
De las metas del distrito a los resultados de los estudiantes: Actualización de la Junta de Educación



marzo 2023

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LONG BEACH
UNIFIED SCHOOL DISTRICT

Excellence & Equity

Preparando el escenario



- *El “por qué” de nuestras Metas Distritales*
- *De la política a la práctica*
- *De las aulas a la sala de juntas*

**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.



De las metas del distrito a los resultados de los estudiantes



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.

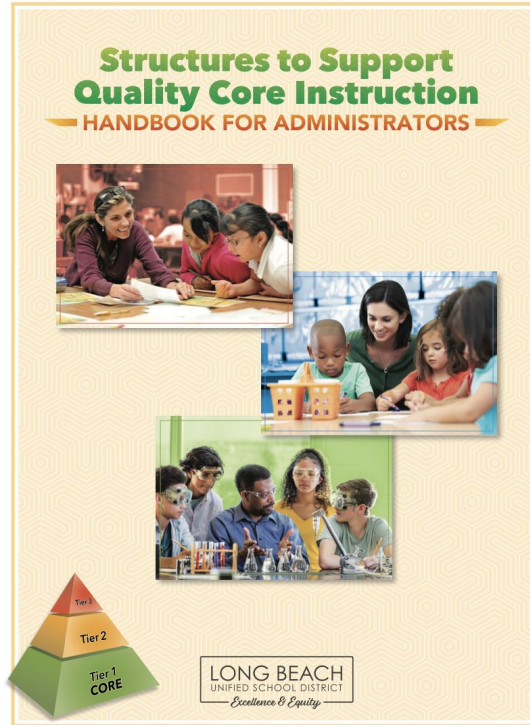
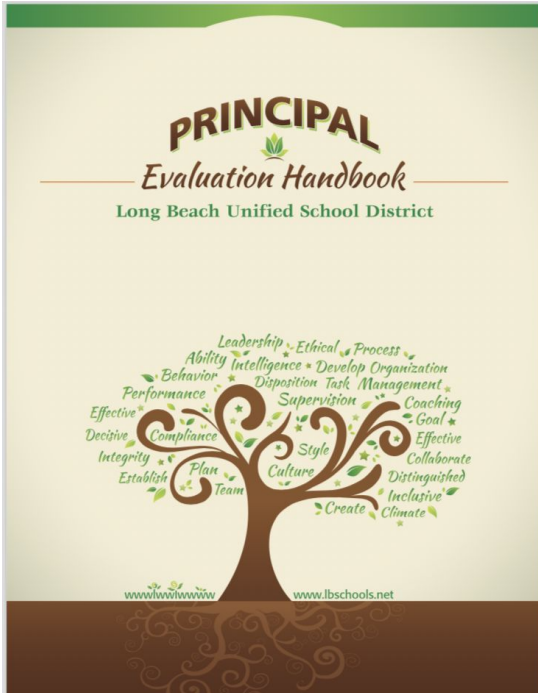


IV

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.

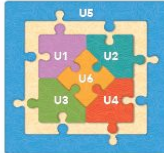
The current Understandings and Expectations support culturally responsive educators in using an asset-based approach to create equity-centered classrooms. This document describes the six understandings, or agreements, that comprise Quality Core Instruction and are integral for creating equitable and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



Meta 1: Lectura de crecimiento estudiantil



El crecimiento promedio de los estudiantes afroamericanos será al menos un 25 % mayor que el año anterior en las evaluaciones i-Ready

2021-2022

48.0%

de los estudiantes
negros en los
grados 1-5
cumplieron su
objetivo de
crecimiento típico
en lectura









2022-2023

62.0%

de los estudiantes
afroamericanos en
los grados 1-5
encaminados para
alcanzar su
objetivo de
crecimiento típico
en lectura

Incremento potencial en el Crecimiento Medio
del 40%

Datos de la escuela primaria - Crecimiento iReady en lectura

Baseline Placement 	Crecimiento típico anual		% de estudiantes con colocación mejorada
	progreso (mediana)	% reunió	
3+ niveles de grado por debajo	 92%	47%	57%
2 grados por debajo	 81%	42%	57%
1 grado por debajo	 75%	38%	41%
temprano en el nivel de grado	 77%	41%	54%
nivel de grado medio o superior	 76%	42%	45%

Datos MS/K8



Meta 1: Lectura de crecimiento estudiantil



El crecimiento promedio de los estudiantes afroamericanos será al menos un 25 % mayor que el año anterior en las evaluaciones i-Ready

2021-2022

40.2%

de los estudiantes afroamericanos en los grados 6-8 cumplieron su objetivo de crecimiento típico en lectura



2022-2023

51.0%

de los estudiantes afroamericanos en los grados 6-8 encaminados para alcanzar su objetivo de crecimiento típico en lectura

Incremento potencial en el Crecimiento Medio del 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%

de los estudiantes afroamericanos en los grados 6-8 cumplieron su objetivo de crecimiento típico en matemáticas



2022-2023

52.3%

de los estudiantes afroamericanos en los grados 6-8 están encaminados para alcanzar su objetivo de crecimiento típico en matemáticas

Incremento potencial en el Crecimiento Medio del 40%

Datos de la escuela secundaria





Tasas A a C y A-G OnTrack Semestre 1



Tarifas HS ABC y tarifas A-G OnTrack Semestre 1

Porcentaje de calificaciones que son A, B o Cs													A-G en la pista				
	Inglés			Matemáticas			Historia/Ciencias Sociales			Ciencia			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
Todo	74%	77%	+3%	69%	71%	+2%	79%	82%	+3%	76%	77%	+1%	67%	74%	82%	86%	93%
Est Negro	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%



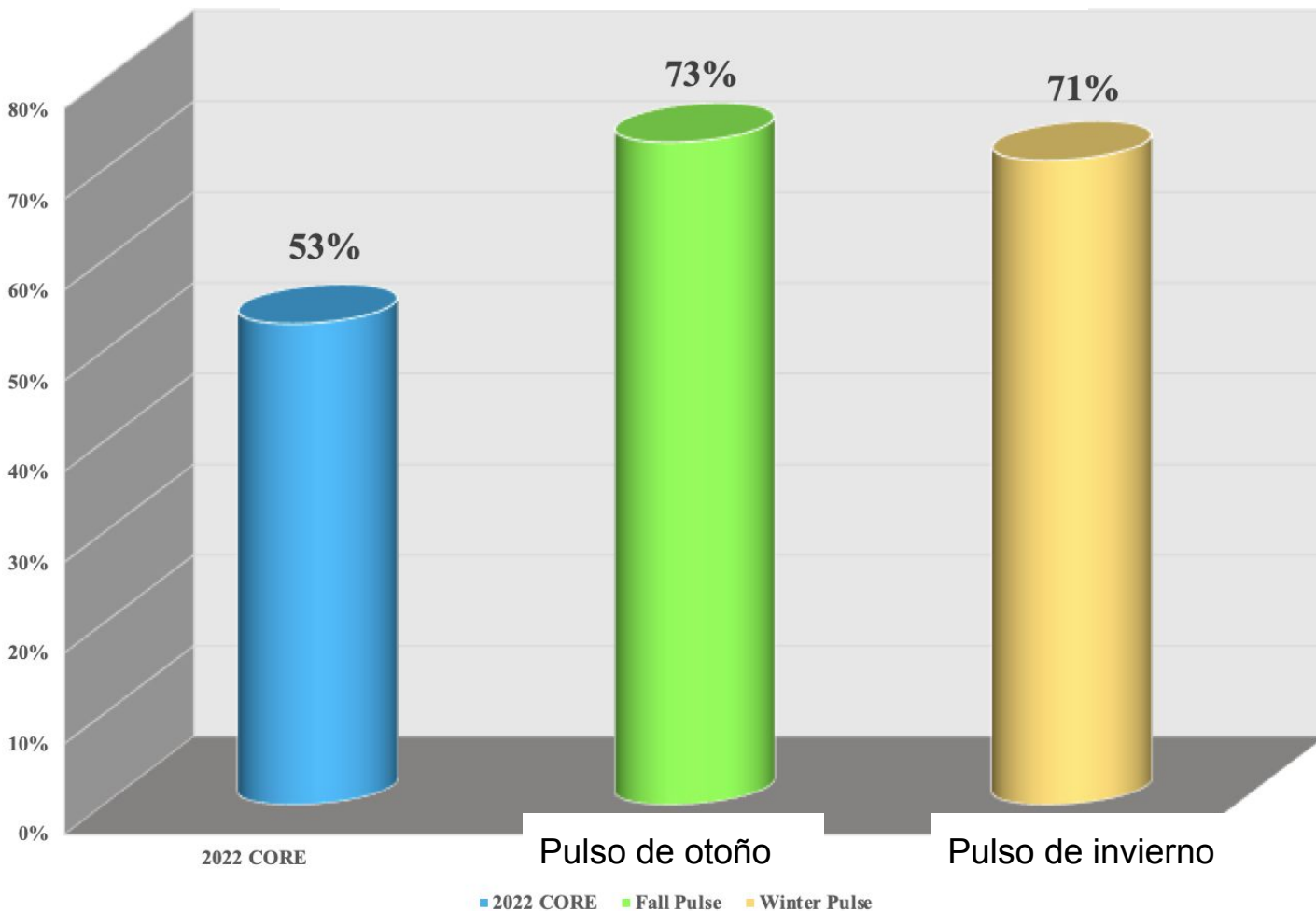
Tasa de A a C por tema frente a Cálculo general de A-G en curso

9th Grade	Inglés		Matemáticas		A-G en general por buen camino
	Calificación	C o superior?	Calificación	C o superior?	
Student A	A	Sí	C	Sí	A tiempo
Student B	C	Sí	D	No	Fuera de la pista
Student C	A	Sí	A	Sí	A tiempo
Student D	D	No	C	Sí	Fuera de la pista
Student E	A	Sí	B	Sí	A tiempo
	4 de cada 5 estudiantes		4 de cada 5 estudiantes		3 de cada 5 estudiantes
	Tarifa Inglés A-C = 80%		Tasa matemática A-C = 80%		Tasa de seguimiento A-G = 60%

Comparación de los datos de la encuesta CORE y Pulse



Sentido de pertenencia de la escuela secundaria



Actualización elemental: Coordinadores de instrucción e intervención

Shayla Brown, Lafayette
Elsa Rodriguez, Harte



Desde el LASP:

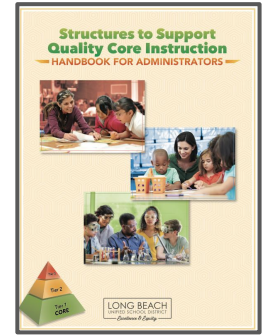
Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Instruction and Intervention Coordinators	Accelerate student learning through coordination of all site interventions, progress monitoring and ongoing collaborative planning with teachers to improve core instruction.	Director,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

Objetivo

El Coordinador de Instrucción e Intervención (IIC) trabajará bajo la dirección del director del sitio para garantizar una instrucción de Nivel 1 de calidad para acelerar el aprendizaje en el salón de clases principal al apoyar el desarrollo profesional en toda la escuela; facilitar la planificación a nivel de grado; y modelado, entrenamiento y co-enseñanza con maestros individuales.

Además, el IIC coordinará todas las intervenciones de Nivel 2 y Nivel 3 para acelerar el aprendizaje de los estudiantes prometedores.

Responsabilidades de una IIC - Nivel 1



Programa de apoyo a la alfabetización (TK-5)

- Planificar con alfabetizadores y maestros de aula
- Entrenador, modelo, co-enseñar lecciones
- Reúna y analice múltiples puntos de datos como parte del ciclo de mejora

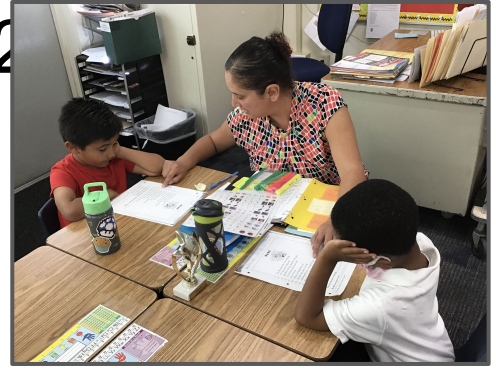
Colaborar con el director para el desarrollo profesional

- Alineado con la teoría de acción del sitio y la pregunta centrada en la equidad
- Participar en Estructuras para Apoyar la Instrucción Básica de Calidad

Apoyar a Kindergarten Daily (push-in)



Responsabilidades de una IIC - Niveles 2



Dar servicio directo a los estudiantes.

- WonderWorks
- Sistema de Intervención de Alfabetización Nivelada
- Rayuela (SIL) El Sistema de la Intervención de Lectura
- Intervención de Habilidades Fundamentales de Lectura del Nivel 2 del Distrito

Coordinar intervenciones durante y fuera de la jornada escolar.

- Coordinar con proveedores y maestros de aula.
- Usar una variedad de puntos de datos para informar las intervenciones

Supervise el progreso con Intervention Tracker y comuníquese con las partes interesadas

Desarrollo profesional

Reuniones del IIC (mensual y en colaboración con MSK8)

- Desarrolle una "caja de herramientas" con colegas que lideran el PD para apoyar el liderazgo:
- Unidad de Estudios
- Construyendo equipos efectivos
- Entrenamiento Instruccional
- Análisis de los datos

Apoyar las metas de resultados del distrito:

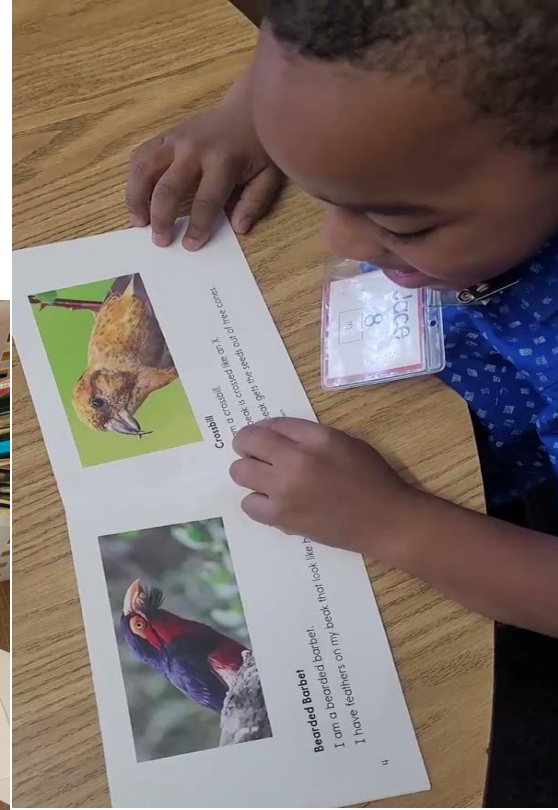
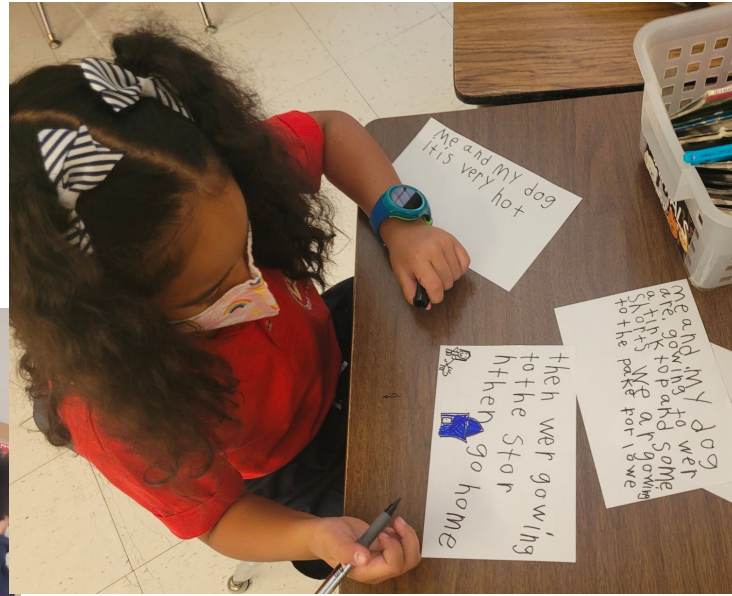
- Desembalaje de las guías de las unidades distritales
- Comprender los datos de i-Ready
- Uso de ELlevation para apoyar a estudiantes multilingües
- Apoyar el seguimiento del progreso
- Objetivos lingüísticos
- Andamios para estudiantes multilingües

IIC/Capacitaciones para maestros de alfabetización (mensual y en colaboración con OCIPD)

- Fortalecer la instrucción básica de calidad
- Programa de fidelidad al nivel 2
- Visitas al sitio

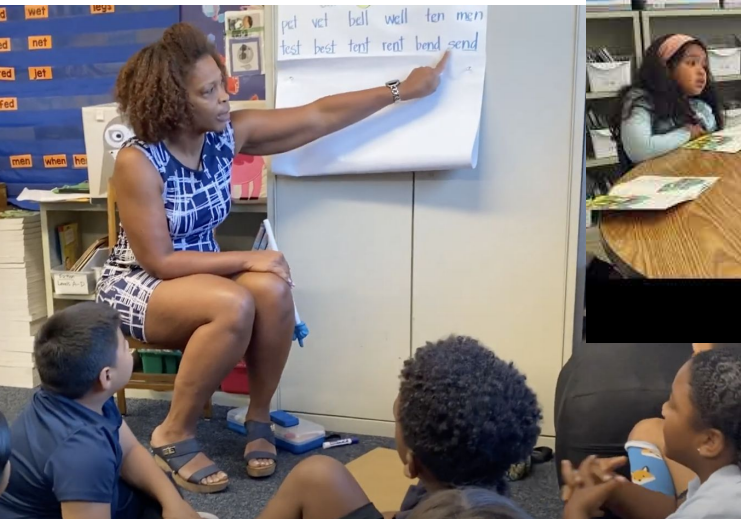
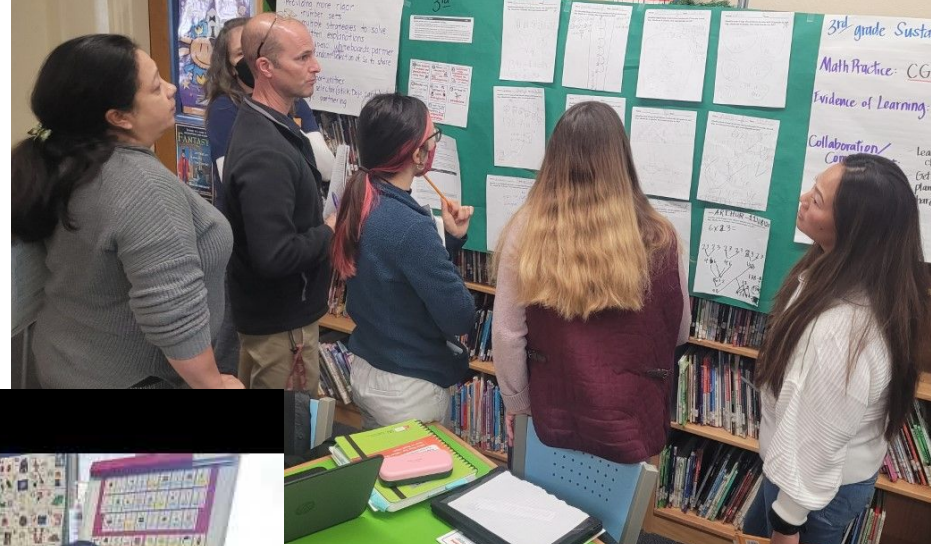


Las ALEGRÍAS del jardín de infancia



Lectura, escritura y juego creativo

Aprendizaje profesional de Lafayette



Análisis del trabajo del estudiante, estudio de la lección y modelado de prácticas efectivas

Lafayette prioriza Compromiso familiar

Taller de alfabetización

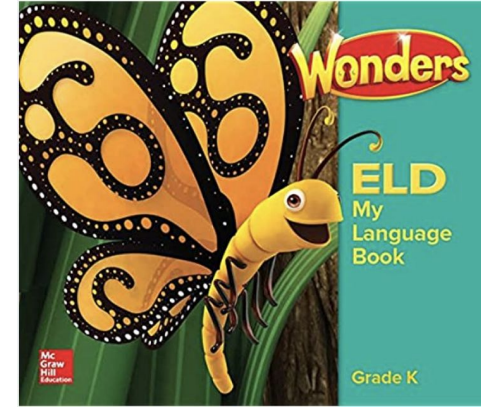


Celebración de matemáticas



Bienvenido de nuevo barbacoa

Apoyo a los niños de Harte



Días de lanzamiento de Harte



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



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

Collaboration and Planning 1/2 Day Agenda

October 19, 24, 31



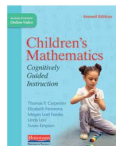
Agenda Item (Slides Linked Here)	Time	Outcomes
Connecting Time - Building Relationships (SEL)	10 Min	Participants will engage in an inclusive opening activity (U3)
I. Equitable Instructional Practices (U2) - Professional Development A. OCI Part B - Creating a Welcoming and Inviting Learning Space B. 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)



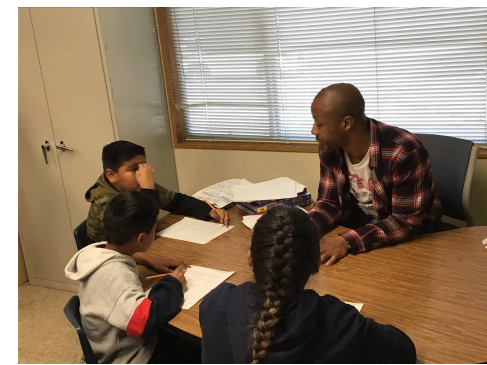
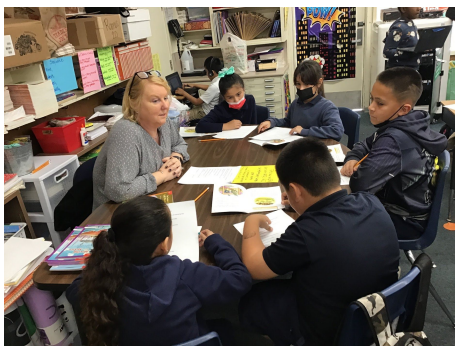
Session Outcomes

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.



Tutoría de Harte



DATA

Un mañana mejor: tutoría externa

- Ciclo 1 y 2 - Población de Educación Especial
- Ciclo 3 - Población multilingüe y afroamericana

Tutoría después de la escuela de Harte

- Ciclo 1 - Basado en datos de i-Ready
- Ciclo 2 - Población multilingüe y afroamericana

Actualización MS/K8





Actualización sobre las iniciativas del centro de bienestar y justicia restaurativa en MS/K8



Transformando la cultura y el clima
en las escuelas MS/K8 a través de
prácticas de justicia restaurativa

Restorative Justice

La justicia restaurativa es un conjunto de creencias, prácticas y formas de estar en comunidad donde todos los miembros asumen activamente la responsabilidad de construir y mantener relaciones para equilibrar las necesidades y obligaciones de los individuos y la comunidad.

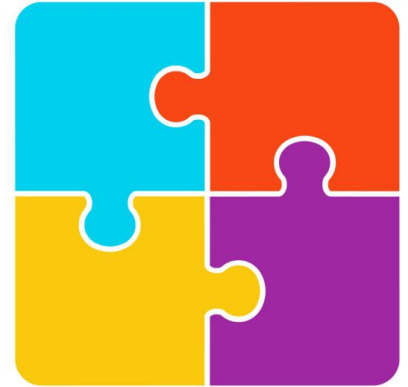
RJ Equipo de entrenadores

Amy Love, Restorative Justice Program Specialist

Karla Stokes, Restorative Justice Coach

Lacy Hemminger, Restorative Justice Coach

Rebecca Boyd, Restorative Justice Coach



Visión y misión del equipo de RJ

Visión:

Visualizamos comunidades seguras, conectadas y llenas de alegría donde el aprendizaje se desbloquea a través de las relaciones y el daño y el conflicto se transforman de manera restauradora.

Misión:

Como equipo de entrenadores de Justicia Restaurativa, para mantener la excelencia y la equidad, nuestra misión es apoyar a las comunidades en la construcción y el mantenimiento de relaciones saludables, la creación de entornos de aprendizaje justos y equitativos, y la reparación de daños y la transformación de conflictos a través del modelado, el entrenamiento y el desarrollo profesional. .

Teoría de la acción del equipo de RJ

Si cuando

Los entrenadores de Justicia Restaurativa apoyan a los estudiantes, maestros, administradores, personal clasificado y familias/cuidadores a través de entrenamiento, consultoría y desarrollo profesional.

Entonces

- la capacidad del sitio para practicar y dirigir la justicia restaurativa se verá afectada positivamente
- una Cultura Restaurativa en toda la escuela será cultivada e impulsada desde adentro
- las relaciones saludables se verán impactadas positivamente mediante el uso del diálogo restaurativo y la construcción de la comunidad
- los entornos de aprendizaje justos y equitativos se verán afectados positivamente a través del poder compartido y la toma de decisiones colectiva basada en datos
- Las alternativas restaurativas reemplazarán las prácticas disciplinarias punitivas.

Marco e implementación



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.



CULTIVAR

Los entrenadores de Justicia Restaurativa cultivan espacios seguros y valientes donde todas las personas en el campus, independientemente de sus antecedentes de capacitación, pueden aprender sobre la Justicia Restaurativa y las prácticas Restaurativas a través de la experiencia.

CONSULTANTE

Los Entrenadores de Justicia Restaurativa consultan con individuos y equipos de miembros de la comunidad para brindar orientación, ofrecer sugerencias y ser considerados socios a medida que las comunidades de aprendizaje navegan por las complejidades de cambiar hacia una cultura más restaurativa.

ENTRENAMIENTO

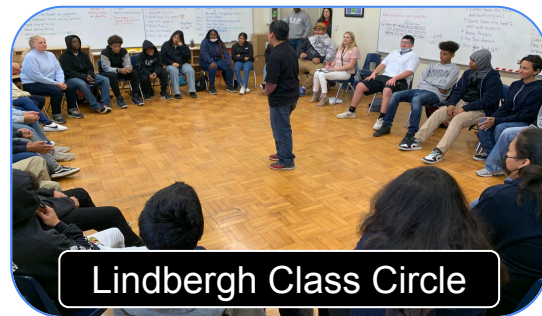
Los capacitadores de justicia restaurativa brindan capacitación individual a los miembros de la comunidad para desarrollar su capacidad de convertirse en líderes de justicia restaurativa para sus comunidades.

Soporte del sitio

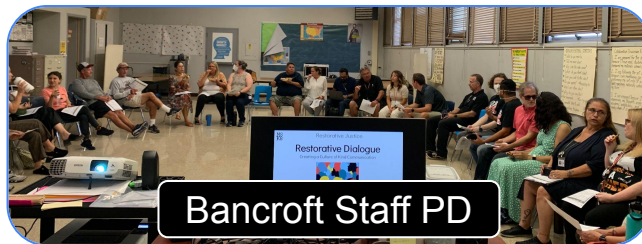
- Bancroft
- Franklin
- Hoover
- Jefferson
- Lindbergh
- Lindsey
- *Robinson
- *Stanford
- *Hughes
- *Hamilton
- *WRAP



WRAP PD



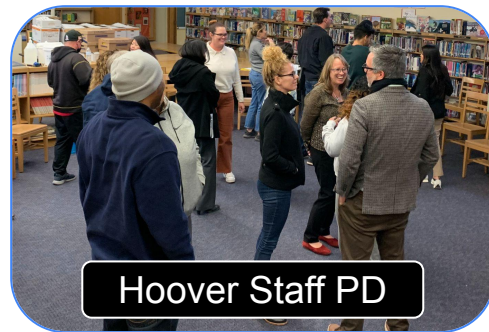
Lindbergh Class Circle



Bancroft Staff PD



Franklin RJ Team



Hoover Staff PD

Datos Destacados

Bancroft
Franklin
Hoover

Jefferson
Lindbergh
Lindsey

Personal de MSK8 capacitado	Sesiones de Entrenamiento	Actual inscrito entrenadores	Participantes del círculo comunitario	Daño y Conflicto Participantes	Conferencias Restaurativas
221	162	28 maestros/personal 7 administradores	3,388 (426 estudiantes negros) (141 con necesidades especiales)	135 (75 estudiantes negros) (4 con necesidades especiales)	133 (63 estudiantes negros) (3 con necesidades especiales)

Apoyando la Salud Social, Emocional y Mental de los Estudiantes de Escuela Intermedia a través de Nuestros Centros de Bienestar

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: la visión

- La visión es proporcionar una variedad de recursos y servicios para ayudar a los estudiantes y las familias a enfrentar los desafíos de la preadolescencia a través de la prevención, la intervención temprana y la educación, en un lugar seguro: la escuela.
- Los Centros de Bienestar empoderarán a nuestros estudiantes y apoyarán a nuestras familias para que aprendan a manejar su salud social, emocional y física mientras se esfuerzan por apoyar todas las áreas de sus vidas que pueden afectar su potencial académico.
- Los Centros de Bienestar también apoyan al personal de la escuela al proporcionar estrategias y recursos para comprender mejor y motivar a los estudiantes a prosperar en el salón de clases y más allá.

Servicios del Centro de Bienestar para EM

El Centro proporcionará intervenciones preventivas y servicios de apoyo:

- Servicios de asesoramiento individual/grupal con cita previa
- Citas para el mismo día (registro) durante la clase con referencia/aprobación del maestro
- Talleres Educativos Familiares y Grupos de Apoyo Familiar
- Oportunidades para la construcción de la comunidad a través de servicios/proyectos
- Presentaciones en el aula
- Desarrollo profesional de la facultad, talleres y consultas del personal
- Manejo de Casos de Estudiantes y Familias (Coordinación con Recursos Internos/Externos)
- Actividades de interés especial (arte, atención plena, meditación, yoga)
- Armario de necesidades básicas (uniformes/artículos de tocador/útiles escolares)/despensa de inseguridad alimentaria familiar

Año uno: Datos

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

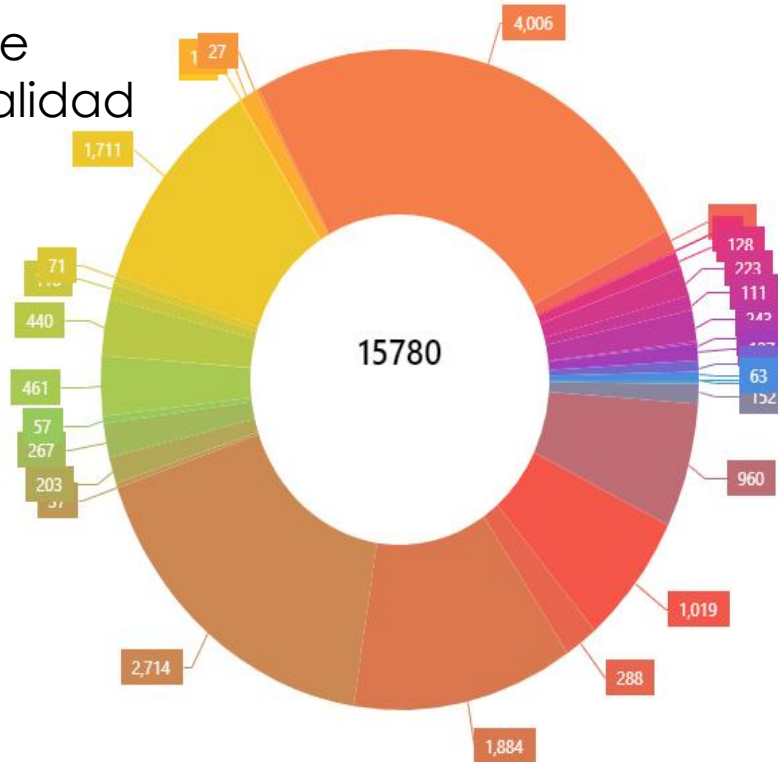
Año dos: Datos

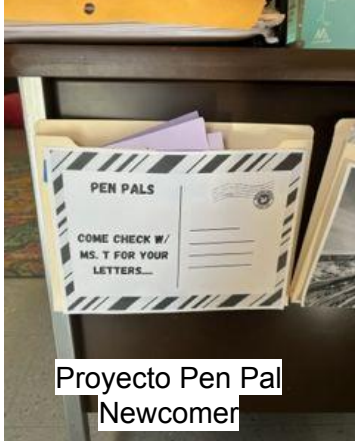
- | | | | |
|---|---|--|---|
| <input type="checkbox"/> AB 216/AB 1806/Partial Credit Advocacy | <input type="checkbox"/> Access to early childhood programs | <input type="checkbox"/> Assistance with participation in school programs | <input type="checkbox"/> Academic Team Meeting (SST/IEP/Discipline) |
| <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

Aspectos destacados de los datos de bienestar de la EM: noviembre-actualidad

sin cita previa	64,082
Registro de consejería	4,006
Consejería Individual	2,714
Consejería grupal/talleres	1,884
Necesidades básicas	960
Consultas del personal	1,711
Reuniones de cuidadores	288
Referencias internas	461





Proyecto Pen Pal
Newcomer



Taller de Agencia Comunitaria
Externa



Eventos Familiares



Identidad del Centro Impulsado por
Estudiantes



Grupo de apoyo ELL



Talleres para padres



Grupos de Interés Especial



Grupos de consejería

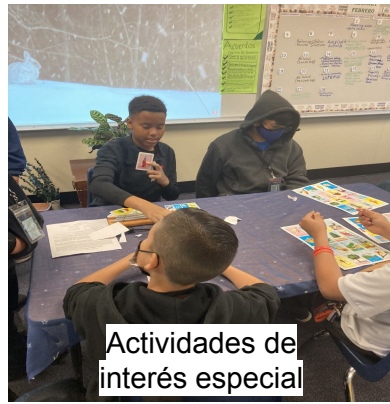
Embracing Excellence & Equity



Despensa de alimentos & Armario de necesidades básicas



Presentaciones de SEL en el aula



Actividades de interés especial



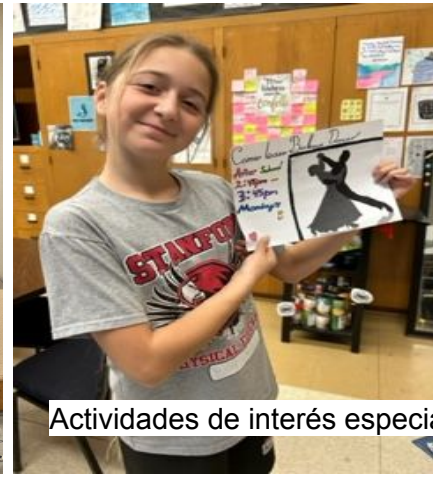
Recursos impulsados por estudiantes



Talleres para el personal



Proyectos de servicio comunitario



Actividades de interés especial



Toda la escuela Intervenciones

Embracing Excellence & Equity



Actualizar



Desarrollo de caminos



Programa maestro

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



LONG BEACH
UNIFIED SCHOOL DISTRICT



ILLUMINATED
COLLECTIVE

- Auditoría (primavera de 2021)
- Entrenamiento de horario maestro (junio de 2021)
- Colaboración con HSO, OCIPD y sitios

EQUITABLE MASTER SCHEDULING WORKSHOP SERIES

2022-23

January 19, 2023; February 14, 2023



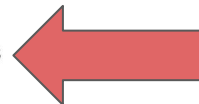
Master schedules represent the culture, priorities and values of a school and community. They structure time, space and resources within a school and district. However, master schedules are often a stumbling block when it comes to creating sustainable, equitable college and career pathways. Pathways 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



Certificación de aprendizaje vinculado



Vías certificadas actuales

- Academia Gold- Sato, Cabrillo: Cal-J, McBride: Ingeniería, McBride: Justicia Criminal e Investigación
- Silver- McBride: Salud Médica, CAMS, Wilson: Liderazgo y Servicio Público, y Wilson: Biotecnología,

Caminos que participan en la recertificación en 2023-2024

- McBride Engineering and Criminal Justice and Investigation- WASC/Certificación de oro piloto

Pathway Leadership Coaching en apoyo de las tríadas

Roles	Áreas de enfoque
directores Consejeros Coordinadores de ruta Especialistas universitarios y profesionales	Curso de Estudio Aprendizaje basado en el trabajo Ayuda financiera Elementos de vías y certificación de alta calidad

Actualización de SSI



LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

Programas de Iniciativa de Éxito Estudiantil de un vistazo

Nos levantamos

- Un curso electivo para estudiantes seleccionados de 9.º grado (Referencias de la escuela intermedia)
- Proporciona apoyo académico para múltiples estudiantes D/F
- Integra estrategias de aprendizaje socioemocional
- Aplica estrategias restaurativas para controlar el comportamiento.
- Incluye y apoya a todos los géneros.

Matemáticas colaborativas

- Programa de tutoría después de la escuela con un enfoque en apoyos matemáticos y experiencias STEM
- Apoya a los estudiantes con un GPA acumulativo 2.0 - 3.5 o competencia matemática
- Recomendación del consejero
- Solicitud de Estudiante/Padre
- Incluye y apoya a todos los géneros.

Academias de Liderazgo Estudiantil

- Clubes de servicio que empoderan a los estudiantes mientras aumentan las tasas de graduación y las oportunidades postsecundarias
- Desarrolla liderazgo en estudiantes con un GPA acumulativo de 2.5 o superior
- Solicitud de estudiante/padre requerida
- Incluye y apoya a todos los géneros.



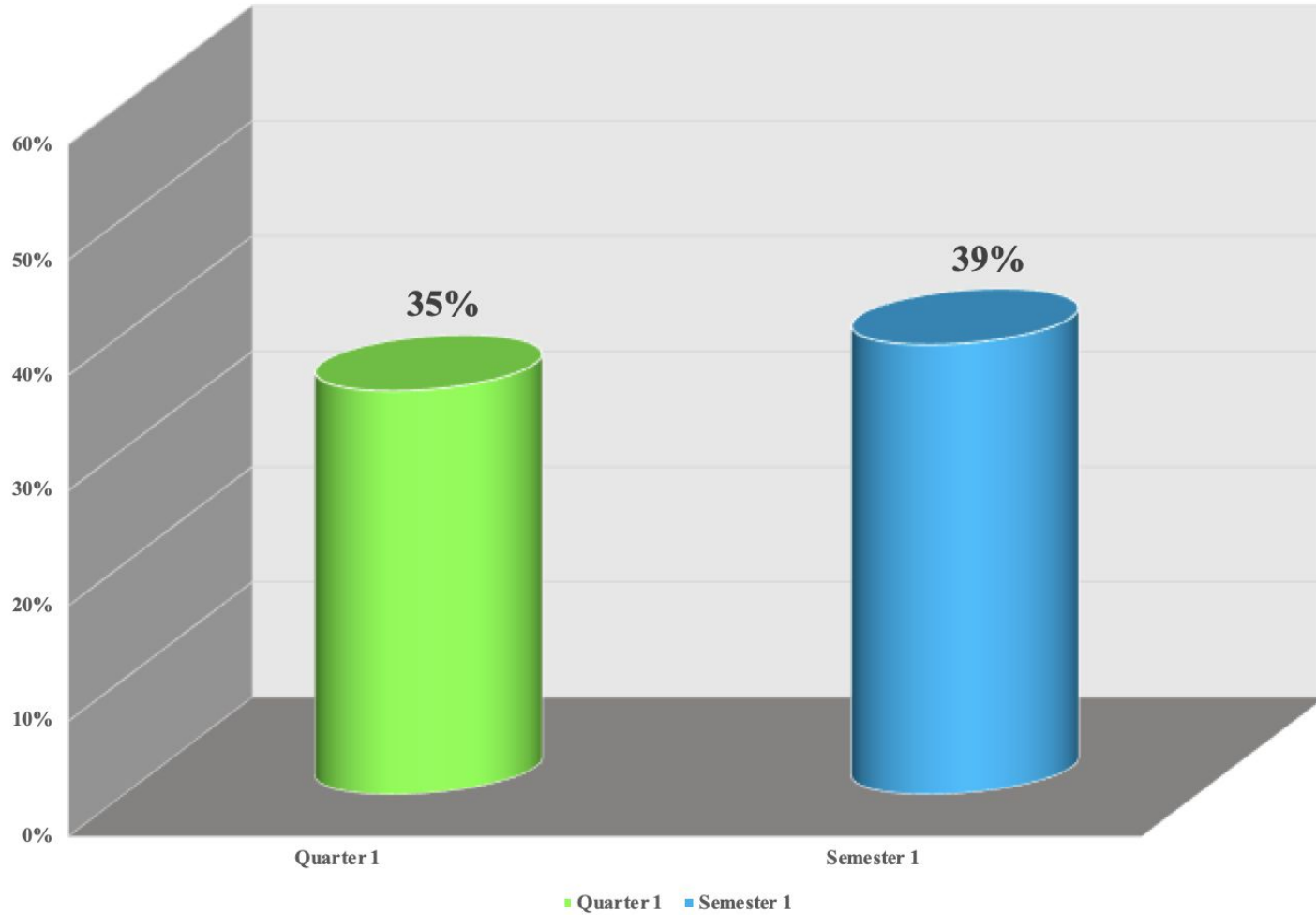
We Rise

Noveno grado
Por debajo de 2.0
Consejero
Recomendación



LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

We Rise & Estudiantes sin F



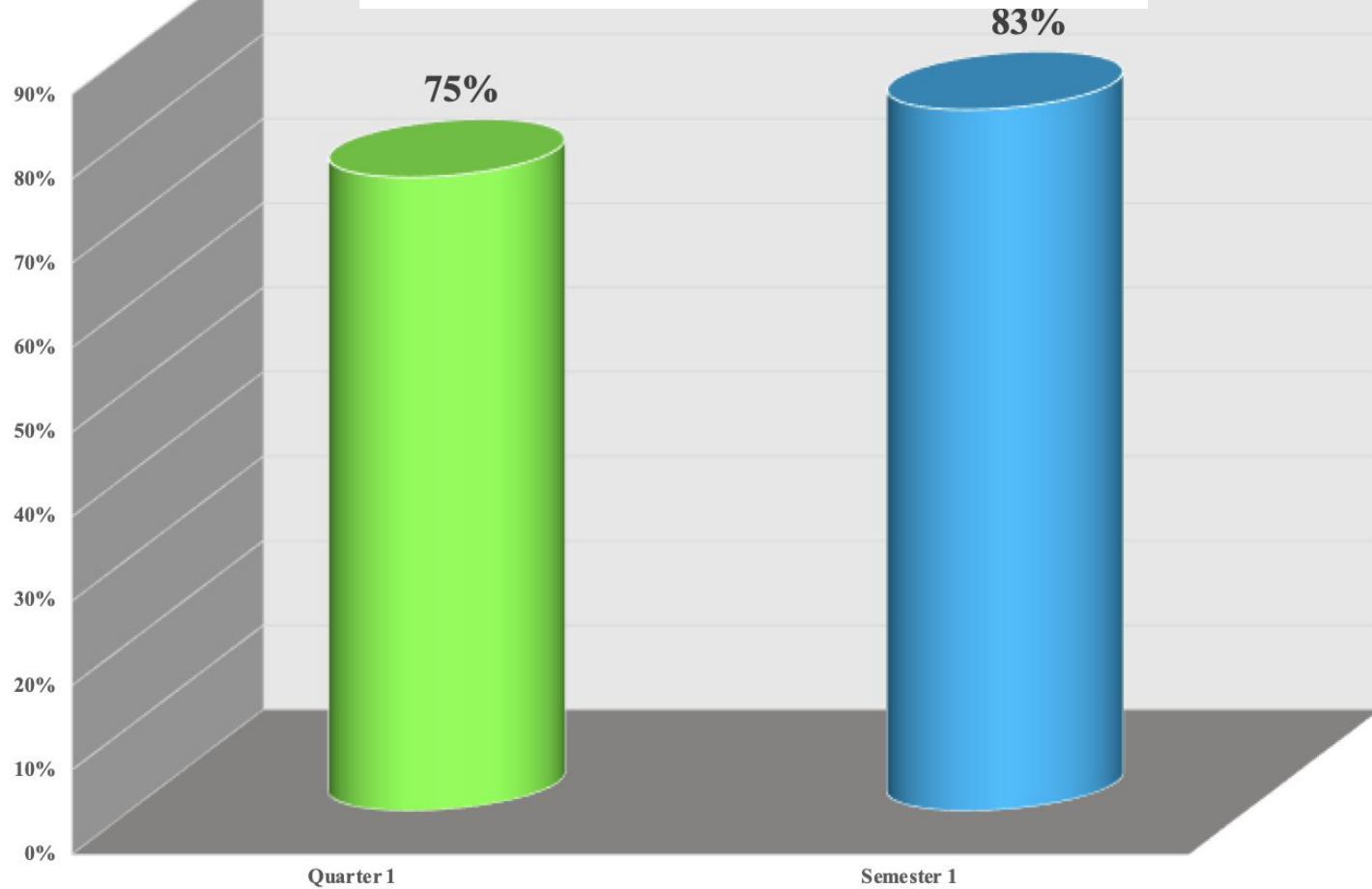


Matemáticas colaborativas

- Noveno grado
- GPA 2.0 a 3.5
- Recomendación del consejero



Estudiantes colaborativos de matemáticas sin una F



Estudiantes colaborativos de matemáticas y 'We Rise' sin una F

80%
70%
60%
50%
40%
30%
20%
10%
0%



Quarter 1



Semester 1

Actualización del coordinador de HBCU



Octubre	Noviembre	Diciembre	Enero	Febrero	Marzo
Coordinador de HBCU contratado	Enjambres de HBCU	Reclutadores de Hampton y Norfolk State en Lakewood HS	282 estudiantes firmaron para asistir a la Black Expo 30 estudiantes aceptados en el acto	El coordinador de HBCU ayudó con más de 100 solicitudes de HBCU	El coordinador de HBCU asistió a la Conferencia de College Board/HBCU

Academias de Liderazgo



Academia de Liderazgo Masculino

Recorridos universitarios

Recorrido por el centro de California

- **2022: 0** hombres asistieron
- **2023: 36** hombres asistieron

Recorrido por la universidad del norte

- **2022: 6** estudiantes varones asistieron
- **2023: 48** estudiantes varones programados para asistir

Actividades escolares

- **Estudios de libros**
- **Misión de rescate de Long Beach**
- **Donación de Canasta de Pascua**
- **Unidad de calcetín**
- **Cajas de donación**
- **tutoría**
- **Oradores invitados**



Female Leadership Academy Academia de Liderazgo Femenino

Recorridos universitarios

- Recorrido por el centro de California
- Tour por el norte de California
- Tour del Sur de California

Actividades escolares

- Concurso de puerta de historia negra
- Actividades de Historia de la Mujer
- Tutoría entre iguales
- Boletín mensual
- líder del mes
- Unidad de desechos electrónicos
- Simulación policial de LBPD (30 % para 2030)

