



Workforce Diversity and Human Resource Practices



Equity Policy Implementation:

The Board of Education and the Superintendent (with all necessary staff) shall develop and implement policies that promote equity for all students through measures such as the following:

- # 9 Promoting the recruitment of a diverse staff that reflects the demographics of the community.

Agenda

- HR Team Introductions
- District Demographic Data
- District Demographic Data by Level and Quadrant
- The possible impact of current practices on the diversity of staff
- Strategic HR Workforce Diversity Programs to Support Efforts
- Questions

Research tells us the classroom teacher has the greatest impact on a students' academic achievement and development. Thus, teacher hiring and ensuring teacher quality are the most important actions a district can take.

The department of Human Resource Services is proactively moving forward with hiring practices to develop a diverse talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community.





The goals of workforce diversity and human resource practices are to develop a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community.

LONG BEACH
UNIFIED SCHOOL DISTRICT

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2022-2023 Current Demographic Data

2022-2023	TK-12 Certificated		CDC/Head Start		Classified		All Together		TK-12 Students	
	Total		Total		Total		Total		Totals	
Asian	318	8%	17	7%	196	6%	531	7%	4254	7%
African American	374	9%	64	24%	586	19%	1024	14%	7811	12%
Filipino	123	3%	6	2%	137	5%	266	4%	1727	3%
Hispanic	1083	27%	153	58%	1409	45%	2645	36%	38032	59%
American Indian/ Alaskan	19	.5%	0	0%	15	.5 %	34	0%	90	0%
Pacific Islander	23	.5%	0	0%	24	.5%	47	0%	657	1%
White	1974	49%	19	7%	648	22%	2641	36%	8010	12%
Two or More Declined	138	3%	5	2%	62	2%	205	3%	4044 124	6% 0%
Totals	4052	100%	264	100%	3077	100%	7393	100%	64,749	100%

2022-2023 Current Certificated Management & Administrator Data

Ethnicity	Count	
Asian	18	6%
African American	64	21%
Filipino	11	4%
Hispanic	87	28%
American Indian/ Alaskan	1	0.33%
Two or more races	6	2%
Pacific Islander	1	0.75%
White	118	39%
Grand Total	306	100%

warm · compassionate · caring · dedicated · loving
School Administrator
reliable · loyal · kind



2022-2023 Age Demographic Data

Age	20-29	30-39	40-49	50-59	60-69	70+	Grand Total
Asian	0	38	102	211	135	45	531
African American	3	48	145	287	365	176	1024
Filipino	0	17	34	86	85	44	266
Hispanic	3	310	574	849	711	198	2645
American Indian/ Alaskan	0	1	2	16	12	3	34
Two or more races	2	47	89	50	17	0	205
Pacific Islander	0	3	12	17	9	6	47
White	2	129	364	767	995	384	2641
Grand Total	10	593	1322	2283	2329	856	7393

2022-2023 Teacher Ethnicity by Level

Ethnicity	ELEMENTARY	HIGH SCHOOL	MIDDLE K-8	OTHER	Grand Total
Asian	121	70	82	26	299
African American	87	98	86	37	308
Filipino	48	28	29	7	112
Hispanic	460	231	231	74	996
American Indian/ Alaskan	9	2	6	1	18
Two or more races	49	42	31	10	132
Pacific Islander	12	5	5	0	22
White	668	539	509	140	1856
Grand Total	1454	1015	979	295	3743



New Hire Data

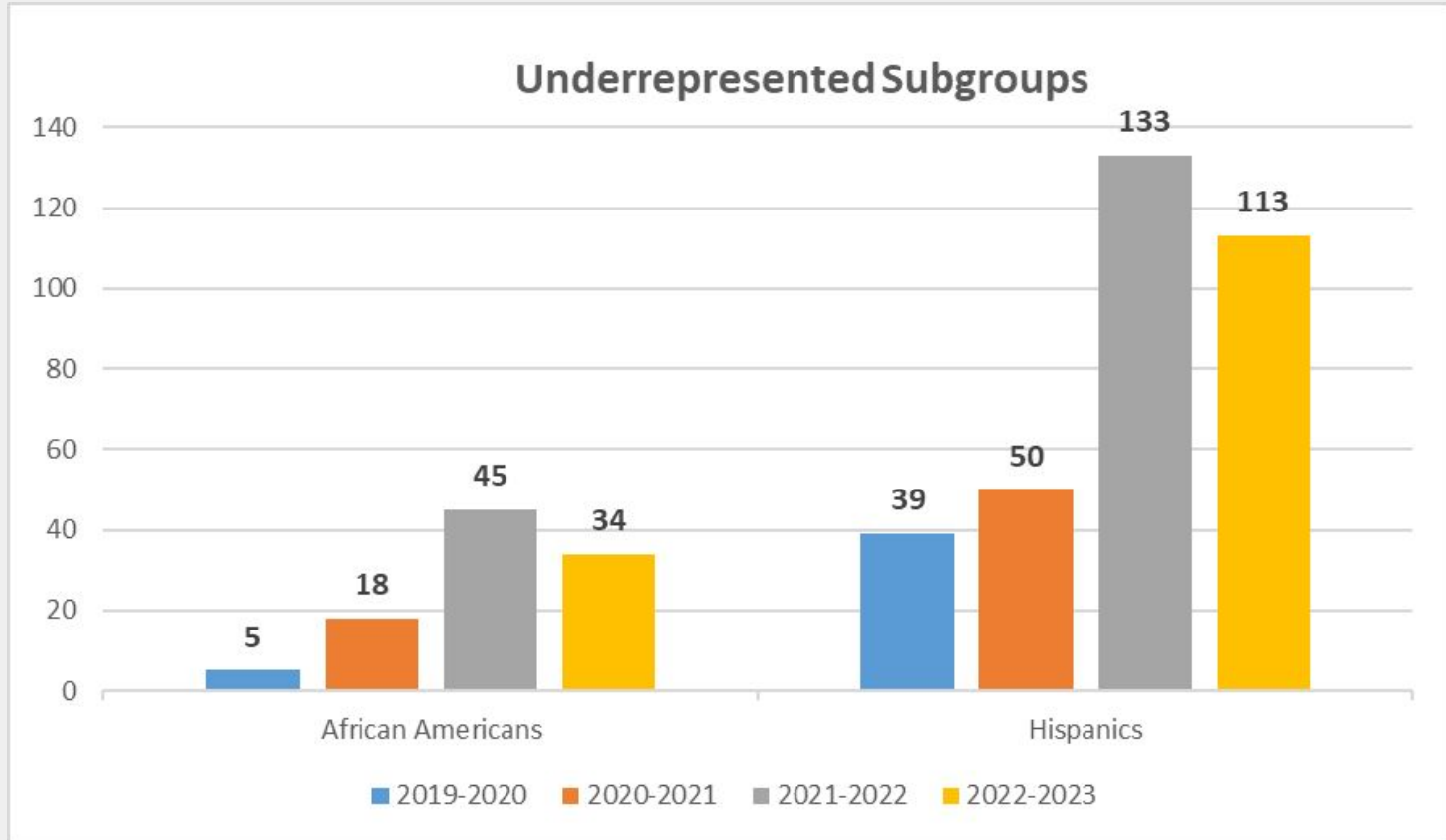
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Certificated New Hire Demographic Data

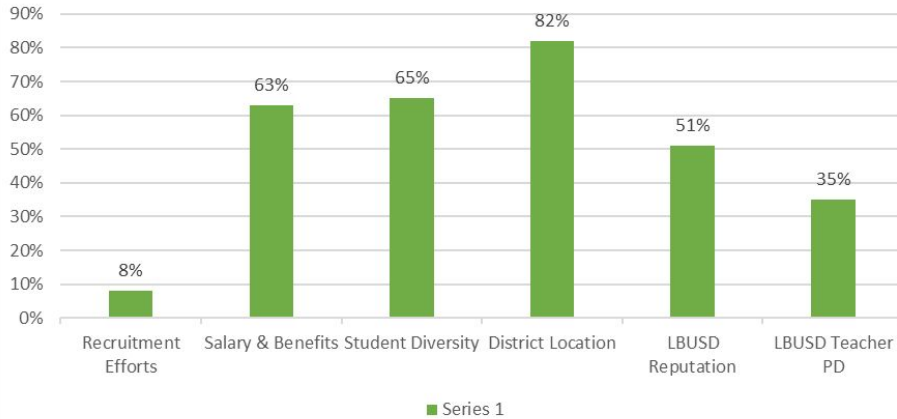
LBUSD Demographics	Student Total	2019-20 New Hire	2020-21 New Hire	2021-22 New Hire	2022-23 New Hire
African American	12%	3%	13%	11%	11%
American Indian/Alaskan	0%	1%	0%	0%	0%
Asian	7%	7%	7%	10%	7%
Filipino	3%	3%	1%	3%	2%
Hispanic	59%	27%	36%	32%	37%
Pacific Islander	1%	0%	1%	1%	0%
White	12%	49%	31%	34%	37%
2 or More Races	6%	10%	9%	6%	5%

Certificated New Hire Demographic Data

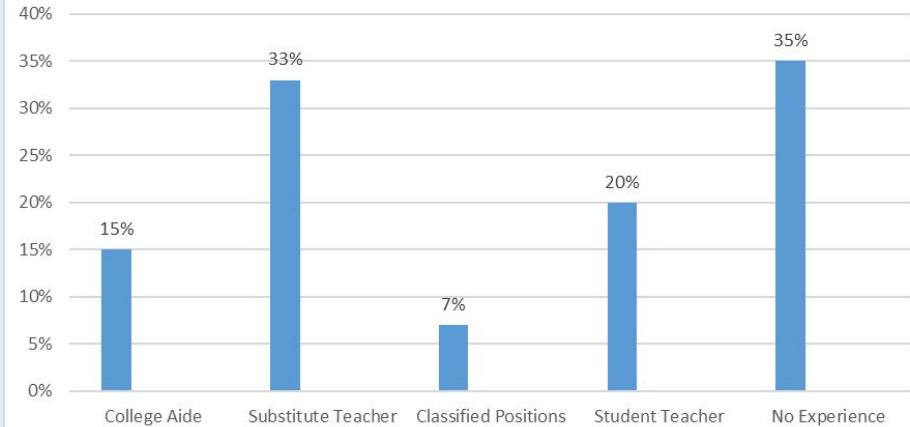


LBUSD Annual New Hire Survey Data

I was interested in working in Long Beach Unified School District because:



Prior to applying, did you have a previous work experience in LBUSD?



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Expanding our Student Teacher Opportunities

To CSUDH, CSULA, & USC

From CSULB



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Certificated TK-12 Teachers By Quadrant/Region

-	Count	Percentage
NE	794	21%
SE	995	29%
NW	1072	27%
SW	882	23%

2022-2023 Teacher Gender By Quadrant/Region

-	Female	Male	Non Binary	Grand Total
NE	578	216		794
SE	778	217		995
NW	857	214	1	1072
SW	637	245		882
Grand Total	2850	892	1	3743

2022-2023 Age By Quadrant/Region

Age	Central Service	NE	SE	NW	SW	Grand Total
18-19	0	1	6	3	0	10
20-29	3	105	170	188	127	593
30-39	17	225	368	410	302	1322
40-49	49	483	543	739	469	2283
50-59	31	458	626	709	505	2329
60-69	12	155	177	250	183	777
70-79	0	16	22	19	17	74
80+	0	2	0	3	0	5
Grand Total	112	1445	1912	2321	1603	7393

2022-2023 TK-12 Teacher Ethnicity By Quadrant/Region

Ethnicity									
-	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	White	Two or more races	Grand Total
NE	57	8	51	28	199	2	423	26	794
SE	70	4	81	23	252	5	527	33	995
NW	103	2	82	30	287	6	529	33	1072
SW	78	4	85	31	258	9	377	40	882
Grand Total	308	18	299	112	996	22	1856	132	3743



2022-2023 Underrepresentation and Data Supporting Diversity Perceptions By Site

Site with no Teachers who identify as African-American

- Alvarado, Bryant, Burbank, Burcham, Carver, Edison, Gant, LBSA, Los Cerritos, Mac Arthur, Naples, and Willard

Site with One Teacher who identifies as African-American

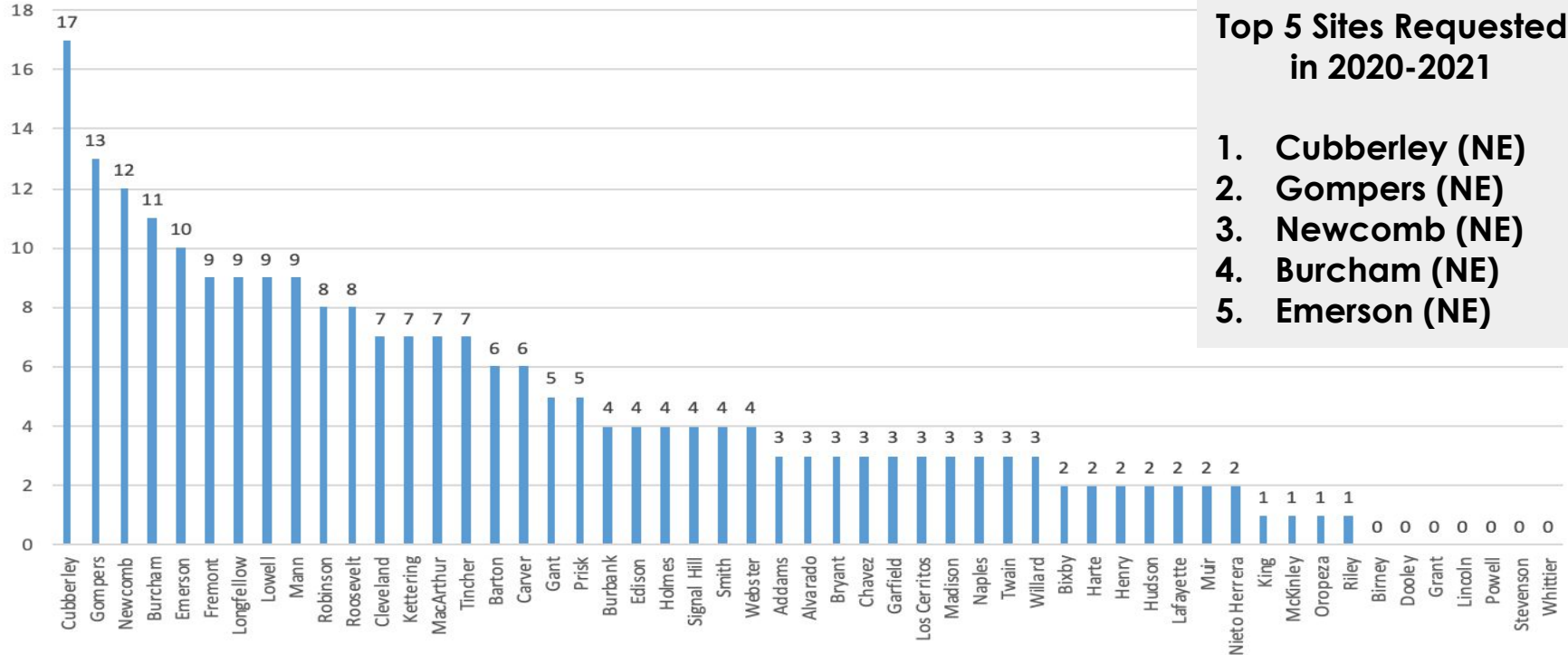
- Addams, Avalon, Bixby, Chavez, Fremont, Gompers, Kettering, Lowell, Mann, Mckinley, Muir, Riley, SATO, Twain, Whittier

Site with no Teachers who identify as Asian

- Bixby, Lowell, Mann, and McBride

Possible Impact of the Transfer Process on Diversity (2020-2021 Data)

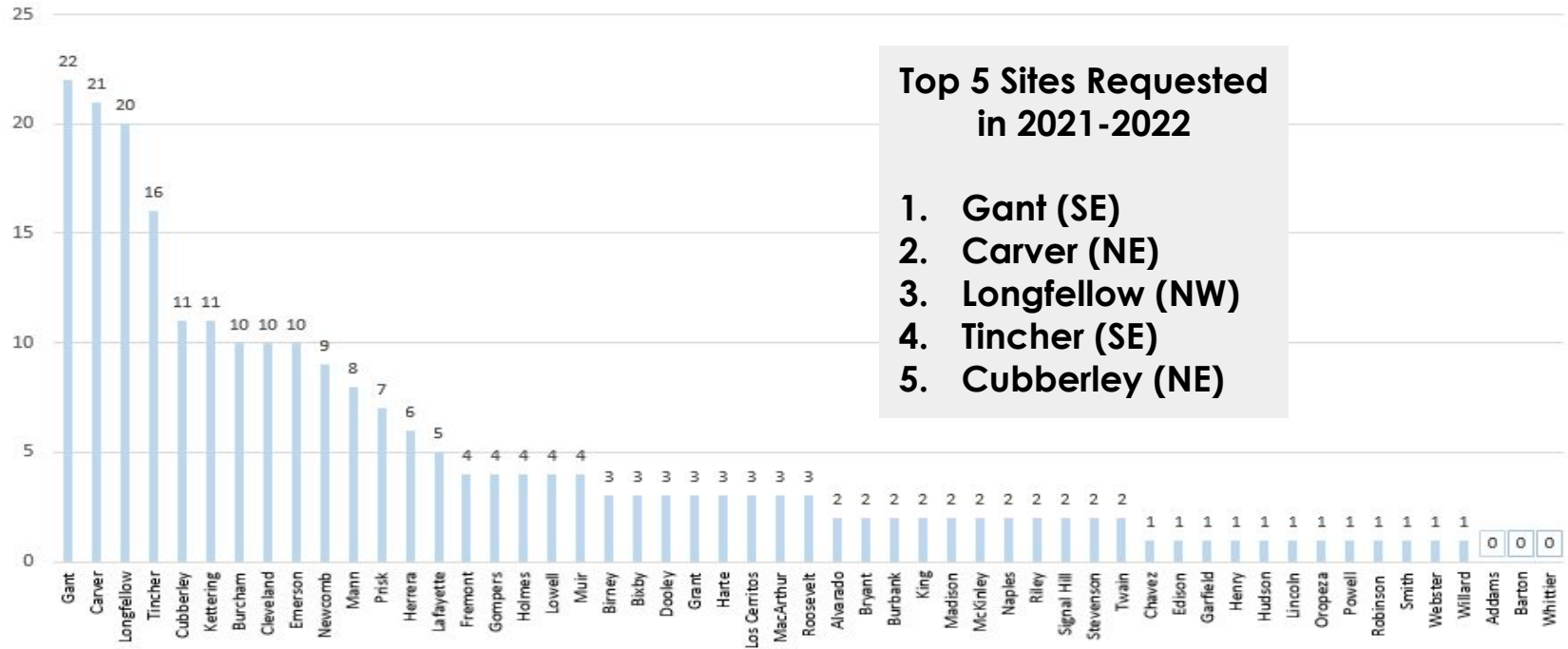
"Top 3" Sites on Transfer Applications by School



- Top 5 Sites Requested in 2020-2021**
- 1. Cubberley (NE)**
 - 2. Gompers (NE)**
 - 3. Newcomb (NE)**
 - 4. Burcham (NE)**
 - 5. Emerson (NE)**

Possible Impact of the Transfer Process on Diversity (2021-2022 Data)

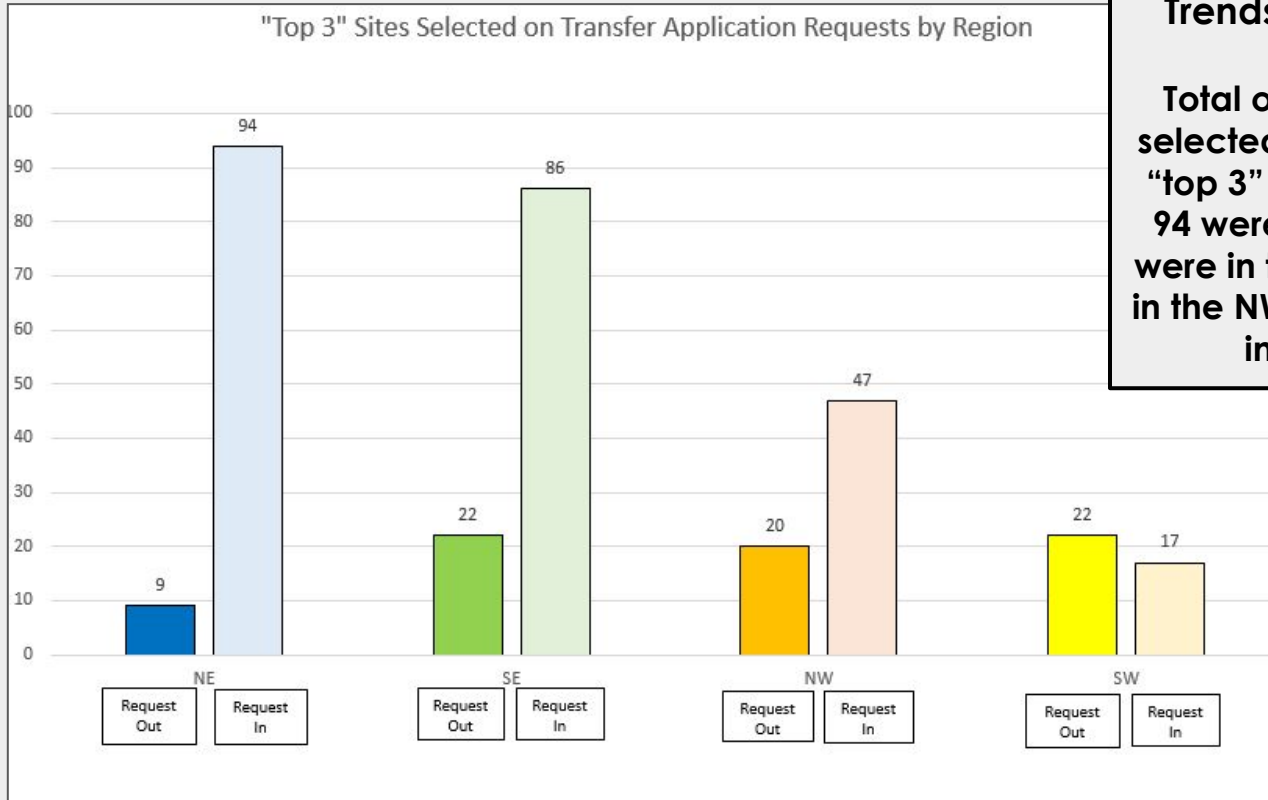
"TOP 3" Transfer Application Requests by School Site



**Top 5 Sites Requested
in 2021-2022**

1. Gant (SE)
2. Carver (NE)
3. Longfellow (NW)
4. Tincher (SE)
5. Cubberley (NE)

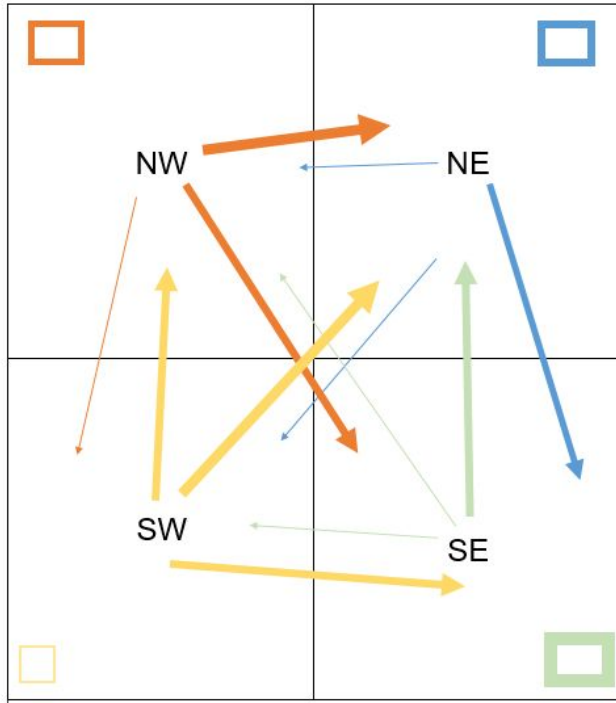
Possible Impact of the Transfer Process on Diversity (2021-2022 Data)



Trends in the Data

Total of 244 schools selected as part of the "top 3" sites. Of those 94 were in the NE, 86 were in the SE, 47 were in the NW, and 17 were in the SW.

Possible Impact of the Transfer Process on Diversity (2021-2022 Data)



Trends in the Data

1. West to East Transfers in 2020-2021

- a. 76% of all placements were in the East
- b. 24% of all placements were in the West

69%	15%	7%
White	Hispanic	Black, Asian, Filipino

2. West to East Transfers in 2021-2022

- a. 74% of all placements were in the East
- b. 26% of all placements were in the West

66%	33%	0%
White	Hispanic	Black, Asian, Filipino

Long Beach Unified School District

Maintenance Quadrants

2015-2016 Academic Year

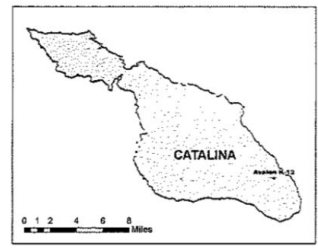


Legend

1	North-West - 2,009,874 SF	(410)	Adams ES	(515)	Baneroff MS
		(003)	Administration	(418)	Barthen ES
		(412)	Barton ES	(421)	Calver ES
		(413)	Stoney ES	(708)	Child Development Center (CDC)
		(941)	CANES HS	(422)	Cleveland ES
		(455)	Donley ES	(423)	Cubberley K-8
		(431)	Giant ES	(428)	Emerson ES
		(612)	Hamilton MS	(430)	Gonzaga K-8
		(432)	Harte ES	(438)	Henry ES
		(286)	Head Start Administration	(434)	Holmes ES
		(913)	Hughes MS	(525)	Hoover MS
		(852)	Jordan HS	(905)	Kaler MS
		(878)	Jordan Plus	(893)	Laborer HS
		(498)	King ES	(443)	MacArthur ES
		(910)	Lindgren MS	(917)	Marshall MS
		(855)	Lindsay MS	(868)	McBride HS
		(440)	Longshore ES	(858)	Milman HS
		(441)	Lux Denton ES	(460)	Newcomb K-8
		(444)	Maddison ES	(949)	Parsons Convulsion
		(446)	McKinley ES	(445)	Riley ES
		(448)	Muir K-8	(451)	Ryan ES
		(448)	Muir K-8	(458)	Twain ES
		(107)	Office of Multilingual Services (OMS)		
		(270)	Power K-8		
		(102)	Purchasing & Contracts		
		(456)	Teacher Resource Center (TRC)		
		(456)	Webster ES		
2	North-East - 2,220,603 SF	(404)	Avalon K-12 (411)	(404)	Avalon K-12 (411)
3	South-West - 2,071,387 SF	(877)	Calbio HS	(891)	Alvarado ES
		(403)	Chavez ES	(414)	Beach MS
		(424)	Edson ES	(416)	Bryant ES
		(807)	EPHS	(417)	Burbank ES
		(002)	Facilities & Maintenance	(427)	Fremont ES
		(911)	Franklin MS	(428)	Gann ES
		(426)	Garfield ES	(826)	Hill MS
		(464)	Hudson K-8	(914)	Jefferson MS
		(407)	International ES	(466)	Katherine ES
		(437)	Lafayette ES	(438)	Lee ES
		(439)	Linden ES	(442)	Lowell ES
		(830)	PAAL HS	(445)	Mann ES
		(854)	Poly HS	(446)	Nelson MS
		(820)	Raid HS	(823)	Negras ES
		(981)	Renaissance HS	(230)	Nations Services
		(436)	Robinson K-8	(450)	Prisk ES
		(432)	Roosevelt ES	(916)	Rogers MS
		(419)	Smith ES	(672)	Sale HS
		(803)	Stephens MS	(035)	Security & Emergency Preparation
		(454)	Stevenson ES	(853)	Signal Hill ES
		(280)	Transportation Yard	(919)	Starford MS
		(852)	Warrington HS	(483)	Tucker K-8
				(487)	Tucker
				(460)	Whitler ES
				(451)	Willard ES
				(856)	Wilson MS
4	South-East - 1,850,672 SF				

Catalina - 81,710 SF
Avalon K-12 (411)

- Location Types
- ES
 - MS
 - K-8
 - HS
 - Central Services

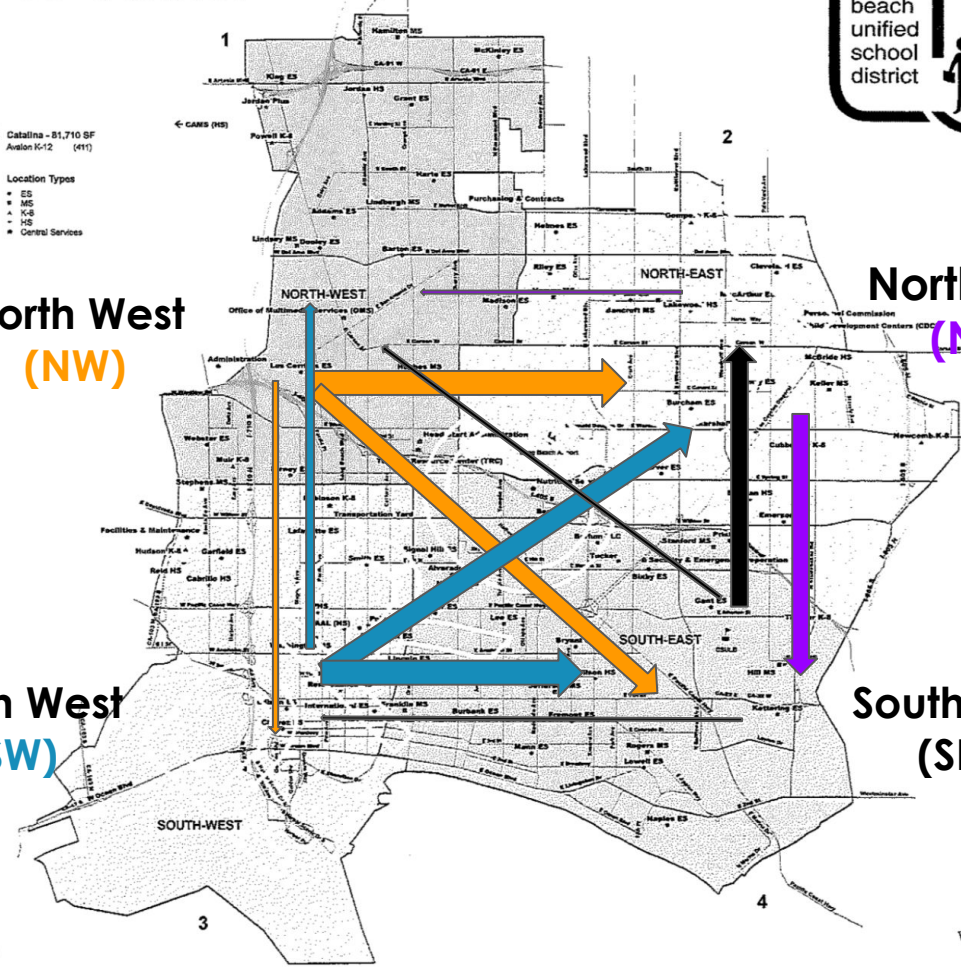


North West
(NW)

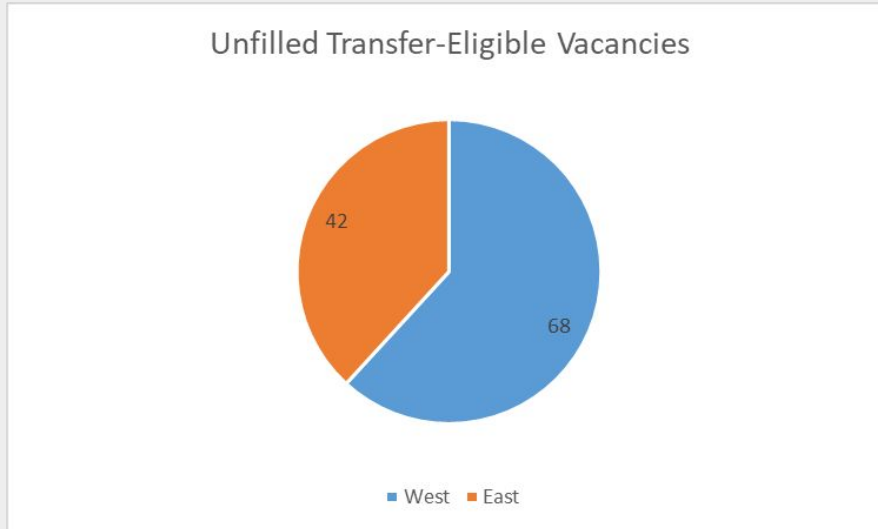
South West
(SW)

North East
(NE)

South East
(SE)



Unfilled Elementary Vacancies by Region (2020-21 and 2021-22, combined)



NE	14
SE	28
NW	46
SW	22



HRS Strategic Workforce Diversity Practices





HRS Student Focus Group On Workforce Diversity



1. Does diversity in the teachers you learn from matter? Why?
 - a. *Extremely important...Yes it matters and the reason why is you need to see yourself in the teacher and the teacher needs to see themselves in you.*
 - b. *I want people from my community to be teaching me.*

2. Imagine that you joined an interview panel to hire a teacher for your school. What qualities would you look for in the candidates?
 - a. *High interest in the subject they are teaching and the ability to make it relatable.*
 - b. *Kindness. What are they doing to support their community?*
 - c. *Someone that can bring opportunities and expose us to things we are unfamiliar with.*

Strategic practices in 2022 to recruit a highly qualified workforce that is reflective of our students and community include:

1. Implementing a new video interview system to improve efficiency.
2. Standardizing the interview process to promote diversity, mitigate bias, and ensure greater levels of equity.
3. Revising our interview questions to center and attract equity minded educators.
4. Meeting with site administrators to refocus our efforts from seeking a “culture fit” to seeking a “culture add”.



Grow Your Own Future Teacher Diversity Program with LBCC

The Grow Your Own initiative allows high school students to return to their communities as teachers after finishing university or certification requirements. In partnership with LBCC, we have completed a dual enrollment course outline draft that will allow students to achieve a certificate and be awarded a conditional teacher contract to teach in LBUSD.



DUAL-ENROLLMENT
Spring 2023 suggested courses
EDUCATOR PATHWAY



Education Course

EDUC 40.1 unit
Intro to Educational Technology

Tuesday evenings at 5-6:15pm at PCC (section # pending)
(12-week late start course)

Early Childhood Education Course

CDECE 45.3 units
Child & Adolescent Development

Monday 6:30-9:40pm at PCC section #30243 or
Thursday 6:30-9:40pm at LAC section #30314
(16-week course)

Individual Dual Enrollment information

<https://www.lbcc.edu/post/individual-dual-enrollment>

562.938-5272
earlycollege@lbcc.edu

More Info:

Schedule: Register here once the schedule is "live"
<https://apps.lbcc.edu/schedule/schedule.cfm>

Find course descriptions and more below:

Early Childhood Education
<https://www.lbcc.edu/childdevelopment>

Teacher Preparation/Education
<https://www.lbcc.edu/teacherpreparation>
<https://www.lbcc.edu/teachered>

Apply early - Follow steps on Individual Dual Enrollment website. Open registration begins 3/28/22.

Grow Your Own Future Teacher Diversity Program with LBCC

The concept and course outline is currently being presented to future teacher clubs at **Jordan, Millikan, and Poly**.

CDECE 45 (3 Units)	Child and Adolescent Development (54 hours lecture)
CDECE 48 (3 Units)	Child, Family and Community (54 hours lecture)
EDUC 20 (3 Units)	Intro to Elementary Classroom Teaching (45 hours fieldwork in summer)
ETHST 6 (3 Units)	Ethnic studies for Education/Educators (54 hours lecture)
EDUC 10 or EDUC 40 (1 or 2 Units)	EDUC 10 Introduction to Teaching and Learning (18 hours lecture) EDUC 40 Intro to Educational Technology (18 hours lecture)



LONG BEACH CITY COLLEGE

DUAL-ENROLLMENT
Spring 2023 suggested courses

EDUCATOR PATHWAY



Education Course

EDUC 40, 1 unit
Intro to Educational Technology
Tuesday evenings at 5-6:15pm at PCC (section # pending)
(12-week late start course)

Early Childhood Education Course

CDECE 45, 3 units
Child & Adolescent Development
Monday 6:30-9:00pm at PCC section #30243 or Thursday 6:30-9:00pm at LAC section #30254
(16-week course)

Individual Dual Enrollment information
<https://www.lbcc.edu/du/enroll>
<https://www.lbcc.edu/du/enroll>

562.938-5272
earlycollege@lbcc.edu

More Info:

Schedule: Register here once the schedule is "live"
<https://www.lbcc.edu/schedule/schedule.cfm>

Find course descriptions and more below:

Early Childhood Education
<https://www.lbcc.edu/childdevelopment>

Teacher Preparation/Education
<https://www.lbcc.edu/teacherpreparation>
<https://www.lbcc.edu/teached>

Apply early - Follow steps on individual Dual Enrollment website. Open registration begins 3/28/22.



Cultivating Interest in Education while Employing Students in Summer Program

Work experience during the summer SEAL program provides opportunities for high school students to explore jobs in the educational field. As a part of this program, opportunities are provided for students from diverse backgrounds throughout LBUSD to work in classrooms in the SEAL program. The students hired for these positions support classroom teachers in individual and small group settings as part of a plan to help mitigate learning loss due to the school closures caused by the COVID-19 pandemic.

In addition, LBCC, CSULB, and CSUDH college students were recruited to work in the SEAL program as college aides to provide them opportunities to work in the educational field.



SEAL Work Experience Demographics - Ethnicity

2021-2022	K-12 Certificated Staff	LBUSD Student Total	SEAL High School Work Experience	SEAL College Aides
	Percent	Percent	Percent	Percent
African American	9%	12%	22%	5%
American Indian/ Alaskan Native	1%	0%	0%	0%
Asian (Cambodian, Chinese, Indian, Vietnamese)	7%	7%	4%	14%
Filipino	3%	3%	2%	5%
Hispanic	27%	59%	51%	65%
Pacific Islander	0%	1%	0%	0%
White	49%	12%	19%	5%
2 or More Races	3%	6%	2%	5%

2022 SEAL Program Student Workers: 50 High School Work Experience Students; 37 College Aides

2022 Recruitment Efforts

Despite the challenges of hiring during the pandemic, HRS, in partnership with Equity Leadership and Talent Development, returned to an in-person recruitment night on March 8, 2022 that attracted ethnically and geographically diverse candidates.

More than 500 candidates were in attendance along with each of our departments and CSULB, SDSU, and TALB.



TEACHER and ADMINISTRATOR RECRUITMENT NIGHT

Come Join the LBUSD Team!

We seek diverse candidates who are committed to continuous improvement, high quality differentiated instruction, caring student relationships, and an unwavering commitment to equity.

March 8, 2022 | 5:00pm - 6:30pm
Cabrillo High School Auditorium
2001 Santa Fe Avenue, Long Beach, CA 90810

With Informational Stations:
Salary and Benefits, Special Education, Dual Immersion Programs, Preschool
and Certificated Leadership Programs

RSVP at <https://forms.gle/VVxPRstEHwcYGVDJ9>



Teacher Recruitment: Recruitment@lbschools.net or 562-997-8208
Leadership Pipeline Programs: ELTD@lbschools.net or 562-997-8328

The Long Beach Unified School District is an equal opportunity employer and, in compliance with federal and state laws does not discriminate in any employment practice.

Strategic Recruitment

California Association of Black School Educators Annual Conference	November 10-12, 2022
National Alliance of Black School Educators Annual Conference	December 1-3, 2022
National Association of Bilingual Education Annual Conference	February 23-25, 2023
California Association of Bilingual Education Annual Conference	March 22-25, 2023



“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection, and insists they become the best they can possibly be.”



-- Rita Pierson