
From District Goals to Student Outcomes: Board of Education Update



March 2023



Setting the Stage



- *The “why” of our District Goals*
- *From policy to practice*
- *From classrooms to the board room*



**Long Beach Unified School District (LBUSD)
Excellence and Equity Board Policy (BP 0145)**

Definition of Equity in LBUSD:

Equity in LBUSD means that we will take action to end systemic racism and discrimination that harms students because of their race, culture, disability, economic description, immigration status, gender identification, and/or sexual orientation. If LBUSD is acting upon this definition, then the descriptors listed above will not be predictors of success or failure in our system. Equity in LBUSD also means that we center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience to all students.

Equity Policy:

The purpose of this policy is to establish a common foundation of equity that will be implemented throughout LBUSD. As an organization, we recognize and acknowledge our differences and we commit to authentic, continuous improvement. By design, this policy will establish a standard of humanity, compassion, sensitivity and respect as related to accessibility and care with high expectations for all staff, students, and families. Full implementation of this policy includes celebrating student's unique identities to include race, ethnicity, socio-economic status, disability, language background, foster youth, immigrant children, neurodiversity, religious beliefs, gender identification and/or sexual orientation.

As we center equity, it is important that we also hold responsibility for the ways in which K-12 educational institutions have participated or collaborated in the systemic oppression of BIPOC students and those with disabilities. This policy creates a path forward through informed professional development and a focus on identifying and dismantling practices endemic throughout American society, including large urban school districts like LBUSD, that are racist, oppressive, and exclusive for specific individuals or groups of students. While this policy reflects our district values, it is designed with the recognition that our work around equity will be guided by the data that we gain through continued engagement with students and families. LBUSD commits to evolving as professional development continues.

Furthermore, as the deep work of anti-racism uncovers harmful biases not yet realized, we will grow as a system to meet the needs of our students. This policy reflects this moment in time. Adjustments will occur as needed as we learn more, analyze data differently, and make strides as a unified system. We view this document as a starting point and we expect to update this policy on an annual basis as we evolve in future work around equity.



From District Goals to Student Outcomes



2022-2023 Goal		LCAP	LASP	Data Sources
Goal 1	LBUSD students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of Black students will be at least 25% greater than the previous year.	2, 3 & 4	1 & 2	Foundational Reading Skills Assessment iReady Grades: A-C grade reports Intervention Results SBAC Annual Results
Goal 2	LBUSD students' sense of personal identity, belonging and agency will increase.	2 & 5	1 & 2	Pulse Survey CORE Survey
Goal 3	LBUSD student access to and success in postsecondary options will increase. Black student access to and success in A-G completion will increase at least 5%, beginning with the 9th grade cohort.	3 & 4	1, 2 & 3	Math Achievement (K-8) High School Readiness College Readiness (Dual enrollment, AP courses & pass rates) A-G On Track
Goal 4	LBUSD students will experience quality core instructional practices and aligned school supports.	1, 2, 3, 4 & 5	1, 2 & 3	Pulse Survey CORE Survey Teacher Survey (new) Quality Core Instruction Classroom Implementation Report (new)

Agreements/Assumptions:

- All progress monitoring will include reporting outcomes by race/ethnicity, gender and special status (e.g. English Learner, Foster, Low SES).
- All schools will develop goals and actions plans that align with the district wide goals and that will be monitored by principal supervisors.
- All data will be shared with the Board of Education through the Data Monitoring Calendar.



2022-2023

Learning Acceleration and Support Plan



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I

Pillar I: Academic Acceleration and Support

At the heart of student learning in LBUSD classrooms are challenging and engaging learning experiences that are delivered by a skilled teacher who builds relationships with students. It is the aspiration of the Learning Acceleration & Support Plan to intentionally strengthen the district's core academic program for all grade TK-12 students by redesigning classroom curriculum, enhancing instructional delivery and taking an accelerated and asset focused approach to supporting students. In addition to reimagining the core academic program, an equity driven approach will be used to provide tiered academic interventions tailored to student needs.



II

Pillar II: Social-Emotional Well-Being

Social-emotional well being (SEL) addresses the core competencies of social emotional health to build students' level of self-awareness, self-management, social awareness, relationship skills and responsible decision making (CASEL, 2020). The integration of these competencies happens through curriculum selections for all students, and through structured support for students who have more substantial needs in the area of personal wellness. A "tiered approach" to supporting student

wellness includes a focused effort on Restorative Justice at the middle school level, as well as individual support services provided by partner community agencies. Structured plans address groups that have known vulnerabilities, such as students who are in foster care, experiencing homelessness or are having attendance challenges that affect their ability to access their education, and provide additional resources to these students.



III

Pillar III: Engagement and Voice

The Excellence and Equity Initiatives address the importance of engagement in several ways. Specifically, the engagement of students, community members, staff, and business partners with an emphasis on two-way dialogue. When we seek the voices of students, we learn that their input as our "key customers" keeps us focused on the areas that will add value to their experience and their overall sense of belonging in our schools. When we seek the voice of community stakeholders, we

gather input that informs our work with the "lived experience" of our citizens. When we seek the voice of staff, we can plan for needs and perspectives that are critical to our forward momentum. Engagement with our whole community raises the level of shared commitment to the experience in our schools. This pillar will allow us to embrace continuous improvement as a core component of all of our work.

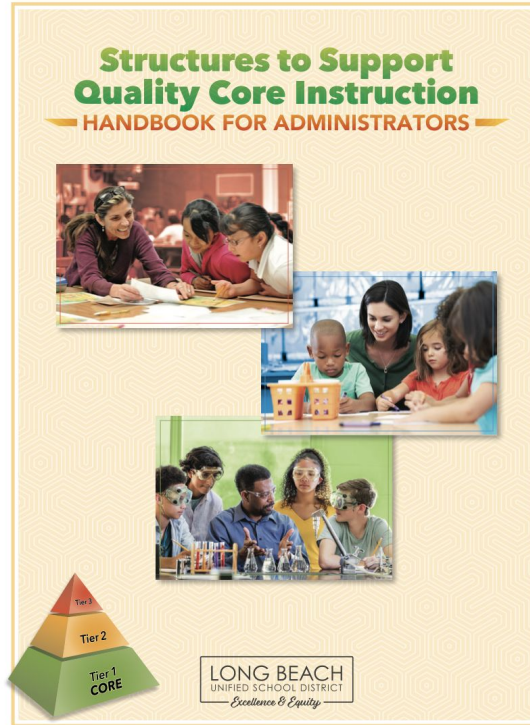
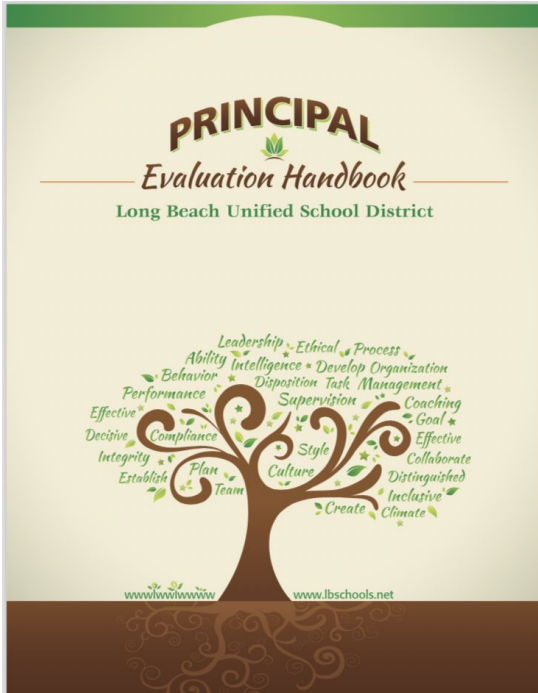


IV

Pillar IV: Infrastructure and Capital for the Future

The superintendent's 2020-2021 goals included analyses (e.g. data analysis, audits, benchmarking activities and review of industry standards) of district infrastructure in multiple areas deemed critical to classroom, schools and central office functions. In addition to these analyses, the development of the district's excellence and equity initiatives revealed a need to strategically invest in the aspirational infrastructure to ensure high quality teaching and learning in every LBUSD classroom.





Understandings & Expectations FOR QUALITY CORE INSTRUCTION

Since the transition to the Common Core Standards, the LBUSD Understandings have been used to describe effective classroom practices and elements of pedagogy desired across all LBUSD classrooms and based on the LBUSD Foundational Belief:

All students and communities come with cultural and linguistic assets and deserve to be treated with dignity, fairness, respect and unconditional positive regard. In a warm-demanding learning environment, every student matters and needs to feel that they do. All students can learn and achieve at high levels, and we have a responsibility for their success. Confronting our own bias is important work for us to do if we are to truly set high expectations for all students.

The new Understandings and Expectations for Quality Core Instruction were developed in alignment with the foundational belief and in response to new learning related to equitable instruction, the impact of Transformative Social-Emotional Learning, and meeting the needs of Multilingual learners, and are aligned to the LBUSD Equity Vision as stated in the LBUSD Excellence and Equity Policy (2021):

LBUSD celebrates the unique gifts and cultural experiences that our students bring to school. In our schools, students shall be nurtured and treated with respect. All staff commit to practices that achieve excellence and equity in educational experiences for all students.

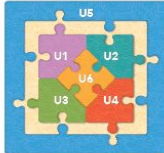
The current Understandings and Expectations support culturally responsive educators in using an asset-based approach to create equity-centered classrooms. This document describes the six understandings, or agreements, that comprise Quality Core Instruction and are integral for creating equitable and inclusive learning environments.

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 commitments to equity. QCI includes curricula, teaching practices and learning environments that are standards-based, evidence-based, engaging, differentiated, culturally responsive and data-driven.

Since it is difficult to observe or measure a person's "understanding," this tool includes research-based practices that could be observed, indicating a level of understanding. While it is not a tool that captures every classroom practice in an LBUSD teacher's toolkit, it is an overarching expectation of what classroom instruction should look like across our schools in order to prepare students for post-secondary and career options as outlined in the LBUSD Graduate Profile. Above and beyond academic proficiency and meeting graduation requirements, LBUSD students will become:



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2022 Understandings & Expectations AT A GLANCE

Understanding 1: Planning Standards-Aligned Content

Purposeful planning, through an asset-based lens, provides access to standards-based grade-level content while acknowledging student profiles and needs.

Practice 1: Plan a unit of standards-aligned content using district adopted materials and curriculum guides.

Practice 2: Plan for differentiated instruction for all learners based on student readiness, learner profile and interest.

Practice 3: Plan daily lessons that provide access to on-or-above grade level content, including scaffolds and supports, while maintaining the rigor of the standard.

Understanding 2: Equitable Instruction

Equitable instruction ensures that all students can engage in learning experiences that build knowledge and skills leading to conceptual understanding of content, transfer to new contents and the building of critical consciousness.

Practice 1: Deliver lessons and facilitate experiences guided by clear learning intentions.

Practice 2: Provide opportunities for students to build conceptual understanding that leads to knowledge transfer.

Practice 3: Help students achieve an in-depth understanding of the world and build critical consciousness.

Understanding 3: Student Engagement

Purposeful engagement increases student motivation, interest and meaning-making to develop a deeper understanding of content.

Practice 1: Create the social and emotional conditions to cultivate high levels of student motivation and interest.

Practice 2: Use active participation strategies to provide varied opportunities for students to interact with and reflect on the content.

Practice 3: Promote collaborative meaning-making through academic discourse.

Understanding 4: Evidence of Student Learning

Formative and summative assessment data used to monitor and adjust instruction provides feedback, motivates the learner and leads to student mastery.

Practice 1: Use formative evidence drawn from the student's knowledge, understanding and skills to inform teaching. (Assessment for Learning)

Practice 2: Use summative evidence of student learning to assess growth toward mastery of standards. (Assessment of Learning)

Practice 3: Guide students to assess and monitor their own learning. (Assessment as Learning)

Understanding 5: Collective Efficacy

Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) embody a culture of collective efficacy and believe that their combined actions will move students towards equitable access and mastery.

Practice 1: Establish the conditions, structures and purpose for working and planning as a collaborative learning team.

Practice 2: Create learning cycles where teams analyze data, set goals, research and learn best practices, implement new learning, and reflect on implementation to plan the next steps.

Practice 3: Embody the belief that the collective responsibility for the success of all students lies with the team, and therefore, all members are accountable.

Understanding 6: Equitable and Inclusive Learning Environment

Equity-centered classrooms affirm student identities, cultivate a sense of belonging and develop student agency in safe learning environments where students thrive.

Practice 1: Create a student-centered physical environment that affirms student identities and promotes academic support.

Practice 2: Co-create a safe and welcoming community that centers caring relationships by valuing diversity, trust and respectful communication.

Practice 3: Communicate and model high expectations aligned to the belief that all students can achieve high levels of success if given the necessary support, regardless of identity and past performance.



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Elementary Data



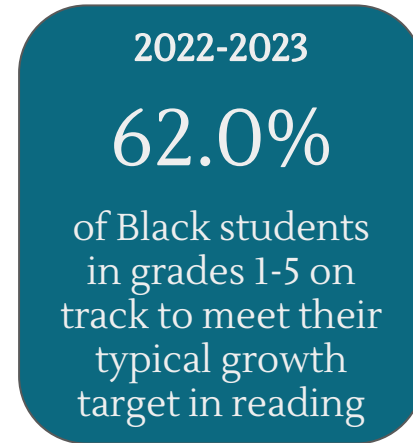
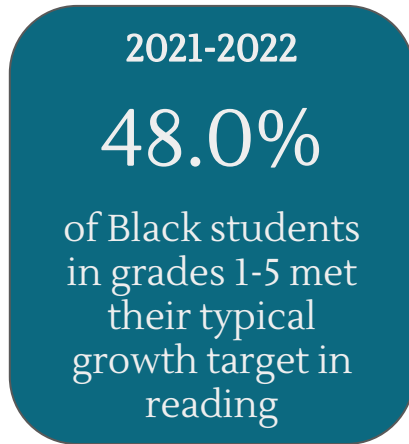
Goal 1: Student Growth



Reading













The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments



Potential increase in Median Growth of 40%

Elementary Data - iReady Growth in Reading

Baseline Placement 	Annual Typical Growth 		% Students with Improved Placement 
	Progress (Median) 	% Met 	
Three or More Grade Levels Below	 92%	47%	57%
Two Grade Levels Below	 81%	42%	57%
One Grade Level Below	 75%	38%	41%
Early On Grade Level	 77%	41%	54%
Mid or Above Grade Level	 76%	42%	45%

MS/K8 Data



Goal 1: Student Growth



Reading



The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments

2021-2022

40.2%

of Black students
in grades 6-8 met
their typical
growth target in
reading



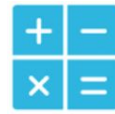
2022-2023

51.0%

of Black students
in grades 6-8 on
track to meet their
typical growth
target in reading

Potential increase in Median Growth of 40%

Goal 1: Student Growth



Math



The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments

2021-2022

42.0%

of Black students
in grades 6-8 met
their typical
growth target in
math



2022-2023

52.3%

of Black students
in grades 6-8 on
track to meet their
typical growth
target in math

Potential increase in Median Growth of 40%

HS Data





A through C & A-G OnTrack Rates Semester 1



HS ABC Rates & A-G OnTrack Rates Semester 1

Percent of Grades that are A, B, or Cs													A-G OnTrack				
	English			Math			History/Social Science			Science			Sem 1 22-23 SY				
	21-22	22-23	Change	21-22	22-23	Change	21-22	22-23	Change	21-22	22-23	Change	All A-G	Eng	Math	Hist	Sci
ALL	74%	77%	+3%	69%	71%	+2%	79%	82%	+3%	76%	77%	+1%	67%	74%	82%	86%	93%
AA	71%	76%	+5%	61%	65%	+4%	74%	78%	+4%	71%	72%	+1%	60%	69%	76%	82%	90%
Latino	69%	72%	+3%	64%	66%	+2%	74%	78%	+4%	70%	72%	+1%	63%	70%	80%	84%	92%
EL	50%	55%	+5%	45%	50%	+5%	55%	64%	+9%	48%	53%	+5%	35%	42%	54%	67%	81%



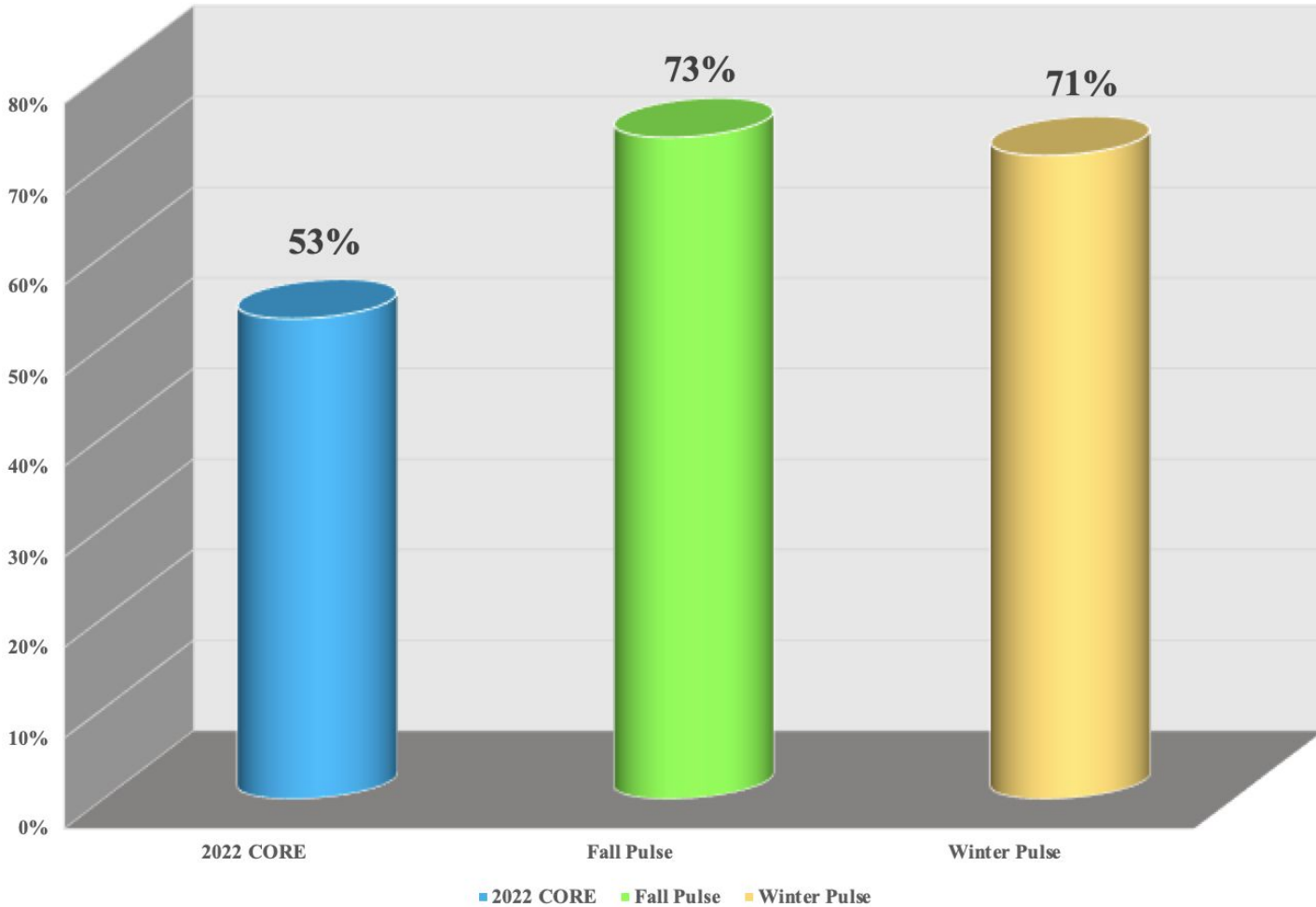
A to C Rate by Subject vs Overall A-G On-track calculation

9th Grade	English		Math		Overall A-G On-track
	Grade	C or higher?	Grade	C or higher?	
Student A	A	Yes	C	Yes	On-track
Student B	C	Yes	D	No	Off-track
Student C	A	Yes	A	Yes	On-track
Student D	D	No	C	Yes	Off-track
Student E	A	Yes	B	Yes	On-track
	4 out of 5 students		4 out of 5 students		3 out of 5 students
	English A-C Rate = 80%		Math A-C Rate = 80%		A-G On-track Rate = 60%

Comparison of CORE and Pulse Survey Data



High School Sense of Belonging



Elementary Update: Instruction & Intervention Coordinators

Shayla Brown, Lafayette
Elsa Rodriguez, Harte



From the LASP:

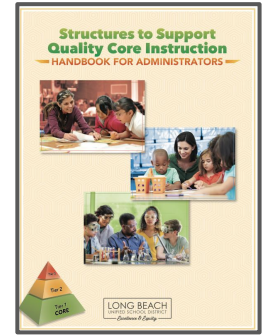
Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Instruction and Intervention Coordinators	Accelerate student learning through coordination of all site interventions, progress monitoring and ongoing collaborative planning with teachers to improve core instruction.	Director, Elementary Schools Office	ELO: \$8,000,000

Purpose

The Instruction and Intervention Coordinator (IIC) will work at the direction of the site principal to ensure quality Tier 1 instruction to accelerate learning in the core classroom by supporting schoolwide professional development; facilitating grade-level planning; and modeling, coaching, and co-teaching with individual teachers. Additionally, the IIC will coordinate all Tier 2 and Tier 3 interventions in order to accelerate learning for at-risk students.

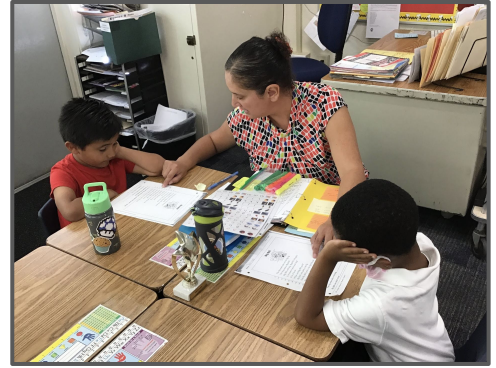
Responsibilities of an IIC - Tier 1

- **Support Literacy Program (TK-5)**
 - Plan with Literacy Teachers and Classroom Teachers
 - Coach, model, co-teach lessons
 - Gather and analyze multiple data points as part of improvement cycle
- **Collaborate with Principal for Professional Development**
 - Aligned to site's theory of action and equity-focused question
 - Participate in Structures to Support Quality Core Instruction
- **Support Kindergarten Daily (push-in)**



Responsibilities of an IIC - Tier 2 & 3

- **Provide direct service to students**
 - *WonderWorks*
 - *Leveled Literacy Intervention System*
 - *Hopscotch (SIL) El Sistema de la Intervención de Lectura*
 - District Tier 2 Foundational Reading Skills Intervention
- **Coordinate interventions during and outside of the school day**
 - Coordinate with vendors and classroom teachers
 - Use variety of data points to inform interventions
- **Monitor Progress with Intervention Tracker and Communicate with Stakeholders**



Professional Development

IIC Meetings (Monthly and In Collaboration with MSK8)

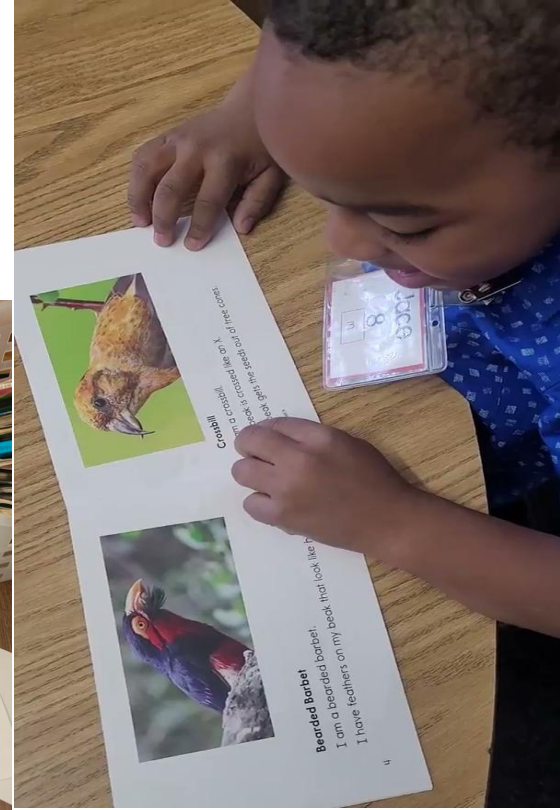
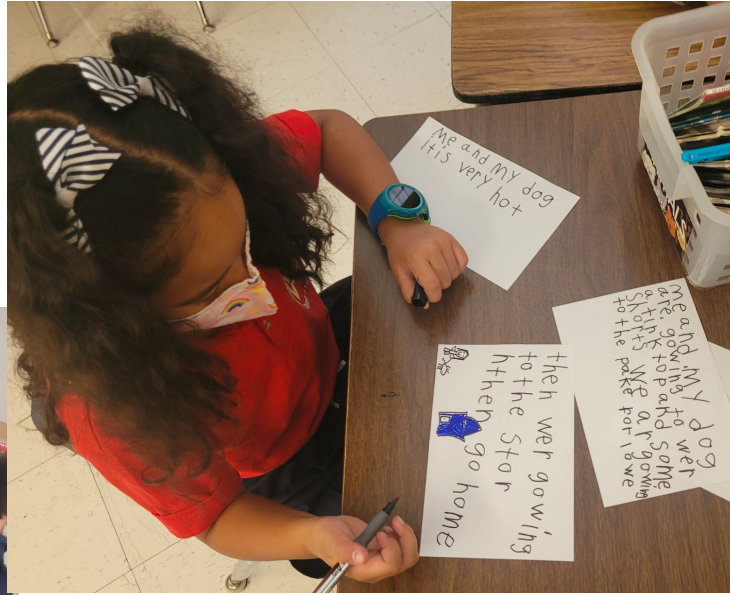
- Develop “toolbox” with colleagues leading the PD to support leadership:
 - Unit Studies
 - Building Effective Teams
 - Instructional Coaching
 - Data Analysis
- Support District Outcome Goals:
 - Unpacking District Unit Guides
 - Understanding i-Ready Data
 - Using ELlevation to Support Multilingual Learners
 - Support progress monitoring
 - Language objectives
 - Scaffolds for multilingual learners



IIC/Literacy Teacher Trainings (Monthly and in Collaboration with OCIPD)

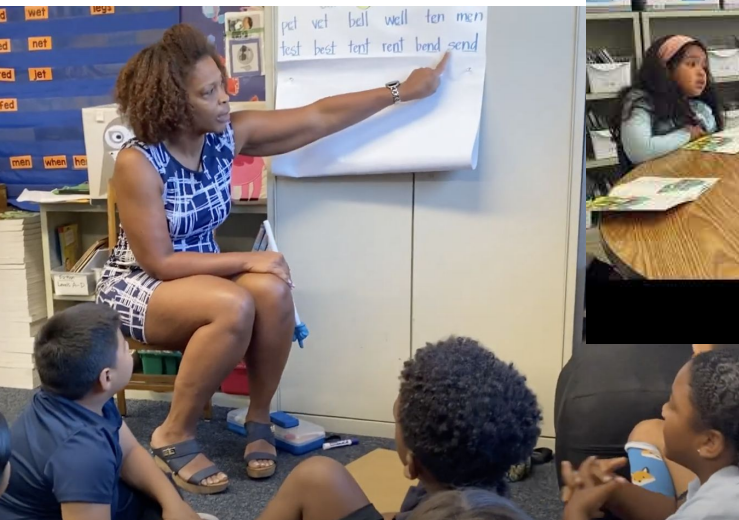
- Strengthen Quality Core Instruction
- Fidelity to Tier 2 Program
- Site Visits

The JOYS of Kindergarten



Reading, Writing, & Creative Play

Lafayette Professional Learning



**Student Work Analysis, Lesson Study,
& Modeling Effective Practices**

Lafayette Prioritizes Family Engagement



Literacy Workshop

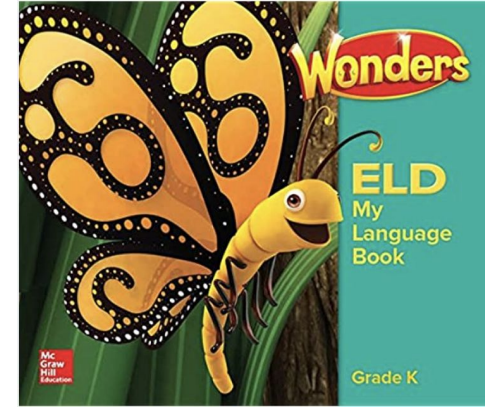


Math Celebration



**Welcome Back
BBQ**

Harte's Kinder Support



Harte's Release Days



Harte Elementary School "Getting to the Heart of Learning"

Collaboration and Planning Day
October 19, 24 and 31, 2022
8:00am-11:00am & 11:30am-2:20pm



1



Bret Harte Elementary School
"Getting to the Heart of Learning"

Collaboration and Planning 1/2 Day Agenda
October 19, 24, 31



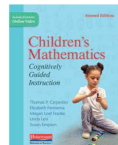
Agenda Item (Slides Linked Here)	Time	Outcomes
Connecting Time - Building Relationships (SEL)	10 Min	Participants will engage in an inclusive opening activity (U3)
I. Equitable Instructional Practices (U2) - Professional Development A. OOI Part B - Creating a Welcoming and Inviting Learning Space B. Application to Core Instruction C. Harte Signature Practice - Small Group Instruction (PDSA Cycle)	30 Min	Participants will deepen their understanding around Equitable and Inclusive Learning Environments and the connection to Harte's signature practices. Then they will identify areas for growth in creating a welcoming and inviting learning space. (U2, U3, and U5).
II. Equitable Instructional Practices (U2) A. Input in Grade Level and Individual Goals and Action Plans B. Unit Resources (Guides, Planner, Matrix, UAEs Guide) C. Strategic Planning Standards-Aligned Content	45 Min.	Participants will explore resources and strategically plan equitable instruction aligned to school and grade level goals and action plans. (U1, U2, U3, and U5).
Break Time		
III. Equitable Instruction (U2) and Student Engagement (U3) - Professional Development A. Data Analysis (Multilingual Learners) B. ELlevation Platform C. Harte Signature Practice - Designated ELD	45 Min.	Participants will make connections between ELlevation data and Harte signature practice (Designated ELD). Then identify areas for professional growth aligned to school, grade level and individual goals and action plans (U2, U3, U5 and U6).
IV. Equitable Instruction (U2) and Student Engagement (U3) A. Input in Grade Level and Individual Goals and Action Plans B. Strategic Planning Standards-Aligned Content	35 Min.	Participants will explore resources and strategically plan utilizing ELlevation for Harte signature practice (Designated ELD) - (U1, U2, U3, U5 and U6).



i-Ready®



Small group instruction (SGi)



Cognitively Guided Instruction



Focus on Multilingual Learners and Designated English Language Development (ELD)



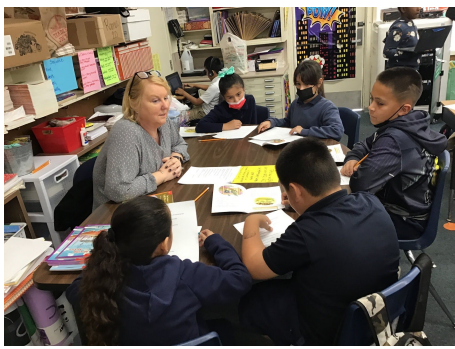
Session Outcomes

Participants will..

- Share in a community building activity.
- Build/create their classroom matrix.
- Use growth/domain data on iReady to monitor progress towards site goals and consider instructional next steps
- Learn about the importance of language objectives in support of planning for Designated ELD instruction
- Have afternoon planning time.



Harte's Tutoring



DATA

A Better Tomorrow - Outside Tutoring

- Cycle 1 & 2 - Special Education Population
- Cycle 3 - Multilingual and African American Population

Harte's After School Tutoring

- Cycle 1 - Based on i-Ready Data
- Cycle 2 - Multilingual and African American Population

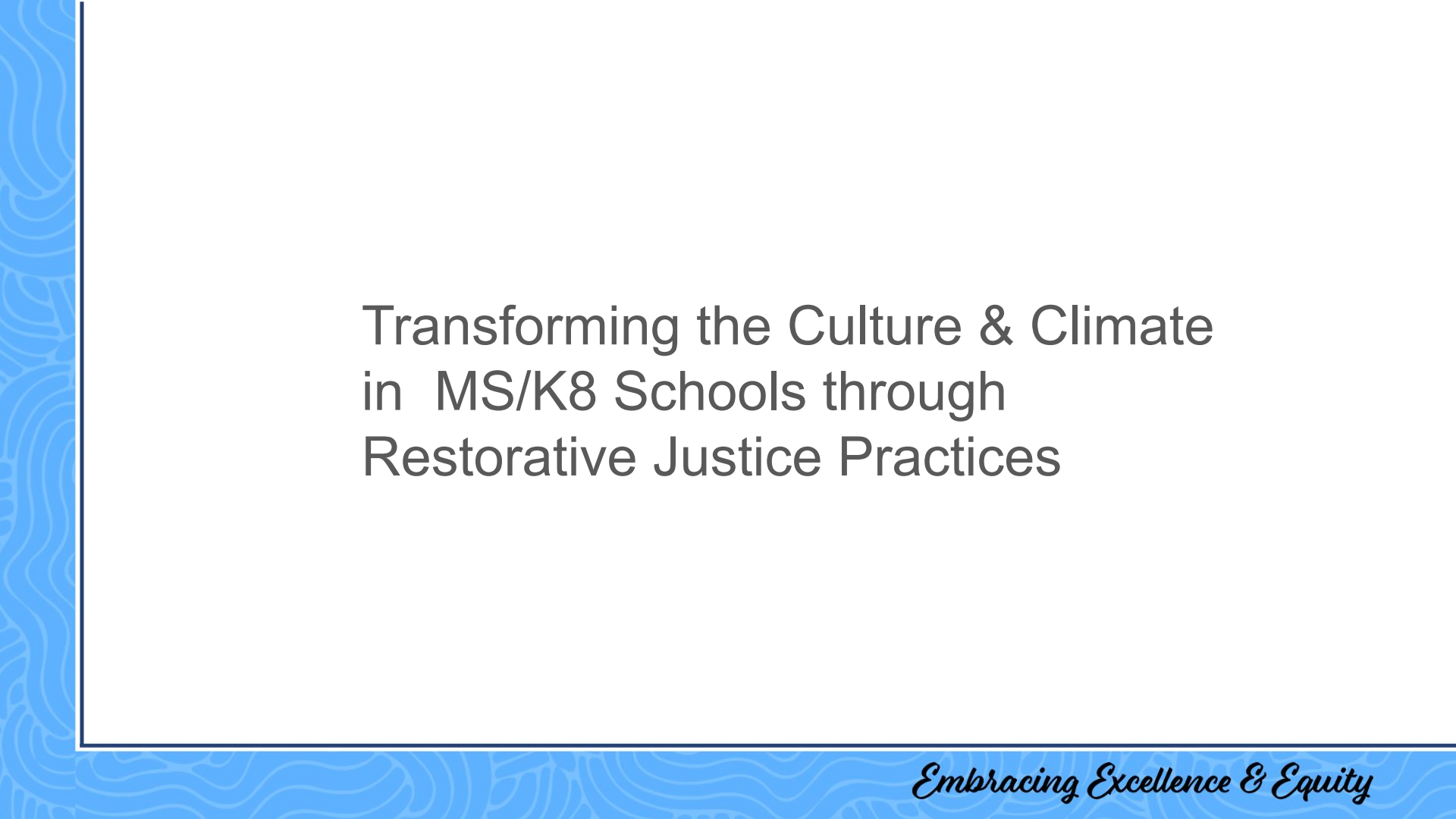
MS/K8 Update





Update on the Restorative Justice and Wellness Center Initiatives in MS/K8





Transforming the Culture & Climate in MS/K8 Schools through Restorative Justice Practices

Restorative Justice

Restorative justice is a **set of beliefs, practices, and ways of being** in community where all members actively take responsibility for building and maintaining relationships in order to balance the needs and obligations of individuals and the community.

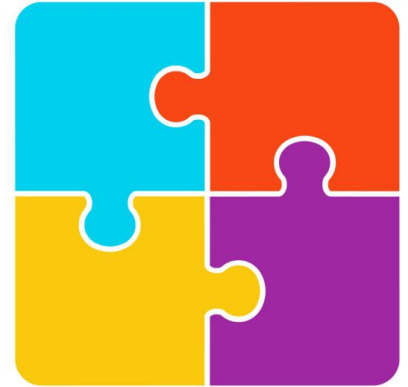
RJ Coaching Team

Amy Love, Restorative Justice Program Specialist

Karla Stokes, Restorative Justice Coach

Lacy Hemminger, Restorative Justice Coach

Rebecca Boyd, Restorative Justice Coach



RJ Team Vision & Mission

Vision:

We envision safe, connected, joy-filled communities where learning is unlocked through relationships and harm and conflict is transformed in restorative ways.

Mission:

As a team of Restorative Justice coaches, in order to uphold excellence and equity, our mission is to support communities in building and maintaining healthy relationships, creating just and equitable learning environments, and repairing harm and transforming conflict through modeling, coaching, and professional development.

RJ Team Theory of Action

If/When

Restorative Justice coaches support students, teachers, administrators, classified staff, and families/caregivers through coaching, consulting, and professional development

Then

- site capacity to practice and lead restorative justice will be positively impacted
- a schoolwide Restorative Culture will be cultivated and driven from within
- healthy relationships will be positively impacted through use of restorative dialogue and community building
- just and equitable learning environments will be positively impacted through shared power and collective data driven decision making
- restorative alternatives will replace punitive discipline practices

Framework & Implementation



Restorative Culture Phases of Implementation

NURTURING HEALTHY RELATIONSHIPS AND COMMUNITIES			
Focus Areas	Phase 1 →	Phase 2 →	Phase 3
Relational Capacity	Members of the learning community express care and provide support for one another.	Members of the learning community trust and affirm one another.	Members of the learning community practice relational accountability.
Safety & Belonging	Members of the learning community regularly explore shared values and purpose.	Members of the learning community regularly reflect on cultural assets and the ways in which identify impacts sense of safety and belonging.	Members of the learning community are active up-standers and disruptors of inequity, racism, and bias.
Joy & Vulnerability	Time is regularly dedicated to engage in restorative practices for play and celebration.	Time is regularly dedicated to engage in restorative practices for reflection and storytelling/ truth-telling.	Time is regularly dedicated to engage in restorative practices for collective problem solving.
Communication	Restorative dialogue/ language is used regularly to nurture relationships.	Restorative dialogue/ language is used regularly to advance learning and collective problem solving.	Restorative dialogue/ language is used regularly to address harm and conflict.
CREATING JUST AND EQUITABLE LEARNING ENVIRONMENTS			
Advancing Justice & Equity	Communities study, reflect upon, and co-define what restorative justice means in the context of their learning environment.	Communities co-create and implement what restorative justice looks like, sounds like, and feels like in prioritized areas.	Communities co-create and implement what a restorative culture looks like, sounds like, and feels like across all areas.
Shared Power	Stakeholders have ongoing opportunities to co-create living documents such as: visions, agreements, and guidelines for success.	Stakeholders have ongoing opportunities to voice perspectives on site policies and practices.	Stakeholders are empowered as collaborative decision makers within their school community.
Data Driven Decision-Making	Data is regularly collected and reviewed to identify, celebrate, and protect behaviors/policies/ routines that are restorative.	Data is regularly reviewed to identify behaviors/policies/ routines that are not restorative and prioritized changes occur.	Data driven decision-making is consistently used to transform systems, policies, and behaviors.
REPAIRING HARM AND TRANSFORMING CONFLICT			
Harms & Needs	Dedicated time is spent reflecting on the shift toward solutions and repairing harm and away from consequences and punishment.	Dedicated time is made to learn about root causes of behavior and trauma informed/healing centered restorative practices.	At all times, culturally responsive and developmentally appropriate restorative choices are available.
Obligations	Respect for self and others is an embodied practice across all settings.	Individual and collective responsibility are embodied across all settings.	Healing and accountability are upheld as the standard response to harm and conflict across all settings.
Engagement	Communities study and reflect upon how control, power, and support impact both harm and harmony.	Communities learn about and reflect upon how harm and conflict may be created by and affect the larger community.	Communities provide all members who've been impacted by harm with significant roles in the Restorative Process.



CULTIVATING

Restorative Justice coaches cultivate safe and brave spaces where all individuals on campus, regardless of training background, can learn about Restorative Justice and Restorative practices through **experience**.

CONSULTING

Restorative Justice Coaches consult with individuals and teams of community members to provide guidance, offer suggestions, and to be thought partners as learning communities navigate the complexities of shifting toward a more restorative culture.

COACHING

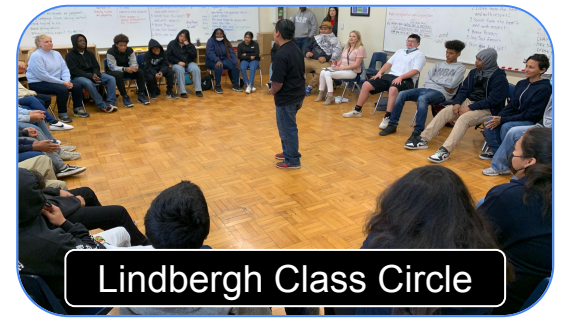
Restorative Justice Coaches provide one-on-one coaching to community members to build their capacity to become Restorative Justice leaders for their communities.

Site Support

Bancroft
Franklin
Hoover
Jefferson
Lindbergh
Lindsey
*Robinson
*Stanford
*Hughes
*Hamilton
*WRAP



WRAP PD



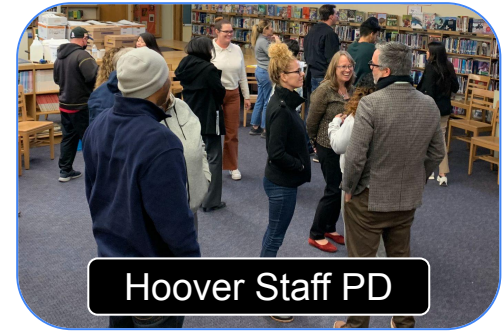
Lindbergh Class Circle



Bancroft Staff PD



Franklin RJ Team



Hoover Staff PD

Data Highlights

Bancroft
Franklin
Hoover

Jefferson
Lindbergh
Lindsey

MSK8 Staff Trained	Coaching Sessions	Current Enrolled Coachees	Community Circle Participants	Harm & Conflict Participants	Restorative Conferences
221	162	28 teachers/staff 7 administrators	3,388 (426 Black students) (141 w/special needs)	135 (75 Black students) (4 w/special needs)	133 (63 Black students) (3 w/special needs)

Supporting the Social-Emotional and
Mental Health of Middle School Students
through Our Wellness Centers

Dr. Erin Simon, Assistant Superintendent of School Support Services

Dr. Claudia Sosa-Valderrama, Director of Student Support Services

Susana. A. Cortes, LCSW : Program Specialist

- ❖ Bethune Homeless Education Program
- ❖ Foster Youth Unit
- ❖ High School Wellness Centers
- ❖ Middle School Wellness Centers



MS Wellness Centers: The Vision

- The vision is to provide a range of resources and services to **support** students and families in meeting the challenges of pre-adolescence through prevention, early-intervention, and education, in a safe place – at school.
- The Wellness Centers will **empower** our students and support our families in learning how to manage their social, emotional and physical health while striving to support all areas of their lives that may impact their academic potential.
- The Wellness Centers also supports school staff by providing strategies and resources to further understand and motivate students to **thrive** in the classroom and beyond.

MS Wellness Center Services

The Center will provide preventive interventions & supportive services:

- Individual/Group Counseling Services by appointment
- Same Day (Check-In) Appointments during class w/ teacher referral/approval
- Family Educational Workshops & Family Support Groups
- Opportunities for community building through service/projects
- Classroom Presentations
- Faculty Professional Development, Workshops & Staff Consultations
- Student and Family Case Management (Coordination with Internal/External Resources)
- Special Interest Activities (Art, Mindfulness, Meditation, Yoga)
- Basic Needs Closet (Uniforms/Toiletries/School Supplies)/Family Food Insecurity Pantry

Year One: Data

High School Data	Walk-In's	Individual Counseling Sessions	Individual Family/ Caregiver Meeting	Individual Staff Consult	Student / Group	Caregiver / Group	Staff Group	Home Visits	Referrals- for School Based MH	External Referrals-Community Based
Total	62,893	5,032	373	1891	817	24	123	6	162	301

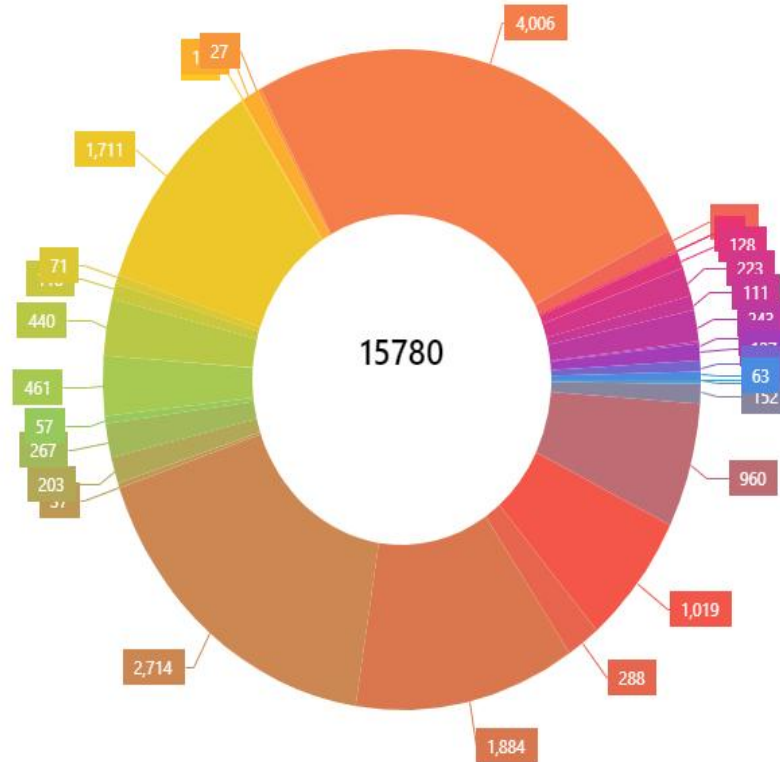
Year Two: Data

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> AB 216/AB 1806/Partial Credit Advocacy | <input type="checkbox"/> Access to early childhood programs | <input type="checkbox"/> Assistance with participation in school programs | <input type="checkbox"/> Academic Team Meeting (SST/IEP/Discipline) |
| <input type="checkbox"/> Attendance Intervention | <input type="checkbox"/> Basic Needs/School Supplies | <input type="checkbox"/> Caregiver Contact | <input type="checkbox"/> Caregiver Meeting |
| <input type="checkbox"/> Check-In/Brain Breaks | <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Emergency Assistance related to school attendance | <input type="checkbox"/> Enrollment Assistance |
| <input type="checkbox"/> External Consultation | <input type="checkbox"/> External Health Referral | <input type="checkbox"/> External Referral (Other programs and services) | <input type="checkbox"/> Foster Youth |
| <input type="checkbox"/> Group | <input type="checkbox"/> Home Visit | <input type="checkbox"/> Individual Counseling | <input type="checkbox"/> Internal Referral |
| <input type="checkbox"/> Multi-Disciplinary Meeting | <input type="checkbox"/> Record Request | <input type="checkbox"/> Referral for Free Meal Program | <input type="checkbox"/> Referral Need Met |
| <input type="checkbox"/> SHQ | <input type="checkbox"/> Special Assistance | <input type="checkbox"/> Staff Consultation | <input type="checkbox"/> Student Contact |
| <input type="checkbox"/> Transportation/Best Interest Determination (BID) | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Uniform Assistance | <input type="checkbox"/> Other |

Student Services Provided by Type

MS Wellness Data Highlights: Nov-Current

Walk-In's	64,082
Counseling Check-In's	4,006
Individual Counseling	2,714
Group Counseling/Workshops	1,884
Basic Needs	960
Staff Consultations	1,711
Caregiver Meetings	288
Internal Referrals	461





Pen Pal Newcomer Project



External Community Agency Workshop



Family Events



Student Driven Center Identity



ELL Support Group



Parent Workshops



Special Interest Groups



Counseling Groups

Embracing Excellence & Equity



Food Pantry & Basic Needs Closet



SEL Classroom Presentations



Special Interest Activities



Student Driven Resources



Staff Workshops



Community Service Projects



Special Interest Activities



School Wide Interventions

Embracing Excellence & Equity



Update



Pathway Development



Master Schedule

Long Beach Unified School District
Course of Study Assessment
Key Findings and Recommendations



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ILLUMINATED
COLLECTIVE

- Audit (Spring 2021)
- Master Schedule Training (June 2021)
- Collaboration with HSO, OCIPD and sites

EQUITABLE MASTER SCHEDULING WORKSHOP SERIES

2022-23

January 19, 2023; February 14, 2023



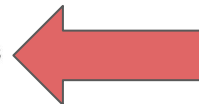
Master schedules represent the culture, priorities and values of a school and community. They structure time, space and resources within a school and district. However, master schedules are often a stumbling block when it comes to creating sustainable, equitable college and career pathways. Pathways may struggle to cohort students successfully, provide access to English Learners and special education students, and address competing priorities within the master schedule. But it doesn't have to be this way.

Join the Linked Learning Alliance and IlluminatED Collective for a 3-part workshop series where school and district leaders can learn a process and strategies for how to use the master schedule and Linked Learning to advance equity and expand opportunities for students and adults.

The series will be delivered in person, with the option to participate in a virtual consultancy opportunity after the third workshop.

Workshop Series Schedule:

- Workshop 1: November 1, 2022 (Los Angeles, CA) - Planning Within the Numbers
- Workshop 2: January 19, 2023 (Long Beach, CA) - Planning for Staffing and Students
- Workshop 3: February 14, 2023 (San Diego, CA) - Building the Master Schedule
- Optional Consultancy: March - April 2023 - Optional Consultancy via Zoom



Linked Learning Certification



Current certified pathways

- Gold- Sato Academy, Cabrillo: Cal-J, McBride: Engineering, McBride: Criminal Justice and Investigation
- Silver- McBride: Health Medical, CAMS, Wilson: Leadership and Public Service, and Wilson: Biotechnology,

Pathways engaging in recertification in 2023-2024

- McBride Engineering and Criminal Justice and Investigation- WASC/ Gold Certification pilot

Pathway Leadership Coaching in Support of Triads

Roles	Areas of Focus
Principals Counselors Pathway Coordinators College and Career Specialists	Course of Study Work Based Learning Financial Aid Elements of High Quality Pathways and Certification

SSI Update



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Student Success Initiative Programs At A Glance

We Rise

- An elective course for selected 9th graders (Referrals from middle school)
- Provides academic support for multiple D/F students
- Integrates Socio-Emotional Learning strategies
- Applies restorative strategies to manage behavior
- Includes and supports all genders

Math Collaborative

- After school tutorial program with a focus on math supports and STEM experiences
- Supports students with a cumulative GPA 2.0 - 3.5 or Math Proficiency
- Counselor Recommendation
- Student/Parent Application
- Includes and supports all genders

Student Leadership Academies

- Service clubs that empower students while increasing increasing graduation rates and post-secondary opportunities
- Develops leadership in students with a cumulative GPA of 2.5 or higher
- Student/Parent Application required
- Includes and supports all genders



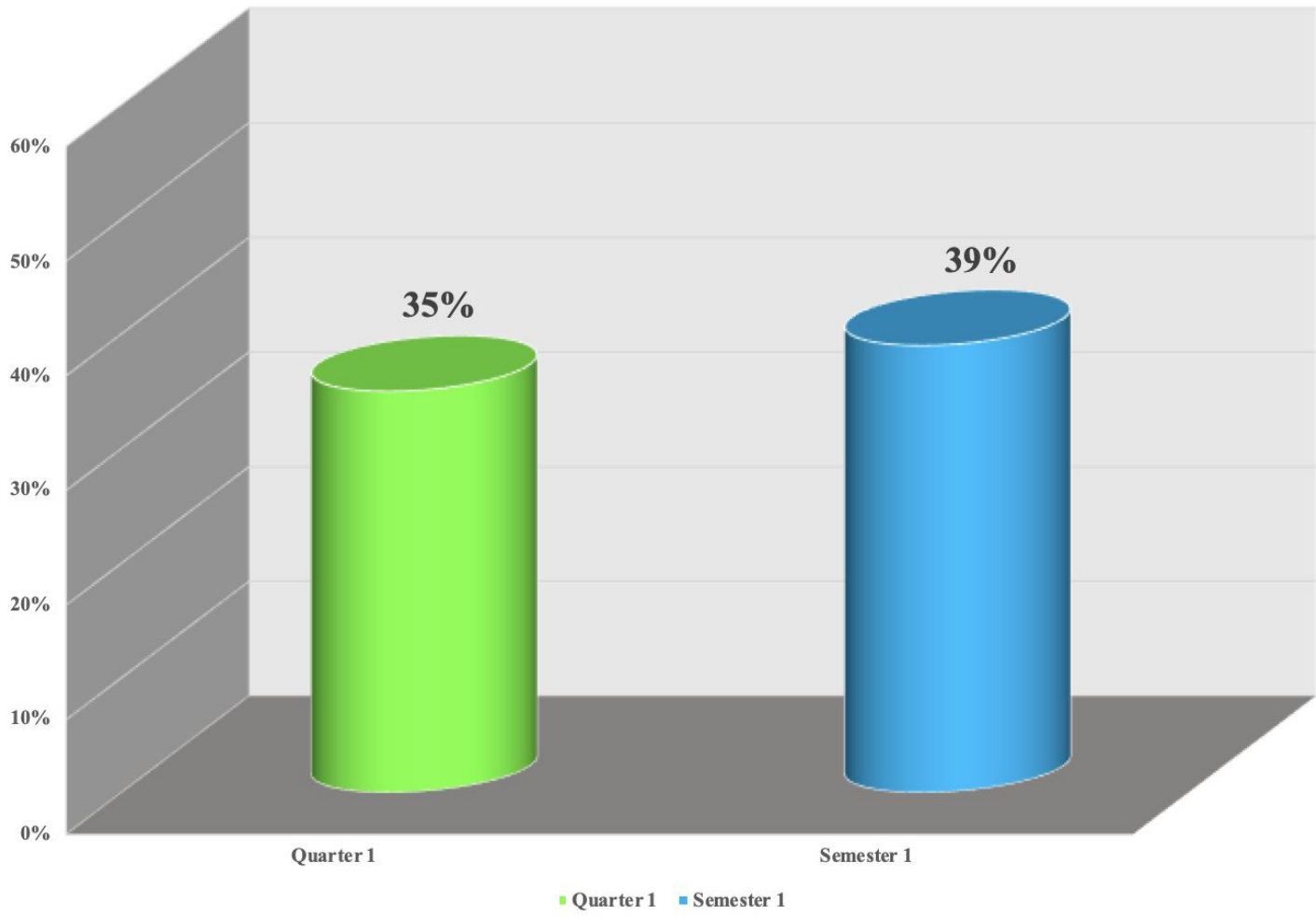
We Rise

- 9th grade
- Below 2.0
- Counselor Recommendation



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We Rise Students without an F



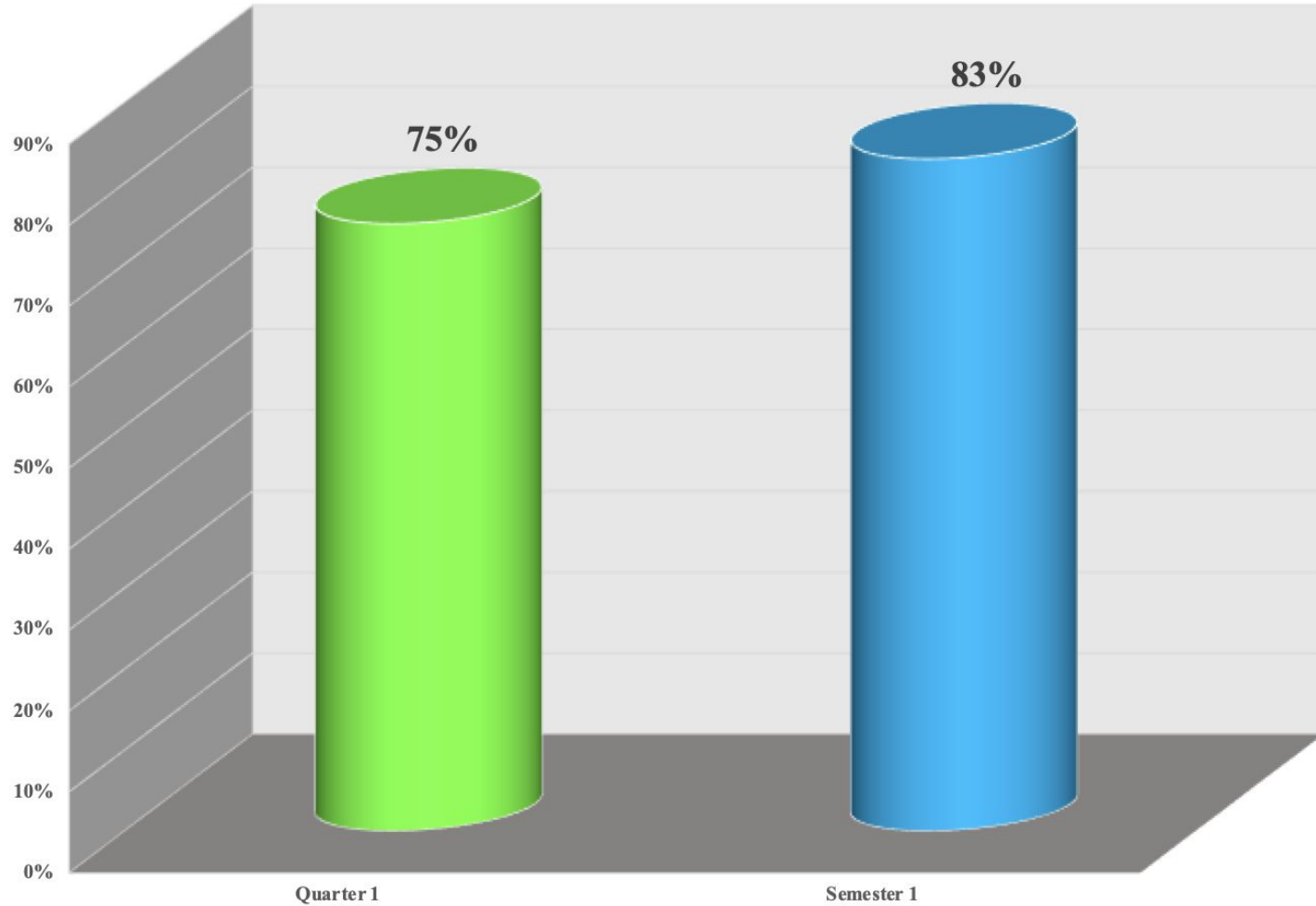


Math Collaborative

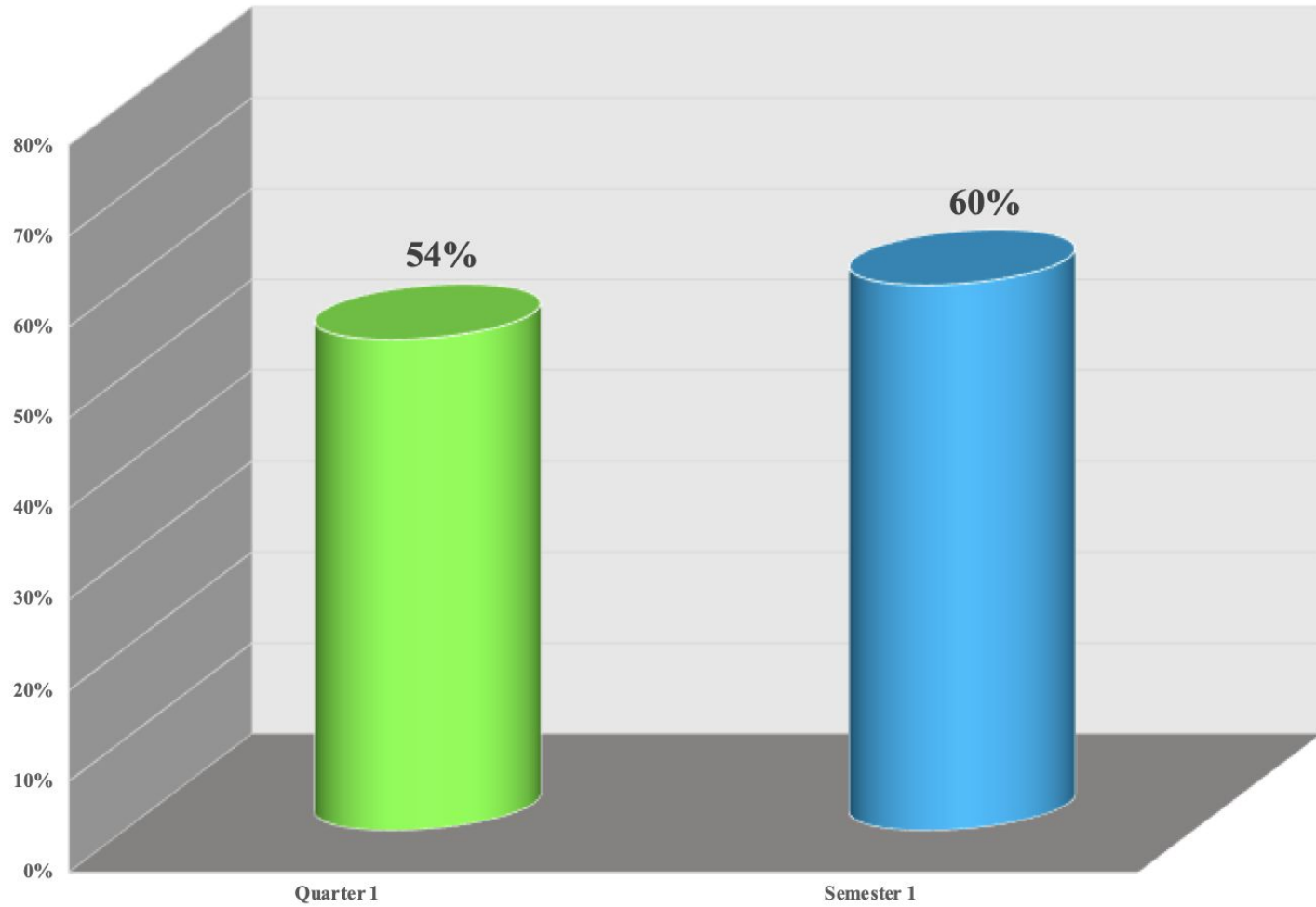
- 9th grade
- GPA 2.0 to 3.5
- Counselor Recommendation



Math Collaborative Students without an F



We Rise & Math Collaborative Students without an F



HBCU Coordinator Update



October	November	December	January	February	March
Hired HBCU Coordinator	HBCU Swarms	Recruiters from Hampton and Norfolk State at Lakewood HS	282 students signed to attend the Black Expo 30 students accepted on the spot	HBCU Coordinator assisted with over 100 HBCU applications	HBCU Coordinator attended College Board/HBCU Conference

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Leadership Academies



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Male Leadership Academy

College Tours

- Central California Tour
 - 2022: 0 males attended
 - 2023: 36 males attended
- Northern College Tour
 - 2022: 6 male students attended
 - 2023: 48 male students scheduled to attend

School Activities

- Book Studies
- Long Beach Rescue Mission
 - Easter Basket Donation
- Sock Drive
 - Donation boxes
- Mentoring
- Guest Speakers



Female Leadership Academy

College Tours

- Central California Tour
- Northern California Tour
- Southern California Tour

School Activities

- Black History Door Competition
- Women's History Activities
- Peer Tutoring
- Monthly Newsletter
- Leader of the month
- E-waste Drive
- LBPD Police Simulation (30% by 2030)

