

A. Academic and Career Success for All Students Initiative

Milestones in LBUSD’s Academic and Career Success for All Students Initiative

In September 2007, the Board of Education unanimously approved the Academic and Career Success for All Students Initiative to increase college and career readiness. This ambitious districtwide effort, which was developed by a diverse group of students, parents, employees, and community partners, called for three key actions:

- **Enhance the Seamless Education Initiative.** Ensure that students and parents are informed of the A-G College Entrance Requirements and other postsecondary opportunities beginning in sixth grade. Collaborate with Long Beach City College and California State University, Long Beach to consider the establishment of student benchmarks for guaranteed college admission. Align these higher education initiatives with substantive career technical education programs to ensure that all students have as many postsecondary options as possible.
- **Set clear and comprehensive goals and milestones** that ensure students are prepared for college and work. Metrics should include: (1) *leading indicators* that track student readiness for rigorous high school courses, such as English Language Arts and Mathematics proficiency scores in fifth and eighth grades; (2) *A-G enrollment, A-G completion rates*, and other measurements of student eligibility for higher education; and (3) *college preparation assessments*, such as the SAT, the ACT, the Early Assessment Program, the English Placement Test, and the Entry Level Mathematics Test. Align resources to support the attainment of these goals and milestones.
- **Provide periodic reports on the district’s progress** toward the goals and milestones. These reports should be shared with stakeholder groups, including Seamless Education partners and an advisory committee of students, parents, teachers, administrators, and community partners.

Year	Event
2006 - 07 Stakeholder Engagement and Policymaking	<ul style="list-style-type: none"> • Surveyed over 20,000 high school students, over 800 high school staff, and over 500 parents to determine stakeholders’ views on college and career readiness. • Established a diverse committee of 60 students, parents, teachers, administrators, and community partners to formulate policy recommendations for the Board.
2007 - 08 Planning Stages	<ul style="list-style-type: none"> • Established districtwide academic goals to monitor the progress of the initiative and provide a consistent accountability structure to the community. • Established the “Long Beach College Promise” with Long Beach City College and California State University, Long Beach. • Parent coordinators and community liaisons conducted outreach efforts, including over 3,500 parent phone calls. • Developed a comprehensive communications and marketing plan that includes the overhaul of the district web page. • Established the “Fresno-Long Beach Partnership for Improved Student Success” to provide a platform for inter-district collaboration pertaining to the initiative. • Obtained two waivers from the California Department of Education and financial support from the Hewlett and Irvine Foundations to take the initiative to scale.
2008 - 09 Early Implementation	<ul style="list-style-type: none"> • Collected over 16,000 College Promise student pledges and awarded 27 scholarships. • Provided the CollegeEd curricula in 7th grade and the ACT Explore in 8th grade to promote early college and career readiness. • Participated in the US Department of Education’s FAFSA Initiative, raising the number of completed applications by 49% and exceeding the 3,000-student goal for the year. • Conducted over 80 parent workshops and reaching over 2,500 parents. • Developed the template for public reports that will track the progress of the Initiative. • Launched the Fresno-Long Beach Partnership and conducted sessions. • Obtained four additional waivers from the California Department of Education.
2009 - 10 Next Steps	<ul style="list-style-type: none"> • Institutionalize the College Promise student pledges and scholarships. • Enhance the use of early college and career readiness materials in middle schools (e.g., ACT Explore). • Sustain the parent workshops and other outreach efforts. • Launch the first official public reports on the progress of the Initiative. • Enhance the Fresno-Long Beach Partnership through innovations such as TelePresence. • Begin collaborations with outside organizations such as the College Board. • Promote legislation that provides greater categorical flexibility.

B. Closing the Achievement Gap

Milestones in LBUSD's Math Achievement Program Professional Development (MAP2D)

The Math Achievement Program Professional Development (MAP2D) aims to help students acquire grade level math skills at the Proficient or Advanced Proficient level through a comprehensive data-driven program. The key components of the MAP2D program include *all* of the following: use of the state adopted text, 30 minutes of math facts instruction daily, 60 minutes of instruction daily following the MAP2D Lesson Structure, implementation of the MAP2D pacing chart, common MAP2D assessments, trimester training by the MAP2D Math Coaches, and lessons modeled by MAP2D math coaches.

Year	Event
2004-05 Year 1 5 Schools	<ul style="list-style-type: none"> • One math coach worked with 4th and 5th grade teachers in 5 low-performing elementary schools under the direction of the Assistant Superintendent/Elementary Schools. • In 2004, 36% of the district's 5th grade students scored proficient or advanced proficient Math CST exam. • In 2005, 47% of the district's 5th grade students scored proficient or advanced proficient Math CST exam.
2005-06 Year 2 15 Schools	<ul style="list-style-type: none"> • Three math coaches worked with 15 schools and added some second and third grade classrooms. • In 2006, 53% of the district's 5th grade students scored proficient or advanced proficient Math CST exam.
2006-07 Year 3 47 Schools	<ul style="list-style-type: none"> • Five math coaches worked with 17 elementary schools in grades 2 through 5. • Two additional math coaches began working on a part-time basis in five schools piloting a kindergarten and first grade program. • Thirty schools used the program without a coach assigned to their site. • In 2007, 47% of the district's 5th grade students scored proficient or advanced proficient Math CST exam.
2007-08 Year 4 51 Elementary Schools 4 Middle Schools	<ul style="list-style-type: none"> • Six math coaches worked with 16 elementary schools in grades 2 through 5. • Two math coaches continued to develop the kindergarten and first grade program in 11 elementary schools. • One math coach worked with 4 middle schools to pilot MAP2D in the 6th grade. • Twenty-six schools used the program without a coach assigned to their site. • A comprehensive evaluation was conducted to determine which elements of MAP2D contributed the most to increased student achievement.
2008-09 Year 5	<ul style="list-style-type: none"> • All LBUSD elementary schools used the MAP2D pacing, grades K through 5. • All LBUSD Kindergarten and grade 1 teachers were trained in MAP2D throughout the school year. • Coach support continued at all decile 1 and 2 elementary schools and select decile 3 elementary schools. • The 6th grade pilot at 4 middle schools continued and was expanded to include grade 7. • The 6th grade pilot was expanded to include all Program Improvement Middle and K-8 Schools.
2009-10 Next Steps	<ul style="list-style-type: none"> • All LBUSD elementary schools will continue to use the MAP2D pacing, grades K through 5. • Support all LBUSD Kindergarten and grade 1 teachers in MAP2D throughout the school year. • Expand the middle school pilot to all interested math departments willing to commit to the program.

B. Closing the Achievement Gap

Milestones in Creating a System of Multiple Pathways

As part of the Academic and Career Success Initiative, the High School Office aims to enroll and support students in a coherent sequence of rigorous courses that blend academic and technical curricula with embedded work-based learning experiences to inform each student's postsecondary pursuits. Multiple pathways offer students a choice among several multi-year programs of study organized around one of fifteen high need, high economic impact industry sectors identified by the California Department of Education that prepare students for careers and a wide range of postsecondary options: 2- and 4-year college or university, apprenticeship, the military, and formal employment training. Four core components distinguish this approach from other programs of study: a challenging academic core, a demanding technical component, a work-based learning component, and support services.

Year	Event
2007-2008 Stakeholder Engagement and Policymaking	<ul style="list-style-type: none"> • High School Office aligns its goals to the stated aims of the Academic and Career Success Initiative. • Smaller Learning Communities (SLC) Coordinators, Department Heads, and Principals work with district level curriculum leaders to create site-based, departmental, and SLC action plans that define the steps and professional development that each site would put in place to advance this work. • Additional training is provided to key leaders in this initiative, including principals, counselors, SLC coordinators, ROP and CTE teachers, and district personnel at the Model Schools Conference sponsored by the International Center for Leadership in Education.
2008-2009 Planning and Early Implementation	<ul style="list-style-type: none"> • Wrote and received funding from ConnectEd: The California Center for College and Careers (supported by the James Irvine Foundation) for a planning grant for implementing a system of multiple pathways. • Convened a diverse group of stakeholders to form a broad based coalition including: Research, Evaluation, and Data Collection; local businesses; Special Projects; Executive Staff from the Superintendent's, Deputy Superintendent's and High School Offices; curriculum leaders; teacher leaders; SLC coordinators; Program Administrator for K-12 Counseling; Facilities; ROP/CTE; Ecco Alliance (United Way LA); Parent Teacher Student Association; Program Assistance for Language Minority Students (PALMS); special education ; service learning; Gifted and Talented Education; Progra, Administrator for High School Choice; CSU Long Beach Former Dean of Education; LB City College Student Outreach Director; principals. • Conducted a comprehensive needs and capacity analysis, experiential site visits to model pathway programs, and assessed district resources in multiple subcommittees. • Assessed each SLCs readiness for implementation using the ConnectEd Multiple Pathways Program Assessment Rubric and used the information to create a professional development calendar for the 2009-2010 school year. • Conducted site-based focus groups with the Instructional Leadership Teams at each of the five comprehensive high schools with SLCs, curriculum leaders, and the planning team in order to draft the objectives, action steps, professional development, resources, person responsible, and evidences of success for the final implementation plan. • Began to align Board policies, district initiatives, the High School Reform Initiative, and school improvement plans, and funding with the District Initiative for Expanding Pathways.
2009-2010 Next Steps	<ul style="list-style-type: none"> • Create master schedules that support the work of a multiple pathways approach. • Schedule students in a coherent and sequenced course of study that integrates academic, technical, and work-based curricula. • Convene an Expanding Pathways Implementation Council, comprised of members from the broad-based coalition, to monitor and adjust the program. • Align data collection and reporting systems centrally to inform site-based improvement processes. • Focus the work of the Long Beach Industry Education Council around this initiative and create subcommittees organized around the industry sectors most relevant to our SLCs. • Establish quality indicators for a work-based learning experience.

B. Closing the Achievement Gap

Milestones in LBUSD's Rigor, Relevance, and Relationships Initiative

The high schools in the Long Beach Unified School District have been focused on improving student achievement through an increased concentration on Rigor, Relevance, and Relationships. These efforts began with a thorough examination of the Breaking Ranks document published by the National Association of Secondary School Principals. The Breaking Ranks document provided direction for improving student performance through increased rigor, relevance and relationships. The Rigor/Relevance Framework tool developed by the International Center for Leadership In Education was adopted to help schools examine curriculum, instruction, and assessment.

Rigor and Relevance Framework

Bloom's Taxonomy (Rigor)

Evaluation	6	QUADRANT C High Rigor / Low Relevance	QUADRANT D High Rigor / High Relevance			
Synthesis	5					
Analysis	4					
Application	3	QUADRANT A Low Rigor / Low Relevance	QUADRANT B Low Rigor / High Relevance			
Comprehension	2					
Knowledge/ Awareness	1					
(Based on research from the International Center for Leadership in Education)		1 Knowledge in one discipline	2 Apply in the discipline	3 Apply across disciplines	4 Apply to real-world predictable situations	5 Apply to real-world unpredictable situations

Application Model (Relevance)

Year	Event
2006 - 07 Foundation	<ul style="list-style-type: none"> District-wide PLC Workshop focused on Breaking Ranks. Principal Professional Development on Breaking Ranks. School site professional development on Breaking Ranks. Implemented Smaller Learning Communities (SLCs) at comprehensive high schools.
2007 - 08 Expansion	<ul style="list-style-type: none"> District-wide PLC Workshop on Rigor and Relevance Framework School-wide professional development on Rigor, Relevance and Relationships. District Curriculum Leaders presented content-specific activities leading toward rigorous and relevant lessons. School site walkthroughs focused on assessing Rigor, Relevance and Relationships. Continued efforts toward full implementation of SLCs at large comprehensive high schools.
2008 - 09 Implementation	<ul style="list-style-type: none"> District-wide PLC Workshop on Tate's Instructional Strategies. Department professional development focused on increasing Rigor and Relevance. Site-based professional development to deepen understanding and use of the framework taught by site-based Instructional Leadership Teams. Departmental and site walkthroughs focused on assessing Rigor and Relevance. Increased focus on Smaller Learning Community curriculum and career pathways.
2009-10 Next Steps	<ul style="list-style-type: none"> Districtwide Workshop on "Engaging Every Student in a Rigorous and Relevant Pathway." Integrate academic and technical curricula to increase both Rigor and Relevance in SLC courses of study. Departmental and SLC Walkthroughs and continued site walkthroughs focused on assessing Rigor, Relevance, and Relationships. Increased focus on shoring up SLC courses of study with Career Technical Education, Regional Occupations Program, and dual enrollment courses.

B. Closing the Achievement Gap

Milestones in LBUSD’s Differentiated Curriculum and Instruction

Learning how to differentiate both our standards-based curriculum and our essential elements of effective instruction has become a driving force in the work of the district. To challenge our diverse learners appropriately, we embraced the philosophy that one size does not suit all and became skilled in differentiating content, cognition, and product through respectful planning.

Year	Event
2003 - 04	<ul style="list-style-type: none"> • Expanded classes offered in certification program: “Certificate in Differentiated Curriculum and Instruction” (advertised in district professional development). • 18 teachers completed certification. • Added differentiation for 2nd year H/SS New Teacher Institute. • Presented strategies for differentiation to support <i>Language of Literature</i> textbook adoption. • Began focus on differentiated curriculum development at GATE Summer Institute. • Invited all interested LBUSD teachers to attend GATE Summer Institute.
2004 - 05	<ul style="list-style-type: none"> • 23 teachers completed certification. • Added High Point Tier Two training for middle and high school teachers. • BTSA Clear Credential Teacher Induction Program-Standard 20 Special Populations: added focus on differentiation. • Provided in-service for elementary counselors on differentiation.
2005 - 06	<ul style="list-style-type: none"> • 18 teachers completed certification. • Pre-AP for 7-10th grade English teachers added to professional development calendar. • Added Parent Night: “Differentiated Classroom: Supporting the Needs of Advanced Learners.” • BTSA Clear Credential Teacher Induction Program-Standard 20 Special Populations: expanded resources for differentiating instruction for Special Ed and GATE. • Provided in-service on differentiation for POLY H.S. Science Dept. • Jordan H.S. Science Department attended GATE Summer Institute. • Summer Institute for Special Education at Jordan and Cabrillo H.S.
2006 - 07	<ul style="list-style-type: none"> • 40 teachers completed certification. • Sent K-8 Administrators to Orange County Council for the Gifted Administrators’ Day. • Created “Administrators’ Strand on Differentiation” for Elem. Principals’ Pro. Dev. series. • Two in-services on differentiation for middle school principals. • Sent team of curriculum leaders and middle and high school teachers to ASCD Conference. • Special Ed. MS team conducted faculty workshops on accommodation, differentiation, etc. • Began collaboration between AVID, Special Education, and GATE programs.
Summer 2007	<ul style="list-style-type: none"> • Pre-AP for 7-10th grade English and History teachers added to AP Summer Institute. • Piloted four-day summer institute for English teachers.
2007 - 08	<ul style="list-style-type: none"> • Hired a middle school/K-8 “coach” for differentiation. • Added Pre-AP professional development in all core subject areas for 7-10th grade. • Designed PD plan for differentiated instruction for Honors and Accelerated high school teachers • Taught three courses on differentiation for all elementary school principals. • Offered a two-day summer institute “Building Rigor, Relevance and Relationships.” • 140 teachers completed LBUSD’s 45 hour-certificate in differentiated instruction.
2008 - 09	<ul style="list-style-type: none"> • Developed differentiated math extension menus and math independent study projects for elementary and middle school teachers to align with the new math textbook adoption. • Added samples of differentiated lessons and templates on the GATE website. • Added new course offerings to the Certification in Differentiation menu. • Provided school site “series” of staff development classes upon request from principals. • Provided differentiation classes to align with new criteria for BTSA/New Teacher Induction. • GATE/AVID teams collaborated to develop differentiated lessons and staff development classes (Socratic Seminars, tiered assignments, scholarliness). • 25 more teachers eligible for completion of LBUSD Certificate in Differentiation.
2009 – 10 Next Steps	<ul style="list-style-type: none"> • Continue collaboration between AVID/GATE programs (Socratic Seminars, tiered assignments, scholarliness, etc).

B. Closing the Achievement Gap

Milestones in LBUSD's Implementation of Thinking Maps

The use of *Thinking Maps* tools to promote a common “language for learning” at the elementary level helps English learners with reading comprehension, writing process problem solving, and thinking skills improvement. To capitalize on the systematic implementation at the elementary level, all schools serving students in grades 6-8 have undertaken a trainer of trainers model which enables sites to integrate the strategies with core curricula and facilitates site-specific follow-up. A common language of visual tools across grade levels and disciplines scaffolds the instruction for English learners in all settings.

Year	Event
2008-09	<ul style="list-style-type: none">• Each Middle and K-8 School had a cohort of trainers selected and trained in the Trainer of Trainers Model for Thinking Maps.• Training for all Middle and K-8 teachers in the following departments: English Language Arts, History, Science, ELD and Special Education.
2009-10 Next Steps	<ul style="list-style-type: none">• Implementation of Thinking Maps in all Middle and K-8 Schools.• Administrative training to allow for coaching and supervision of implementation.• Training for English learner specialists and coaches in Path to Proficiency for English Language Learners: Thinking Maps.

C. Establishing a College-Going Culture

Milestones in LBUSD's Advancement Via Individual Determination (AVID) Program

Advancement Via Individual Determination (AVID) is a 4th – 12th grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students and in closing the achievement gap. AVID's systemic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance. The growth of AVID throughout the district has been significant in developing higher expectations for all students and building a college-going culture.

Year	Event
2002-03 7 High Schools 9 Middle Schools	<ul style="list-style-type: none"> • 36% implementation at secondary level • AVID Forum meetings for coordinators conducted quarterly • AVID Path Training for content teachers coordinated by LBUSD • AVID Curriculum Articulation meetings begin
2003-04 5 New Middle Schools	<ul style="list-style-type: none"> • 52% implementation at secondary level • Superintendent actively supported the implementation of AVID at all secondary schools • AVID Path Training continued in district
2004-05 2 New Middle Schools	<ul style="list-style-type: none"> • 56% implementation at secondary level • Middle schools are given two-year implementation timeline • District-wide high school application created for incoming freshman • AVID Peer Tutor course developed at high school level • AVID High School Counselor training provided
2005-06 10 New Middle Schools 1 New Demo School	<ul style="list-style-type: none"> • 88% implementation at secondary level. • Colin Powell named AVID National Demonstration School (1st K-8 in the nation). • AVID District Coach Position created to customize support for schools • Hosted "Taking AVID District-wide Conference" for Los Angeles County Office of Education • AVID presentation at LBUSD GATE Institute
2006-07 8 Elementary Schools 2 New Demo Schools	<ul style="list-style-type: none"> • AVID Elementary program piloted at 8 schools • Jackie Robinson Academy & Millikan High School named National Demonstration School • Continued collaboration with GATE Office to open access in AP classes • AVID Awareness presentation at Parent Council Meeting
2007-08 22 Elementary Schools 4 New K-8 Schools	<ul style="list-style-type: none"> • 100% implementation at secondary level • AVID MS Coach, AVID K-8 Coach, and AVID Elementary Coach hired. • AVID 8th Graders participated in EXPLORE testing. • 4th / 5th grade teachers at 22 schools trained in the AVID Elementary program. • AVID Elementary Teacher Support Meetings focused on note-taking & questioning. • Long Beach hosted AVID District-wide Awareness for AVID Center. • Supported implementation of new GEAR UP grant.
2008-2009 33 Elementary Schools 2 nd AVID Demo HS	<ul style="list-style-type: none"> • Customized district-level professional development for AVID elective teachers. • All LBUSD 8th graders and AVID 10th graders participated in ACT's EXPLORE and PLAN testing, respectively. • Designed college awareness curriculum for upper elementary classes to use before, during and after Long Beach College Promise field trips to Long Beach City College and California State University, Long Beach.

C. Establishing a College-Going Culture

Milestones in LBUSD's Early Assessment Program (EAP) and Reading and Writing Institute for Academic Preparation (RIAP)

Long Beach Unified School District teachers and California State University, Long Beach (CSULB), faculty have been working together to build the skills of our English and math teachers and students in order to increase college access and enhance college preparation. The EAP, which is both embedded and augmented to state tests in English and mathematics, was created to identify struggling students before their senior high school year so that remediation can take place before college entrance.

Year	Event
2004-2005 Beginning of EAP	<p>English</p> <ul style="list-style-type: none"> • Key LBUSD members participated in professional development designed to prepare teachers and students for the rigors of college level expository reading and writing. • The EAP test, attached to the CST/STAR test, was taken on a voluntary basis by 11th graders. • A course outline called <i>Rhetoric and Composition</i> was written and approved by UC.
2005-2006 RIAP and Summer Work	<p>English</p> <ul style="list-style-type: none"> • Placement in <i>Rhetoric and Composition</i> Course was more aligned to student needs. • 32 teachers attended the Reading Institute for Academic Preparation (RIAP) at CSULB. • All 11th graders were encouraged to take the EAP test. <p>Math</p> <ul style="list-style-type: none"> • All students enrolled in Intermediate Algebra courses or higher took the EAP math test. • One LBUSD teacher and three college professors revised the math EAP workshop materials.
2006-2007 Workshops Continued	<p>English</p> <ul style="list-style-type: none"> • The RIAP grant was renewed so that more LBUSD English teachers can attend the institute. • All of the 14 modules are now available for free to anyone teaching <i>Rhetoric and Composition</i>. • All students who did not pass the English portion of the EAP and who want to attend CSULB were encouraged to take the <i>Rhetoric and Composition</i> course. <p>Math</p> <ul style="list-style-type: none"> • EAP data was discussed at the math department heads meeting. • ALEKS software in AVID classrooms was piloted at Cabrillo High School. • EAP Math Workshop was developed by the CSU and was piloted by a few LBUSD teachers. • EAP workshop was offered with 15 high school math teachers attending.
Summer 2007 Workshops Continued	<p>English</p> <ul style="list-style-type: none"> • A RIAP summer institute was offered again for 35 LBUSD teachers and teachers from surrounding school districts. As before, the institute included 80 hours of PD time over a period of 11 days. <p>Math</p> <ul style="list-style-type: none"> • 69 Long Beach high school math teachers were trained June 19-20 and August 28-29, 2007.
2007-2008 Workshops Continued	<p>English</p> <ul style="list-style-type: none"> • The RIAP grant was renewed again, with five LBUSD teachers receiving PD. <p>Math</p> <ul style="list-style-type: none"> • CSULB faculty presented EAP information to high school department heads. • Practice books and informational flyers were distributed to students by math teachers.
2008-2009	<ul style="list-style-type: none"> • English and Math Curriculum Leaders presented at CSULB's annual P-16 Conference. • LBUSD established a goal of 95% EAP participation as part of the Long Beach College Promise.
2009-2010 Next Steps	<ul style="list-style-type: none"> • The district will continue to strive for 95% participation in the EAP.