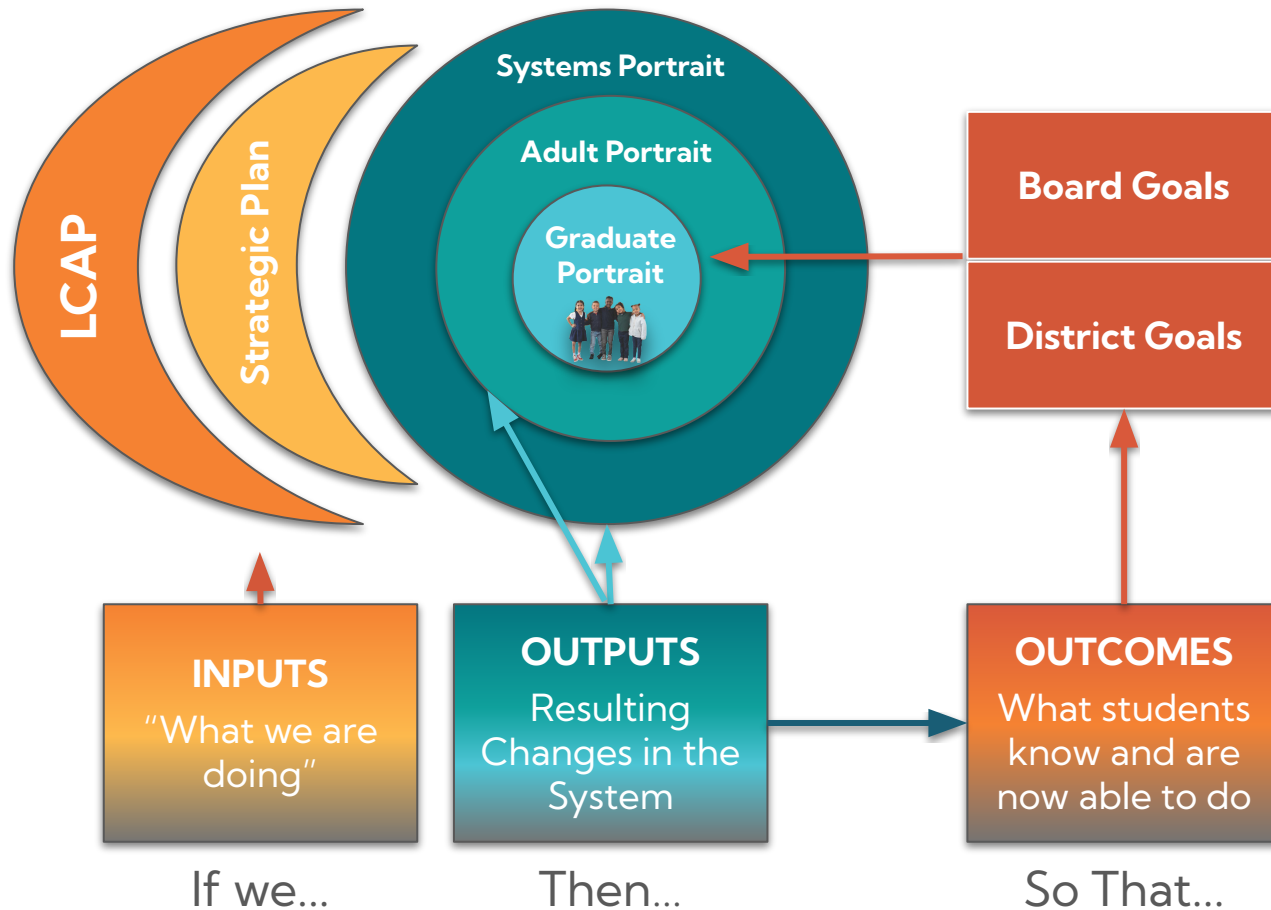
OUTCOMES REIMAGINED

- 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

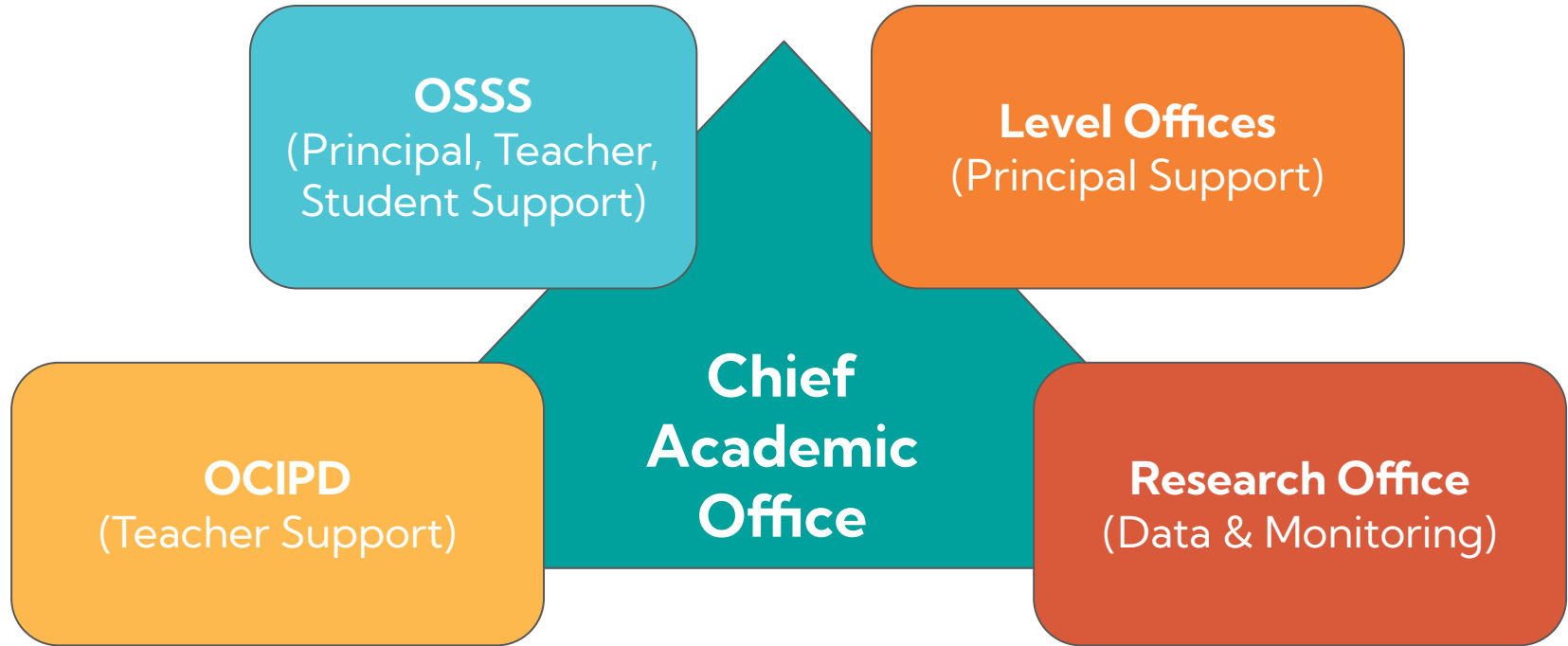
Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.



Excellence and Equity

**Alignment and
Coherence Across
Departments**





Our What

District Goals

DISTRICT GOALS

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

Our How

*LBUSD Priorities
and Key Levers*

LBUSD KEY PRIORITIES

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

Our Why

V2035 Graduate Portrait

LBUSD KEY LEVERS

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



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Alignment & Coherence of Initiatives

Strategic Plan

System Supports

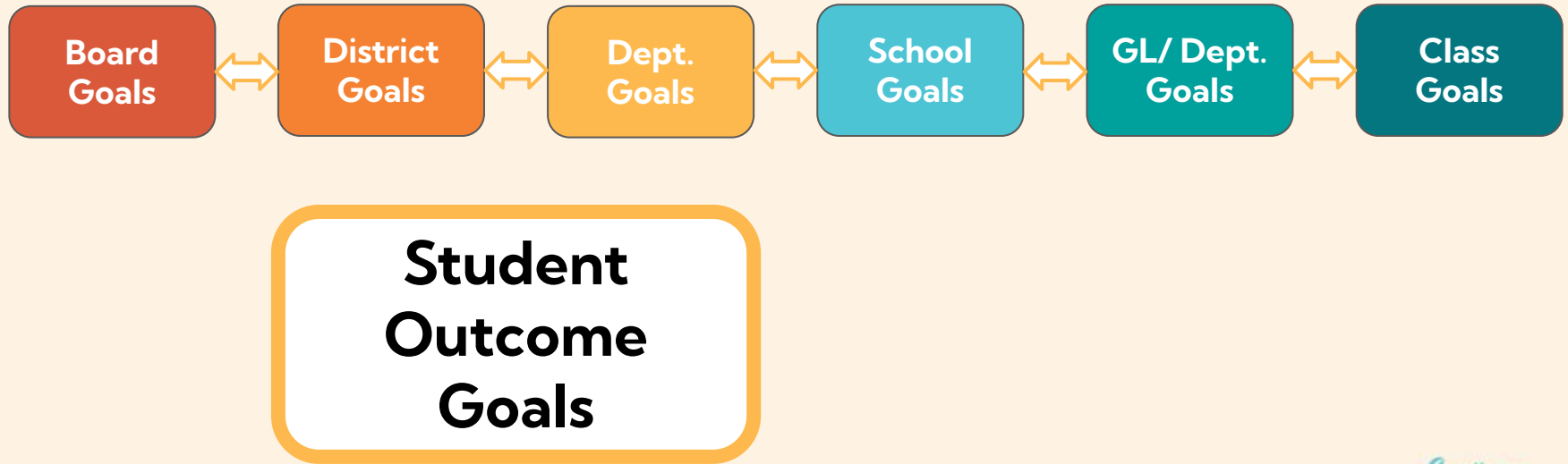


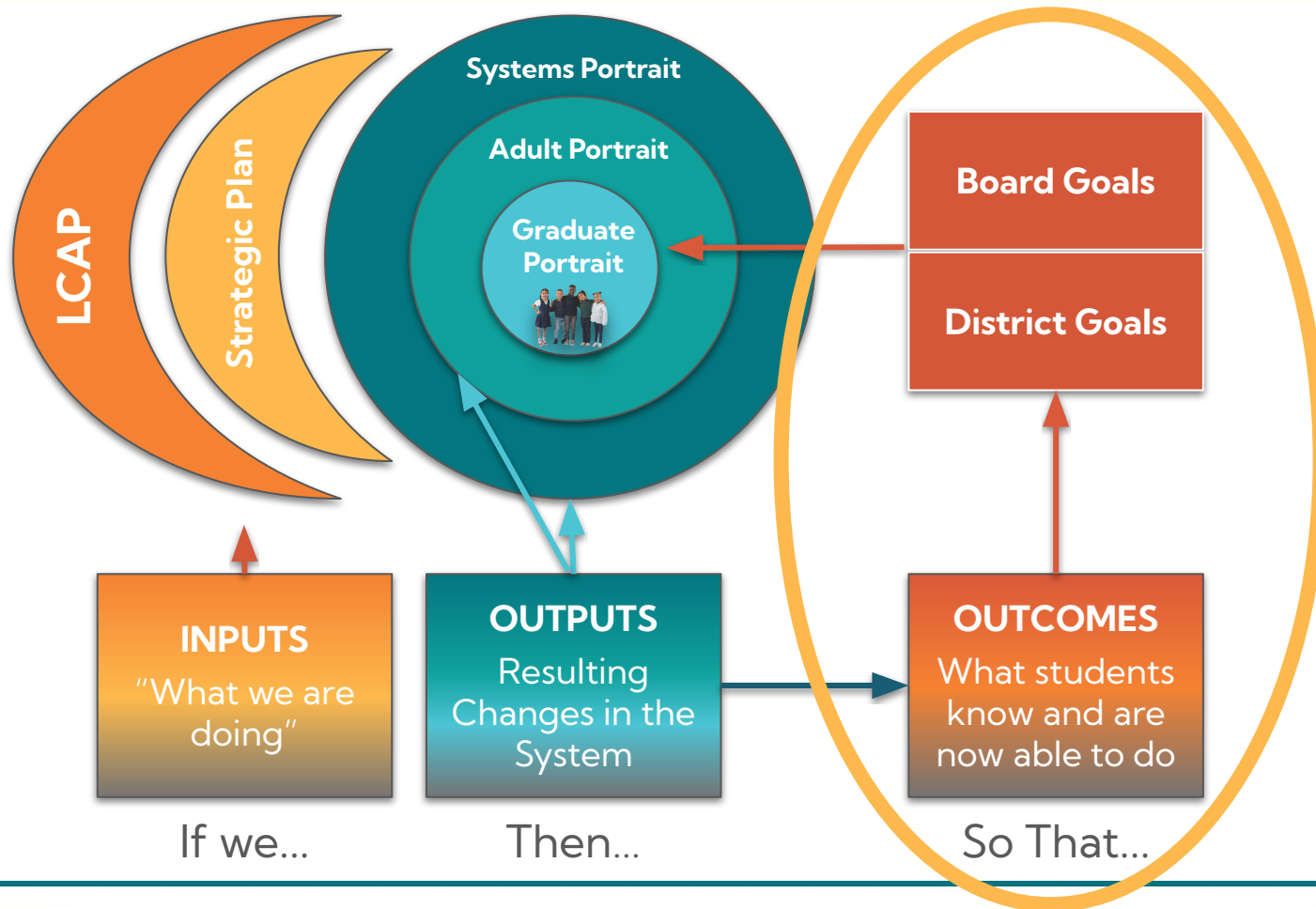
Vision 2035: Core Values & Graduate, Adult and System Portraits

How Do Plans & Adjustments Get Made?

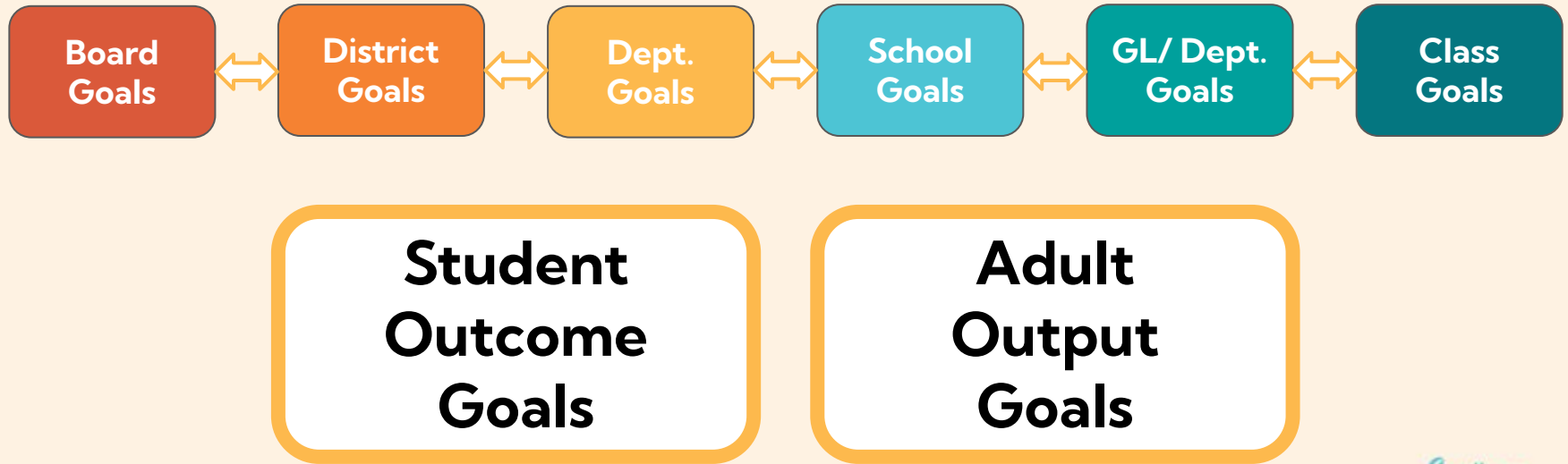


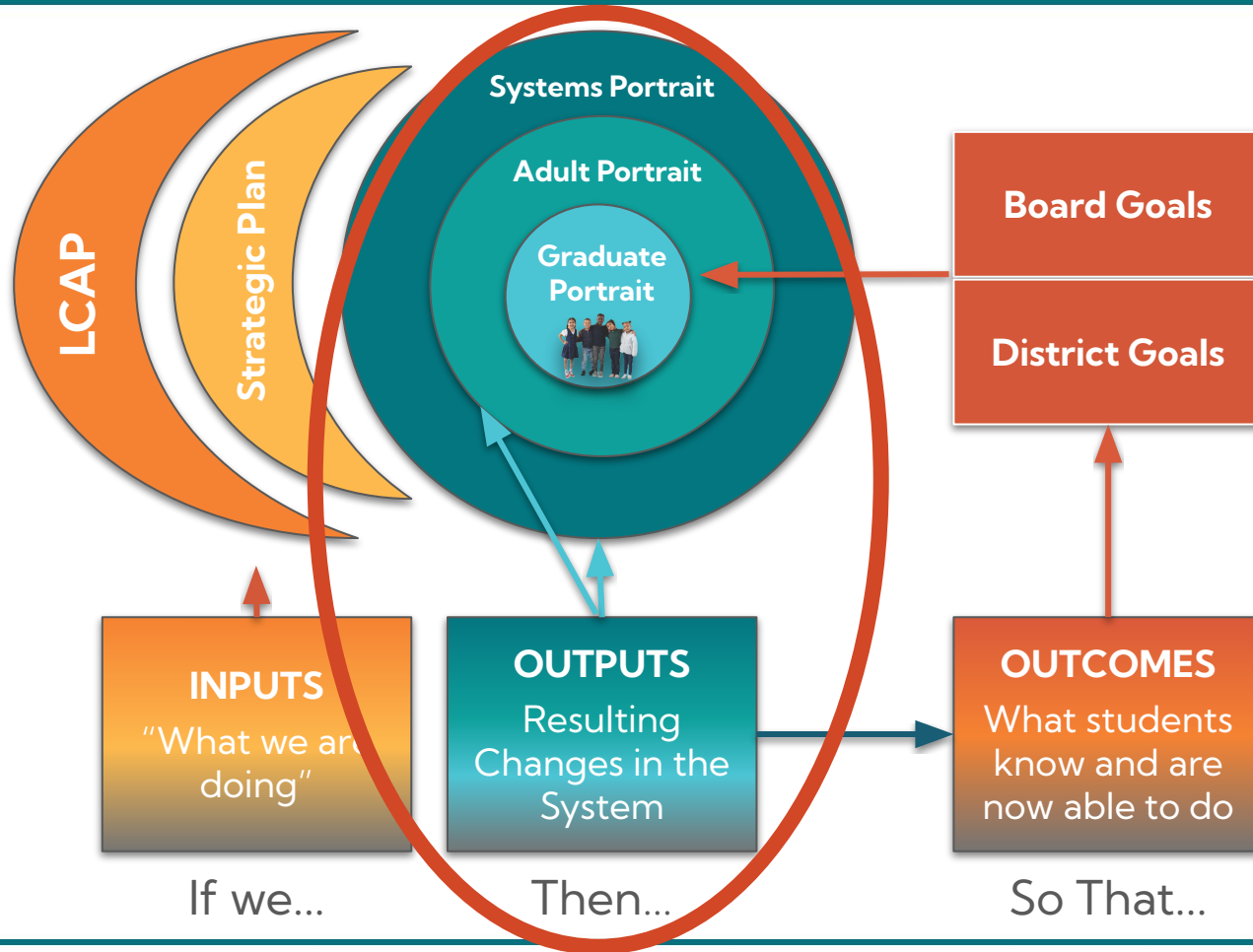
From the **Boardroom** to the **Classroom...**
or
From the **Classroom** to the **Boardroom...**





From the **Boardroom** to the **Classroom...**
or
From the **Classroom** to the **Boardroom...**





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

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and Equity*

Coherence and Alignment in 2024–2025

- TK–12 Collaboration:
 - Shared learning about culturally responsive and sustaining practices and instructional frameworks
 - Update on development of Graduate Portrait Continuum
 - Input & feedback on EL Master Plan

Multicultural Education: Knowledge Construction

“It helps students to understand how knowledge is constructed and how it reflects the experiences, values, and perspectives of its creators. In this approach, the structure, assumptions, and perspectives of the curriculum are changed so that the concepts, events, and issues taught are viewed from the perspectives and experiences of a range of racial, ethnic, and cultural groups. The center of the curriculum no longer focuses on mainstream and dominant groups, but on an event, issue, or concept that is viewed from many different perspectives and points of view.”



Dr. James Banks

Source: UW College of Ed

Excellence and Equity

Asset-Based Pedagogies

Culturally Relevant Pedagogy	Culturally Responsive Pedagogy	Culturally Sustaining Pedagogy
 Dr. Gloria Ladson-Billings	 Dr. Geneva Gay	 Dr. Django Paris  Dr. H. Samy Alim

Coherence and Alignment in 2024–2025

- TK–12 Principals:
 - Common expectations around observing classroom instruction
 - Shared learning walks across levels to calibrate
 - Deepening understanding of competencies of a culturally responsive leader



Elementary & TK-8 Schools Office

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.

Our What

District Goals

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Our How

*LBUSD Priorities
and Key Levers*

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)

Our Why

V2035 Graduate Portrait



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K-12 Supervision, Feedback, & Classroom Observations

- **Wildly Important Goal:**
Increase the number of classrooms implementing high quality equitable instruction inclusive of culturally affirming environments.
- The tool helps us monitor teacher progress while providing valuable insights to both our Level Offices and OCIPD to guide support and next steps

7,538
As of 3/30/25

Overview of Collaborative PL Structures

Surface Learning

Deeper Learning

Transfer Learning

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

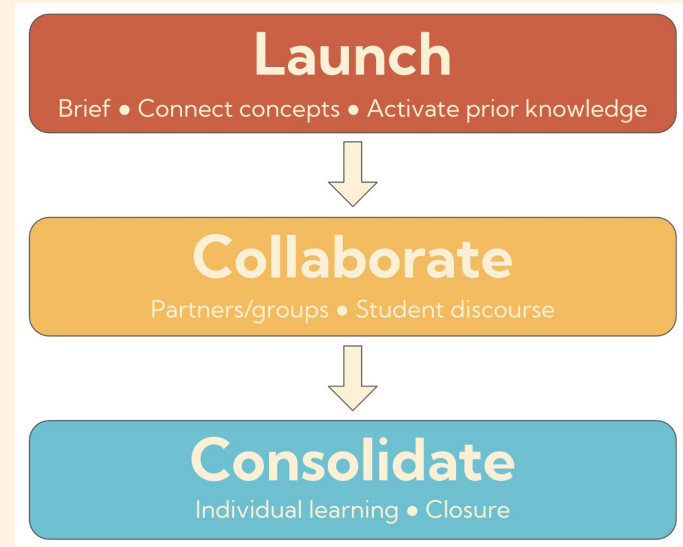
Supervision, Feedback, & Classroom Observation Deeper Learning

- **November K-12 Culturally Responsive and Math:**
In November and January, K-12 principals engaged in cross-site learning walks using the QCI observational tool, with a focused emphasis on culturally responsive classrooms and equitable learning environments.
- **February ES/TK-8 K-2 Literacy with OCIPD:**
Elementary and K-8 sites collaboratively planned additional deeper learning opportunities with OCIPD for K-2 literacy, specifically enhancing small group instruction practices.

Supervision, Feedback, & Classroom Observation Deeper Learning

- **December/January Secondary Math Classroom Visits**

In December and January, Secondary principals and assistant principals engaged in cross-site learning walks using the QCI observational tool, with a focused emphasis on Math instruction in 6ACC and Algebra 1 Classrooms.



Site Teams (Vision & Alignment) Deeper Learning

ES/TK-8 Principals:

- Strengthened leaders' ability to access, analyze, and understand data in collaboration with the Research Office.
- Supported strong collaboration by identifying and auditing indicators of effective teams, grounded in Elena Aguilar's *The Art of Coaching Teams*.



Site Teams (Vision & Alignment) Deeper Learning

ES/TK-8 Instructional & Intervention Coordinators (IIC), Math and ELA Leads with OCIPD:

- Deepened content knowledge through monthly Literacy and Math Lead meetings facilitated by OCIPD.
- Expanded instructional expertise through OCIPD-led demonstration lessons, exemplars, and lesson study opportunities.



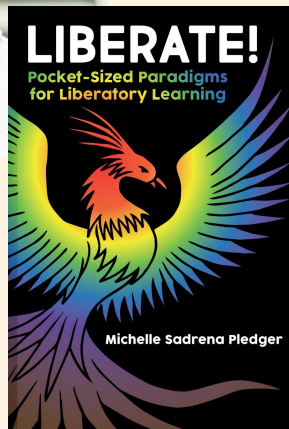
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and Equity*

Deeper Learning With Culturally Responsive Instruction

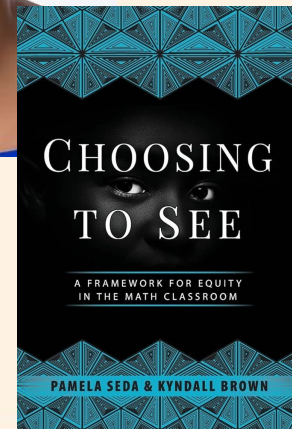


**Dr. Michelle
Pledger**

**ES/TK-8 PD
unpacking unit
guides**



**Collaboration
with OCIPD on
Math instruction**



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and Equity*

Impact of Culturally Responsive Leadership & Learning



CHAVEZ ELEM.



GRANT ELEM.



HENRY ELEM.



WEBSTER ELEM.



Impact of Culturally Responsive Leadership & Learning



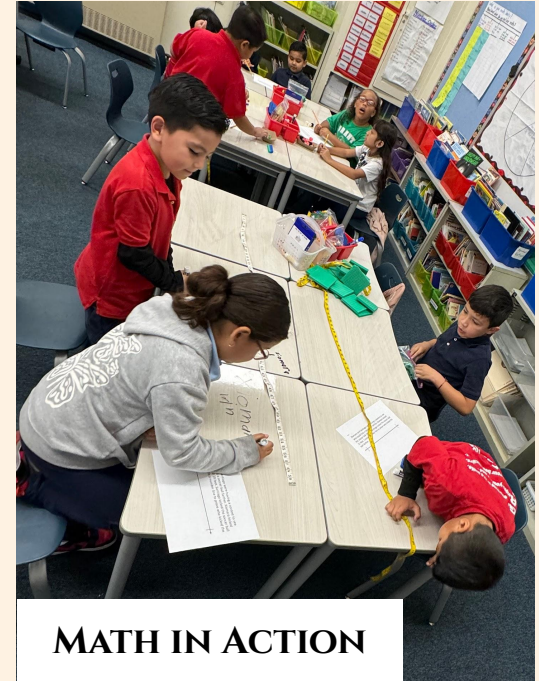
NEWCOMB TK-8



LOWELL ELEM



WILLARD ELEM



MATH IN ACTION

Secondary Schools Office

Our What

District Goals

DISTRICT GOALS

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Our How

*LBUSD Priorities
and Key Levers*

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Our Why

V2035 Graduate Portrait



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.

Equitable Grading Policy

- Developed and shared a Grading Clarifications and Adjustments document to support consistent implementation
 - Feb – sent to all staff
 - Feb/March – discussed with Principals
- Grading guidelines and syllabus template were revised in response to teacher and administrator feedback
 - Scheduled distribution to teachers this month

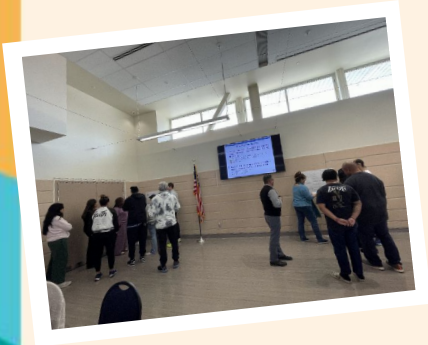


Equitable Grading Policy

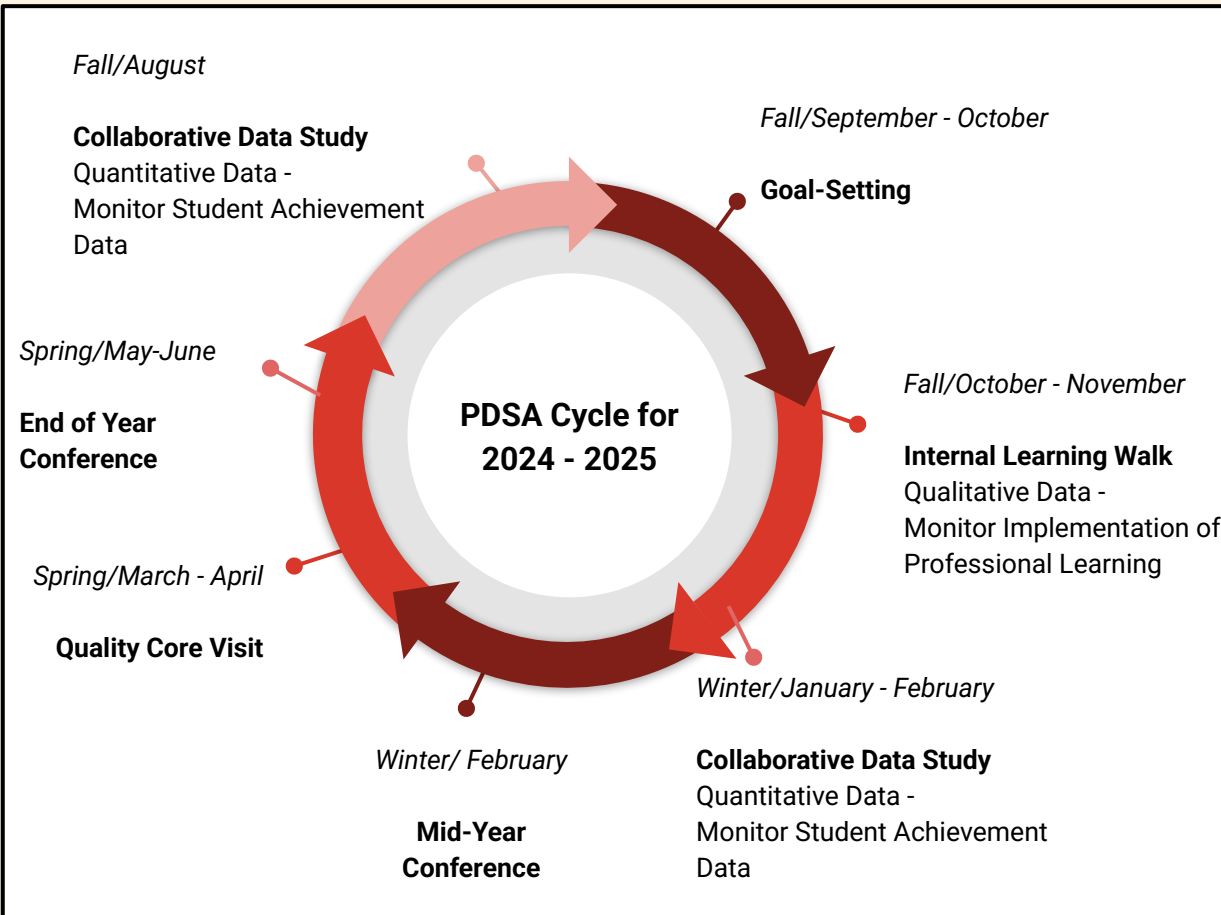
- Gathered student voice through a student survey
 - 500 students randomly selected across all schools
 - Representative sample from every subgroup
- Preliminary data suggests:
 - Students are confident using Canvas to monitor their academic progress
 - Teachers are effectively communicating grading criteria
 - Teachers are making expectations clear for assignments and assessments
 - Many students are unclear about the reasons behind changes to the grading policy

Breakthrough Success Community (CORE Districts)

A statewide collaborative focused on increasing 9th grade success. Through data analysis, continuous improvement, and cross-district collaboration, school teams identify and support 9th grade students to ensure they remain on track.



PDSA Cycle: Data and Progress Monitoring

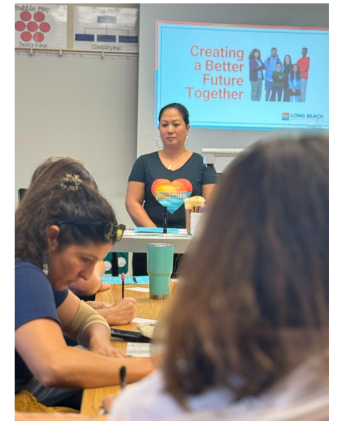


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Data and Progress Monitoring

- The Collaborative Data Study (CDS) engages site teams in analyzing data and connecting their instruction observation findings to monitor progress toward school-wide academic and culture-climate goals.
- Through the CDS process, site teams are held accountable for implementing and monitoring actionable next steps identified during their study to drive continuous improvement.



Data and Progress Monitoring

- The Quality Core Visit (QCV) is a districtwide process in which individuals from various departments visit school sites to provide feedback on the implementation of instructional practices and to assess the impact of each department on sites.
- TK-12 schools had 345 district visitors
- Senior Team visited Wilson's QCV

"While I don't work directly with students, I feel that these visits allow me to re-center and focus my work on student outcomes."

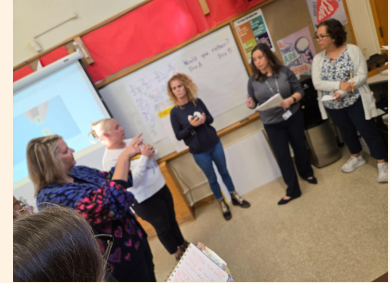


"Had I not engaged in a walk with diverse colleagues, my own noticings would be limited to my own lens: facilities, logistics, environment, support staff, etc. It was an excellent opportunity to learn cross-functionally, experience the culture unique to each site, and keep me grounded in my why."

"This experience will directly impact my work by strengthening how I collaborate with site administrators to prioritize wellness and SEL on all of our campuses."

MS IIC: Quality Core Implementation

- Instruction and Intervention Coordinators (IIC) support Middle School sites.
- In 24-25, all IICs supported sites in implementing the "new" TK12 Math Vision
- IICs participated in monthly professional learning experiences that deepened their learning of math instructional best practices to support site coaching, lesson planning, lesson study and internal site department walks
- Math Lab Study Days at Hoover and Marshall, supporting "new" math lesson structures



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and Equity*

Office of Curriculum, Instruction and Professional Development

Our What

District Goals

DISTRICT GOALS

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- College & Career Ready Graduates

Our How

*LBUSD Priorities
and Key Levers*

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

- Implement Professional Learning System

Our Why

V2035 Graduate Portrait



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Success Implementation of *District* Professional Learning

The graphic features a white rounded rectangle centered on a background of orange and teal geometric shapes. Inside the rectangle, the words 'Content' and 'Structure' are stacked with a plus sign between them. 'Content' is in teal and 'Structure' is in orange. A horizontal line is positioned below the plus sign. Below this line, the text 'Successful Implementation of Professional Learning' is written in teal. In the bottom left corner of the rectangle is the OCIPD logo, and in the bottom right corner is the 'Excellence and Equity' logo.

Content
+ Structure

Successful Implementation of
Professional Learning

OFFICE OF CURRICULUM, INSTRUCTION
OCIPD
AND PROFESSIONAL DEVELOPMENT

*Excellence
and Equity*

OCIPD 2024–25 Content Priorities

- **Deepening QCI Implementation**, through job-embedded coaching and professional learning
 - 709 trainings completed to date out of the 772 scheduled; 96% positive feedback
- Deepen understanding of **Culturally-Relevant, Responsive, Sustaining and Affirming Classrooms**
 - Revisited Gloria Ladson-Billings framework in all QCI
 - OCIPD Learns—Dr. Douglass, Dr. Seda, Dr. Hammond
- Reimagine our **TK-12 Approach to Mathematics**
 - Mission/Vision, Lesson Design, Math Routines and Flexible Thinking, Culturally Relevant Tasks, Teacher Advisory Group

OCIPD 2024–25 Content Priorities

- Provide **TK-12 Designated ELD** training, guidance and resources
 - 144 trainings completed supporting ELD
 - Draft EL Master Plan completed
- Pilot **Interdisciplinary Units**, ELA/Science K-5, ELA/History 6-8
 - 16 elementary interdisciplinary units created
 - 8th grade History-ELA pilot unit
- Deepen **College-Career Readiness** work
 - Expansion of WBL and DE, 90%+ Pass Rate in DE, Trades Day, College Career Fair, Industry Advisory Board

Overview of Collaborative PL Structures

Surface Learning

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



Deeper Learning

Modeling & Practice

- ☐ Observe a model lesson
- ☐ Model a lesson with adult(s)
- ☐ Watch a video lesson
- ☐ Model a lesson with small group of students
- ☐ Practice lesson with small group of students and/or adults
- ☐ Co-plan a lesson
- ☐ Engage in unit study/unit planning with targeted skills



Transfer Learning

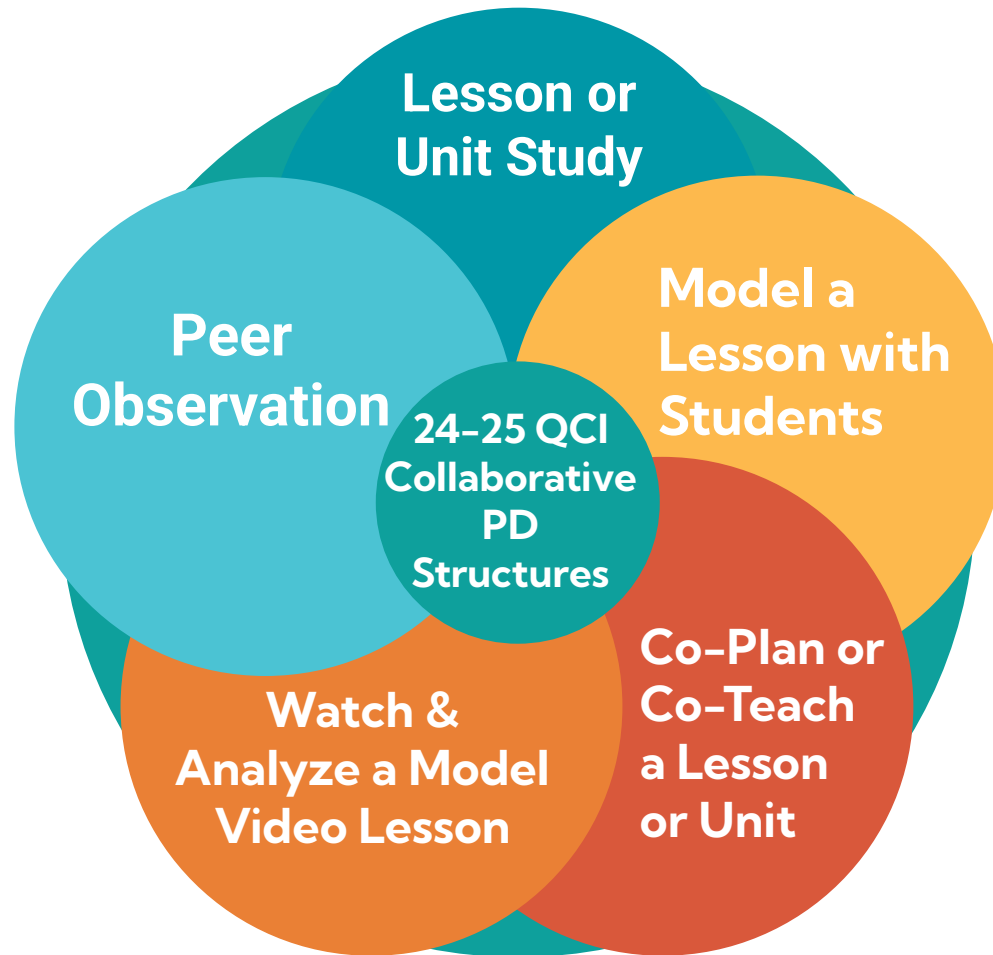
Implementation, Feedback, Refinement

- ☐ [Peer observation](#)
- ☐ Co-teach a lesson
- ☐ Conduct a full lesson study
- ☐ Formal reflection on lesson
- ☐ Peer coaching
- ☐ Use PDSA cycle to analyze teacher practice and student work
- ☐ Teacher and student goal-setting & reflection
- ☐ Use student work protocols

Elem Math
CTE
Science

VAPA
CTE
Health
PE
Library Serv

Elem ELA
Sec ELA
Sec Math



Elem Math
Sec Math

Elem ELA
Sec ELA
Sec Math
Health
History
CTE
PE
SPED
VAPA

Office of School Support Services

OSSS Collaboration with OCIPD to Support District Goals

The OSSS Special Education Division works closely with the OCIPD Inclusion and Special Education team to create and deliver professional learning opportunities for special education teachers, related service providers and administrators.

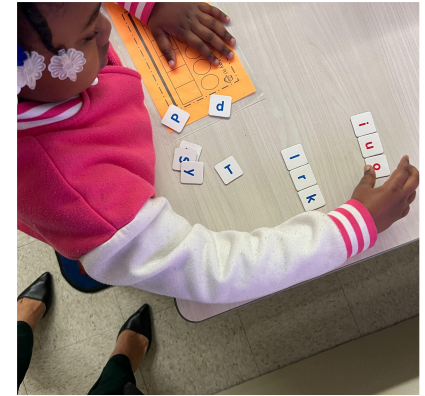


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OSSS Collaboration with OCIPD to Support District Goals

This year the following types of opportunities have been offered:

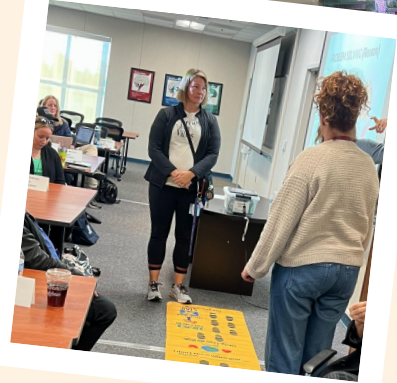
- [Quality Core Instruction](#) & [Universal Design for Learning \(UDL\)](#)
- Challenging Ableism-Disability Studies
- Collaborative Co-Teaching and Co-Teaching Support
- New Teacher Training & Coaching Support
- Customized PD @ Department Meetings and School Faculty Meetings
- [Monthly Newsletters for Special Education Teachers](#)



OSSS Collaboration with OCIPD to Support District Goals

Additionally, OSSS & OCIPD have collaborated on providing guidance to school teams on:

- [The Alternative Pathway to a Diploma](#)
- [Special Education Program Descriptions](#)
- [Implementing the Grading Policy for Students with IEPs & 504s](#)
- [Co-Teaching](#)
- [Roles and Responsibilities of Instructional Aides, Behavior Intervention Assistants](#)



Justice and Equity

Coherence and Alignment in 2025–2026

- Interim goals & guardrails as district goals
- Deeper and transfer learning of QCI
- Quarterly progress monitoring across offices and schools
- Feedback and testing out of Graduate Portrait Continuum
- Alignment of instructional frameworks for 2026–2027

Questions, Insights, Learnings

Thank you!