



Parent Connection

with LBUSD Superintendent, Jill Baker Ed.D.



March 14, 2024
TRC- ABC
6:00-7:30 pm

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

Agenda

6:00 Welcome, Purpose

6:10 Warm-Up: Bright Spots

6:20 Presentations

- Strategic Plan- Recruit, Support, Train, and Retain Diverse Staff
- Grading Policy Process

7:30 Adjournment





The Superintendent Parent Connection: Purpose

Create opportunities for human connection between parents/caregivers, superintendent and district staff.

Provide districtwide information for parents/caregivers to enhance access and connection to schools and district resources.

Engage in two-way communication with parents/caregivers to inform continuous improvement efforts.



The Superintendent Parent Connection: Assumptions

Parents/caregivers are their child's first teachers.

Each parent/caregiver wants their child to have a school experience characterized by high expectations and care.

Students' lives are enhanced when parents/caregivers are involved.

A home - school connection fostered by teachers and school staff positively contributes to student success.

What will we focus on this year in the Parent Connection?

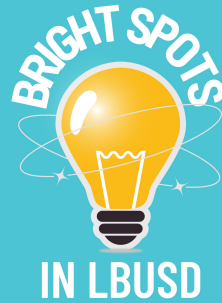


- **Vision 2035**
 - **Core Values**
 - **Graduate Portrait**
 - **Adult Portrait**
 - **System Portrait**
- **Strategic Planning**

What is a **bright spot** that you have experienced in *your own student's growth* or *at your school*?

Warm Up





Middle Schools:

Stanford Middle School

Stephens Middle School

High Schools:

CAMS

Sato Academy of Math & Science

VISION 2035

Let's
reimagine
education
in LBUSD.

LBUSD VISION 2035

Education Reimagined in LBUSD



LONG BEACH
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X PROSPECT
STUDIO

Vision

A vision is an organization's guiding idea.

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

LBUSD VISION 2035

Education
Reimagined
in LBUSD

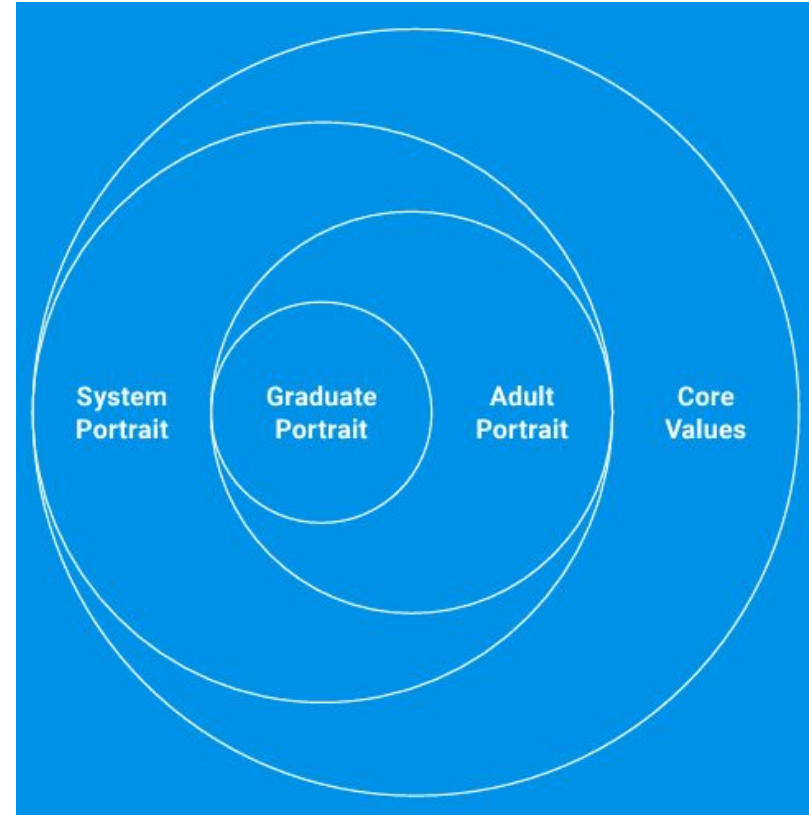


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X
LEARNING
TECHNOLOGY

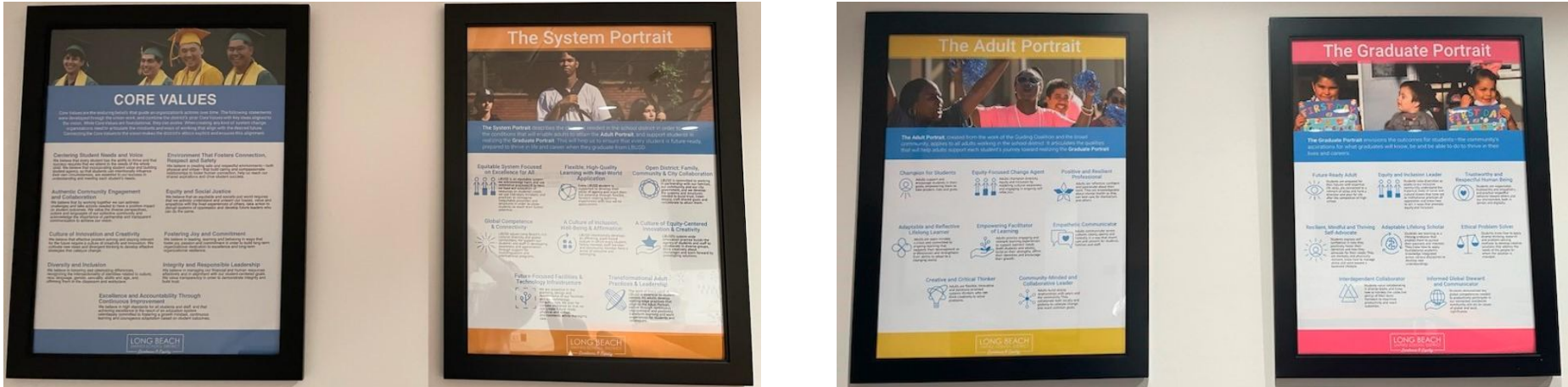
Vision 2035 comprises four main areas:

- The **Graduate Portrait** envisions the outcomes for students—the community’s aspirations for what graduates will know, be and be able to do to thrive in their lives and careers.
- The **Adult Portrait** describes what all adults working in the school district need to know, be and be able to do in order to support each student’s journey toward realizing the Graduate Portrait.
- The **System Portrait** focuses on creating the conditions that will enable LBUSD students and adults to thrive and grow, guided by the Core Values.
- The **Core Values** express the principles that guide the school district’s actions in realizing the vision.



What questions can you ask at your school? Jan meeting

- How is our school embracing the new Core Values that are part of the District's Vision 2035?
- Bonus: Where are the visual images of the Core Values and Portraits displayed at the school?



HUMAN RESOURCE SERVICES

LONG BEACH UNIFIED SCHOOL DISTRICT

LBUSD Vision 2023

LBUSD VISION 2035



Education Reimagined in LBUSD



2035
VISION
Let's reimagine education in LBUSD.



The Graduate Portrait

The Graduate Portrait envisions the outcomes for students—the community’s aspirations for what graduates will know, be, and be able to do to thrive in their lives and careers.



lbschools.net/strategicplan

Student Outcomes



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LBUSD GRADUATE PORTRAIT ELEMENT 1

FUTURE-READY ADULT

Students are prepared for their futures with essential life skills, are connected to a network of allies and have a direction and plan for life after the completion of high school.

[LBSCHOOLS.NET/VISION2035](https://lbschools.net/vision2035)

Excellence & Equity

Future Ready Adult

Students have post-graduation goals and plans that align with their passions. Through real-world learning experiences, they are knowledgeable about career options, including college and trades, and the pathways needed to reach their career aspirations, including Career Technical Education (CTE). They are knowledgeable about college and other certification options, including early awareness of prerequisites for college, and the ways to access financial resources to support their journey through their postsecondary pathway of choice.

LBUSD Vision 2035 Strategic Plan

Goal: By June 2024, LBUSD has developed and planned and by June 2028, implemented a plan to cultivate and recruit students, especially Black and multilingual students, to join our staff and support our efforts to reflect the diversity of our student population, especially at schools.

- 7.1 With a diverse team (students, staff, community partners) develop a recruiting strategy to encourage current students to be future employees
- 7.2 Develop multiple entry points and pathways for classified and certificated staff in their career trajectory (focused on current LBUSD students)

Circles of Influence



Who influenced you in your college and/or job experiences?

List up to 3 people and how they influenced you.

We will take time to look back and reflect on how their influence propelled you forward.

This activity will help us remember who plays important roles in our work experience.

Debrief and Discuss

- What are some of your key observations about the names you listed?
- How might the patterns you surfaced have informed your perspectives about the world?
- What can you do with this information?



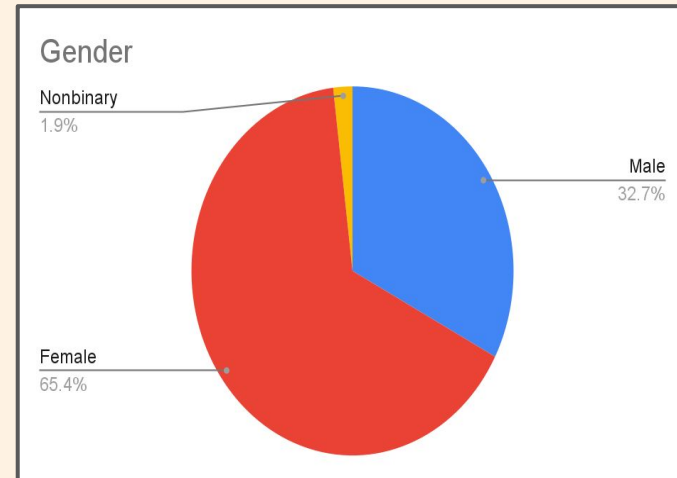
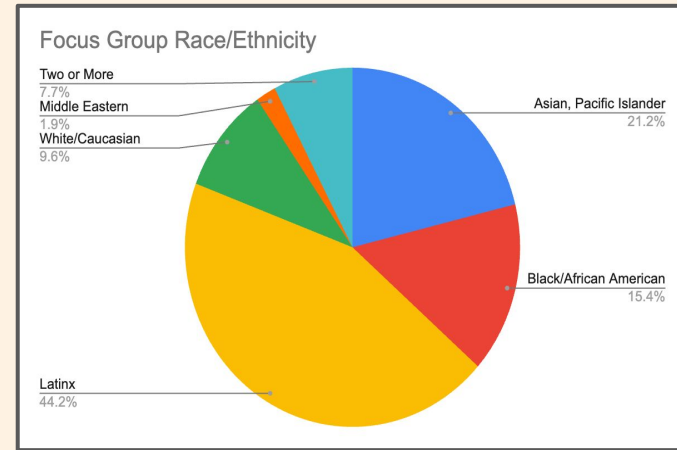
What are job opportunities that you know exist in the district?

- LBUSD has 10,000 employees and is the largest employer in LB
- LBUSD has both Certificated and Classified Jobs

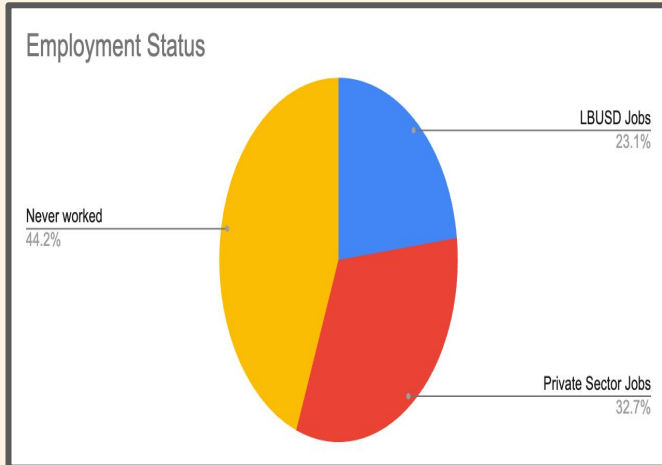
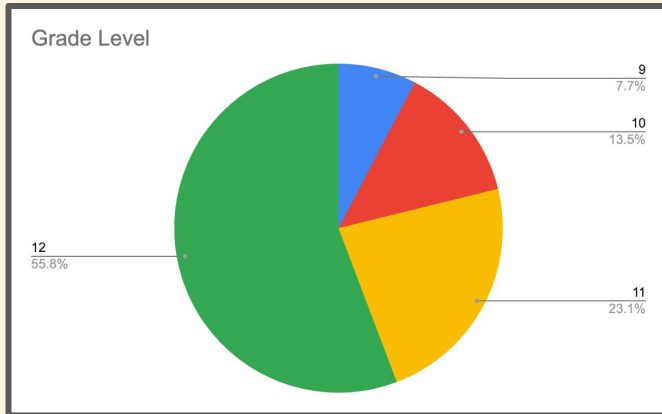
Certificated	Classified
Teacher Counselor Nurse Librarian Social Worker Psychologist Administrator Occupational Therapist Pre-K	Accounting & Budgeting Athletics Childcare & Instructional Clerical & Secretarial Facilities, Development, & Planning Information Services Maintenance/Operations Legal Services Nutrition Services Research School Safety Human Resources/Personnel Commission

Student Focus Group Protocol

- [Student Focus Groups](#)
- Wilson, Cabrillo, Browning, McBride
- Whole Group Questions
- Individual Empathy Interviews



Student Focus Group Data



- **Rarely** Look at LBUSD web page or Instagram
- **Frequently** look at Canvas, Canvas email, and School Site Instagram
- **Best way to help:** advertise more frequently directly to students
- **Interested** in learning about careers in LBUSD, including purchasing, business, accounting.
- **A majority** (28) of the students stated that they were not using or aware of pathway supports.
- **About 38%** had never used the College & Career Center

Area	Current	Next Steps
Opportunities for Students	<ul style="list-style-type: none"> ● Internships (District and Community) ● Dual Enrollment, Teacher Pipeline ● Work Experience 	<ul style="list-style-type: none"> ● Grow the number of internships and work experience opportunities ● Highlight entry level positions in LBUSD (Graduating seniors and recent grads)
Communication to Students	<ul style="list-style-type: none"> ● Some receive ● Post on LBUSD webpages ● Social Media 	<ul style="list-style-type: none"> ● All receive ● Canvas (District Page) ● Simply Text (posters/flyers) ● School Site Systems ● Marketing Campaign
Student Support	<ul style="list-style-type: none"> ● Application Directions ● Work Permits ● Secretaries/others (work experience) 	<ul style="list-style-type: none"> ● College and Career Centers ● Training prior to testing ● Resume writing ● Application/Onboarding Support ● Retention

SEAL Internships

- 50 current high school students to gain work experience in education through working with Elementary and K-8 students in the Supports, Enrichment, and Accelerated Learning (SEAL) Program.
- To apply, you must be:
 1. 15 years or older by the first day of employment, June 24, 2024; and
 2. Currently in grades 9, 10, or 11.



Closure and Feedback

Thank you for your participation and thought partnership around Strategy 7



Keep in touch!

@longbeachUSD



[Feedback](#)

Equitable Grading in LBUSD



lbschools.net/secondary

Excellence & Equity

Our purpose is to provide an update to the LBUSD Equitable Grading Policy work.



lbschools.net

Excellence and Equity Policy



LBUSD acknowledges that institutional, historical and systemic harms have contributed to disparities in student growth, social-emotional experiences, disciplinary actions, retention, academic achievement, graduation rates, A through G course completion, and an overrepresentation of BIPOC students in Special Education within LBUSD and school districts across the country. As a large educational system, we are responsible for and committed to identifying and rectifying any harmful institutional, historical, or systemic practices.

 LONG BEACH UNIFIED SCHOOL DISTRICT

Book	Policy Manual
Section	Article D - Philosophy, Goals, Objectives and Comprehensive Plans
Title	Excellence and Equity
Code	0415
Status	Active
Adopted	December 1, 2021

Excellence and Equity

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.

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 excellence and 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

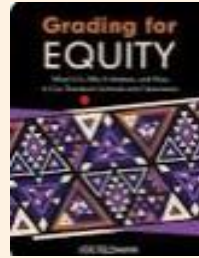
Equality means everyone is treated the same (or equally).

Equity means everyone is provided with what they need to succeed.



Book Study -2023-2024

Grading for Equity, by Joe Feldman
15 Administrators and 80 Teachers



2022-2023

June 2023

Fall 2023/
Winter 2024

February
20th, 2024

March 20,
2024

Focus Groups

- Teachers
- Students
- Admin
- Counselors
- Parents

Equitable
Grading-Teacher
Survey

Draft of Grading
Policy Teacher Focus
Group

Present Draft
Grading Policy during
Board Workshop

Submitted to Board
for final approval

Next Steps – Rollout and PD for teachers, including communication to parents and students.

Parent Thought Exchange

Topic: Equitable Grading

February - March 2023

The Questions

- What is the purpose of grading?
- How do you feel about grades and/or the grading policies at your child's school?
- How consistent and clear are the grading policies and practices of your child's teachers:
- What would you like grades to communicate to you about your child?
- What would make grading policies clearer? More equitable?
- How often does your child/children miss assignments? Why does your child miss assignments?
- How often does your child/children have the opportunity to make up missing assignments? Revise and resubmit essays and projects or retake assessments?
- To what degree do you feel your child/children's grades reflect mastery of course content and skills?
- What suggestions do you have in regard to grading policies?
- What else comes to mind when you think about grades?

Board Policy 5121

Key Themes of Board Policy



Expectations: All secondary teachers shall follow the Uniform Grading and Reporting Guidelines

Communication: Informing students and parents/guardians how academic performance will be evaluated in the classroom

Academic Performance: Grading based on academic performance and mastery of content

Missing Assignments: Providing students with opportunities to submit missed assignments with full credit on satisfactory completion of assignment/assessment

Education Code 49066: Grades assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation

Uniform Grading and Reporting Guidelines



Equitable Guidelines for Grading and Reporting

- Consistent district-wide equitable grading practices
- Grades are based on student achievement, knowledge, and skill
- Formative feedback
- Ongoing, credible, useful, and timely feedback
- Grading policies are transparent
- Multiple opportunities demonstrate content and skill proficiency
- Guide students to assess and monitor their own learning

What's next?

February 20	Present Grading Policy to the Board of Education during Board Workshop
March 6	Grading Policy Board Informational Item
March 20	Grading Policy goes to Board of Education for Approval
March 29	MMS to release Staff Grading Policy Video for Administrators to preview and begin preparation to share with Staff
April	MMS to create Student and Parent Grading Policy Videos
April / May	Grading Policy implementation plans during Staff Meeting in preparation for the 2024 - 2025 school year
June / August	Minimum Day Staff PD and Beginning of Year PD Day used to implement Grading Policy



Thank You!



lbschools.net/secondary

Closing

We invite questions and/or comments. Please scan the QR Code and submit your comments.



Next Meeting: Thursday, April 11, 2024
6:00 – 7:30
Zoom