

Centering Black/African American Students through Participation in the Public Education Leadership Project

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

October 3, 2022

Excellence and Equity Board Policy**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 intentionally focus on BIPOC and students with disabilities as a way of centering our efforts and strengthening the educational experience that everyone receives.

Purpose of the 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 Black, Indigenous, People of Color (BIPOC) students and those with disabilities. This policy creates a path forward through informed professional development and a focus on dismantling internal practices 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.

Commitment to Equity as Defined Above:

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 equity in educational experiences for all students. Additionally, we commit to analyzing historical patterns of data through an equity lens to improve the experience of students who have not been served well in our system.

As we develop our own cultural competence, LBUSD will create an environment in which students' identities build connectedness to one another and honor individual's experiences. As a district, our ultimate goal is to produce graduates who become "college and career ready." (LBUSD Graduate Profile, 2018). We understand our students' success is a collaboration between home and school thus we aim to support all parents, families, and caregivers to eliminate any barrier caused by systemic racism, ableism, classism, sexism, and educational attainment. In doing so, we will

LBUSD Equity Policy in Action: Implementation Areas

1

Include student voice and community input in decision making

6

Build a positive school culture and climate that celebrates diversity

2

Respond to student performance data by subgroups

7

Allocate resources that provide access to programs and support

3

Implement restorative practices through relationship building

8

Adopt culturally relevant and diverse curriculum and materials

4

Access to courses that increase opportunities for success

9

Recruit and retain a diverse staff that is reflective of the community

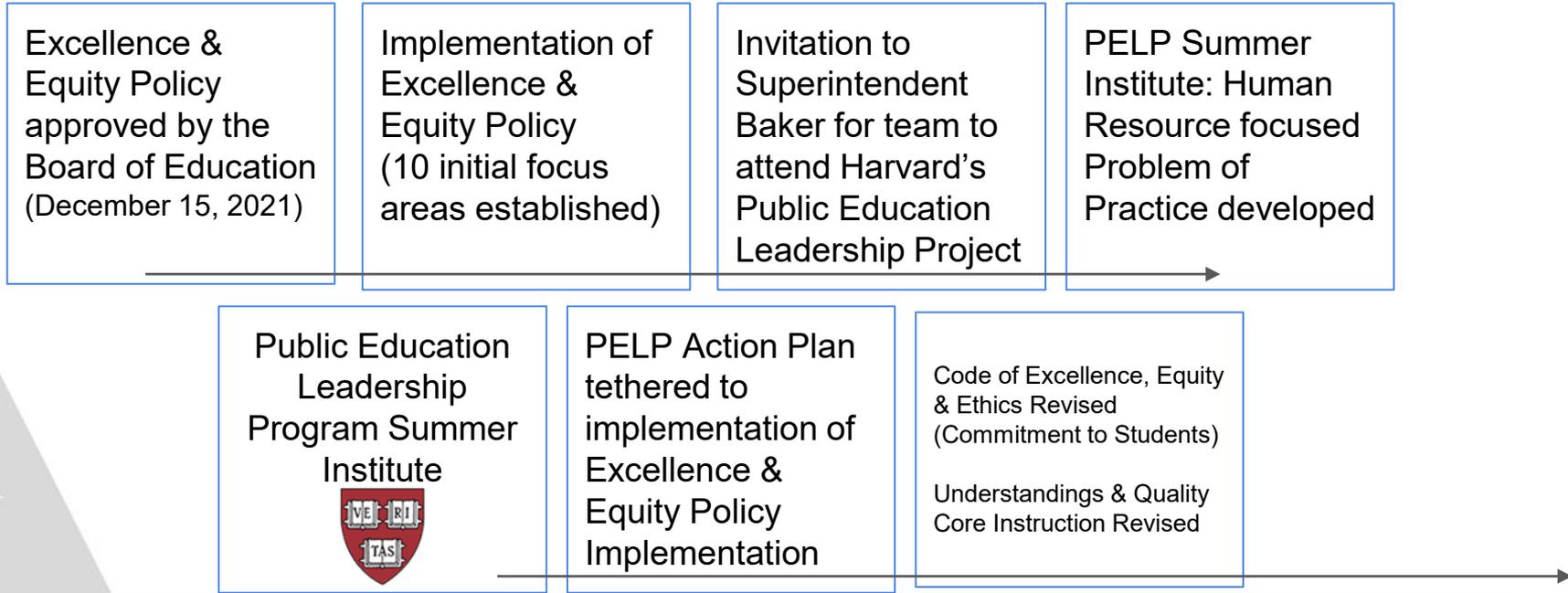
5

Conduct regular program evaluations (e.g. attendance, discipline)

10

Provide culturally responsive professional development

Equity & Excellence: Policy Implementation Progression (Example)



Public Education Leadership Program

- The PELP Summer Institute is designed for a team of eight district staff to learn and develop their work based on a strategic problem of practice that the district is trying to address.
- PELP engages large urban school districts, and equips teams with tools and insights to formulate a strategy that elevates performance across all district schools.



Public Education Leadership Project
AT HARVARD UNIVERSITY

Developing a Problem of Practice

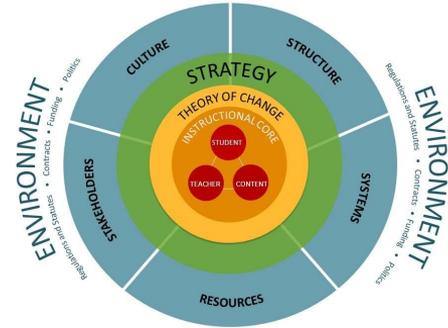
Problem of Practice #1: —————>

- LBUSD seeks to eradicate institutional bias and eliminate disparities in educational outcomes.
- Focus Questions: How can we implement the Excellence and Equity Policy with commitment from all? How will LBUSD address disparities in the implementation of the Excellence and Equity Policy?

Problem of Practice #2:

LBUSD has an uneven understanding and demonstration of equity and access aligned values, commitments, and expectations leading to inconsistent and at times biased classroom, school, and district practices that negatively impact the learning experiences, academic and SEL outcomes for BIPOC students, students with disabilities, and students experiencing poverty.

The “Final” Problem of Practice



LBUSD has an uneven understanding and demonstration of culturally relevant practices leading to inconsistent, and at times, biased classroom and school district practices.

This has an overwhelmingly negative impact on the learning experiences, academic and social emotional learning outcomes for Black students.

Theory of Action

If we...

- Create collective ownership and monitoring of Black student achievement and well-being in LBUSD
- Build, revise and use existing systems and protocols that reinforce expectations for Quality Core Instruction (QCI) and culturally relevant practices
- Develop tools to support and monitor culturally relevant practices to provide feedback to grow staff capacity

Then...LBUSD Black student data (qualitative/quantitative) will reflect an elimination of biased behaviors and practices that lead to accelerated growth in academics, and social emotional learning.

So that...

Every Black student
will have their identities
affirmed, talents
cultivated, joy
unleashed, dreams
actualized, and agency
realized.



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 contexts 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.



Commitment to Students
 From the LBUSD Code of Excellence, Equity and Ethics

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

1. Provide a culturally relevant and responsive educational environment that nurtures the student as a whole.
2. Enable students to cultivate equitable and ethical decision-making in the pursuit of learning by providing experiences that build knowledge, skills and critical consciousness.
3. Provide differentiated and culturally relevant instruction for all learners, including scaffolds and supports, that allows access to on-or-above-grade level content.
4. Facilitate opportunities for students to learn about their own culture while developing competence in engaging with other cultures.
5. Utilize information about students' varied learning styles and modes of expression by incorporating purposeful engagement to increase student motivation, interest and meaning-making resulting in a deeper understanding of content.
6. Co-create a safe and welcoming community that centers caring relationships by valuing diversity, trust and respectful communication.
7. Create an environment in which all students are treated in a manner that is equitable and free from bias by affirming student identities, cultivating a sense of belonging and developing student agency.
8. Maintain confidentiality regarding student/family information obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
9. Maintain and cultivate professional relationships with students without creating the perception of any personal or group advantage.



Centering Black/African American Student Achievement: Aligning District and School Goals

2022-2023 Goal		LCAP	LASP	Data Sources
Goal 1	<p>LBUSD students will achieve at least one year of academic growth.</p> <p>Students achieving below grade level will demonstrate greater than one year of growth.</p> <p>The median student growth of Black students will be at least 25% greater than the previous year.</p>	2, 3 & 4	1 & 2	Foundational Reading Skills Assessment iReady Grades: A-C grade reports Intervention Results SBAC Annual Results
Goal 2	<p>LBUSD students' sense of personal identity, belonging and agency will increase.</p>	2 & 5	1 & 2	Pulse Survey CORE Survey
Goal 3	<p>LBUSD student access to and success in postsecondary options will increase.</p> <p>Black student access to and success in A-G completion will increase at least 5%, beginning with the 9th grade cohort.</p>	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	<p>LBUSD students will experience quality core instructional practices and aligned school supports.</p>	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.

From District Goals to School Goals: Black/African American Student Achievement Monitoring

- Principal/School Goal Templates
 - District Goals set the expectation for School Goals
 - Black/African American Data Analysis
 - Specific Monitoring of Black/African American student progress
 - School Equity Dilemma
- Quarterly Data Review & Monitoring
 - Data: Research & School Improvement Office
 - Goal Monitoring: Superintendent, Deputy Superintendent and Level Offices
- Monthly Data Review & Monitoring
 - Principal Supervision that is centering the needs of Black/African American students in classrooms and schools



School:

Year:

2022 - 2023

Elementary School Action Plan

Summarize Your Findings:

Critical Area of Need:

Considering all of your findings, what is the most urgent gap?

Building Equity Focus:

Considering the results of your Building Equity Review, what is the most urgent need?

Goals and Expected Outcomes:

1. LBUSD students will achieve one year of academic growth and 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 on iReady assessments.
2. LBUSD students' sense of identity, agency and belonging will increase.
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.
4. LBUSD students will experience quality core instructional practices and aligned school supports.
5. LBUSD will create systems for two-way communication between the district and parents and community organizations to strengthen home-school partnerships.
6. LBUSD will develop and implement practices to increase workforce diversity and quality.

Elementary Office Action Plan:

Academic SMART School Goals:

ELA goal(s):

Math goal(s):

EL goal(s):

Social Emotional Learning and Culture/Climate SMART School Goals :

Social Emotional Learning goal(s):

Culture/Climate goal(s):

School:

Year: **2022 - 2023**

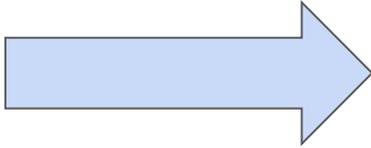
Progress Goals: *How will you measure progress throughout the year? How will you measure EL, AA & SPED progress?*

	Q1: 11/18 <i>What data will you collect? What progress do you expect each quarter? (Complete on/after 11/18)</i>	Q2: 2/17 <i>What were the results? Patterns/Trends What do you expect to see by 4/28? How will you rework your plan ?</i>	Q3: 4/28 <i>What were the results? Pattern/Trends What do you expect to see by EOY How will you rework your plan ?</i>	Final Results <i>What were the results? Patterns/Trends What are the implications for the 22-23 school year?</i>
ELA				
Math				
SEL				
Culture/ Climate				

Theory of Action: *We begin to define our theory of action in order to assure that our strategy or action plan clearly addresses the root causes of our identified critical area of need . (If ____ then__)*



Middle & K-8 School Site Action Plan 2022-23 for _____



District Student Outcome Goals 2022-23

- Goal 1: LBUSD students will achieve at least one year of 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.
- Goal 2: LBUSD students' sense of personal identity, belonging and agency will increase.
- 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.
- Goal 4: LBUSD students will experience quality core instructional practices and aligned school supports.

MSK8 Vision & Mission

Vision
Ensuring Accountability - *All students are ready for high school and beyond.*
Equity Across Schools - *All students are provided with an inclusive, equitable, and culturally relevant education that eliminates the achievement gap.*
Educational Excellence - *All students experience an engaging and rigorous learning curriculum that promotes choice and explores individual interest.*
Emotional Excellence - *All students feel safe, resilient and emotionally strong while parents are valued as partners in learning.*

Mission
Serving as the bridge from elementary to high school, MS/K8 Schools will support and meet the needs of the whole child and engage stakeholders to ensure readiness for the academic and social demands of high school and beyond. We will help students take ownership of their learning by promoting self-advocacy and the acquisition of the skills and mindset needed to meet the demands of an ever-changing society.

Mission & Vision

Theory of Action:
What does Excellence & Equity mean for your academic program, your school's culture and your school's climate?

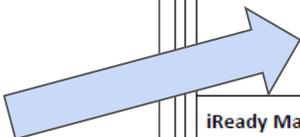
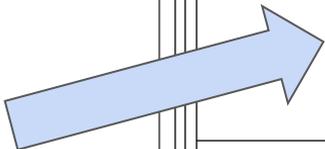
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Progress Monitoring (Progress Goals / Results)

[Academic & Culture-Climate Data 2014-2022](#)

Measures	Group	Prior Year Results	Fall Collaborative Data Study	Spring Collaborative Data Study	End of Year Goal
SBAC & Edulastic ELA	All	SBAC	Edulastic	Edulastic	SBAC Goal: SBAC Actual:
	Black/AA				
	Targeted Subgroup				
iReady ELA Growth	All				Goal: Actual:
	Black/AA				
	Targeted Subgroup				
SBAC & Edulastic Math	All	SBAC	Edulastic	Edulastic	SBAC Goal: SBAC Actual:
	Black/AA				
	Targeted Subgroup				
iReady Math Growth	All				Goal: Actual:
	Black/AA				
	Targeted Subgroup				



Superintendent 2022-2023 Goals:

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 on iReady assessments.

Goal 2

- LBUSD students' sense of personal identity, belonging and agency will increase.

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.

Goal 4

- LBUSD students will experience quality core instructional practices and aligned school supports.

High School Mission and Vision:

Vision: Equity and Excellence for All

High-quality engaging instruction to enhance and develop critical thinking, leadership and communication skills.

Equitable, respectful, inclusive learning environments.

Successful completion of course sequences within our Linked Learning Pathways that include A-G, AP, and CTE courses, work-based learning opportunities, and dual enrollment options.

Student agency to develop confidence, self-efficacy, sense of belonging, and participation in decision-making.

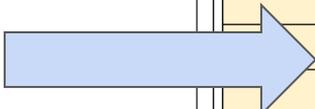
Mission:

LBUSD High Schools produce graduates who are prepared for post-secondary and career options through equitable, innovative, inclusive, student-centered environments. We foster student agency to embody the graduate profile and empower student voice to enrich their community and impact the greater society.

Equity-Driven Focus:

The High School Office is committed to removing barriers that have impeded the educational progress of those who have been historically underserved and to increase access to rigorous coursework, while providing support.

					Actual:
	Black/AA				
	EL				
iReady ELA	All				Goal: Actual:
	Black/AA				
	EL				
iReady Math	All				Goal: Actual:
	Black/AA				
	EL				
SBAC & Edulastic ELA	All				Goal: Actual:
	Black/AA				
	EL				
SBAC & Edulastic Math	All				Goal: Actual:
	Black/AA				
	EL				
A-G On Track	All				Goal: Actual:
	Black/AA				



From District Goals to School Goals: Black/African American Student Achievement Monitoring

“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 intentionally focus on BIPOC and students with disabilities as a way of centering our efforts and strengthening the educational experience that everyone receives.”

LBUSD, Board Policy 0415