

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Long Beach Unified School District (LBUSD)		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Long Beach Unified School District has earned a reputation as one of America's finest school systems, winning many awards as a national and international model of excellence. The Global Education Study by the nonprofit Battelle for Kids organization lists LBUSD among five of the world's highest performing school systems. Similarly, LBUSD ranks as one of the world's top 20 school systems -- and one of the top three in the U.S. -- in terms of sustained and significant improvements, according to a McKinsey & Company report. For increasing student success and narrowing the achievement gap, the district has received the Broad Prize for Urban Education and is a five-time finalist for the award.

Established in 1885 with fewer than a dozen students meeting in a borrowed tent, LBUSD now educates about 74,000 students, from preschool to high school, in 85 public schools located in the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. With a team of more than 12,000 full-time and part-time employees, the district is the largest employer in Long Beach. The third largest school system in California, LBUSD serves one of the most diverse large cities in the United States, and dozens of languages are spoken by local students. About 54.0% of students are Hispanic, 13.5% African American, 13.4% white, 7.2% Asian, 3.2% Filipino, 1.5% Pacific Islander, and 0.2% American Indian/Alaskan Native, with the remainder in other categories. Approximately 19% of students are English Language Learners, 69% socioeconomically disadvantaged, and 9% homeless/foster youth.

Key to the district's success is its work with community, higher education, and industry partners. LBUSD, California State University, Long Beach, and Long Beach City College have worked in collaboration with local, regional, and national institutions to create seamless, pre-kindergarten to postgraduate-school education. This partnership includes the Long Beach College Promise, which provides additional support to help more students prepare for and succeed in higher education. LBUSD has also established educational partnerships with more than 1,300 local businesses, which recognize the district's role in developing a well-educated, highly skilled work force. Approximately 9,000 Volunteers in Public Schools (VIPS) assist teachers and students in classrooms. Long Beach schools have been visited and praised by the nation's president, attorney general, four secretaries of education, former Secretary of State Gen. Colin Powell, and other high-level officials seeking to replicate LBUSD's successes. Local schools have won numerous California Distinguished, National Blue Ribbon, and National Green Ribbon awards.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

LBUSD is committed to supporting the personal and intellectual success of every student, every day, and providing all children with as many postsecondary options as possible. Specifically, in this LCAP, the district is allocating resources for literacy classrooms in elementary and K-8 schools (page ###); counseling support and Advanced Placement outreach, particularly for underrepresented students (page ###); nursing services (page ###); library education (page ###); psychologists (page ###); college and career readiness efforts, like university-level "Ethnic Studies" courses and Linked Learning pathways (page ###); foster youth services (page ###); and programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds (page ###); among many other initiatives at local schools. Budget and explanatory details are provided in the Goals, Actions, and Services section.

These expenditures aim to improve the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by augmenting the comprehensive services that they require to attain academic success, close the achievement gap, and demonstrate college and career readiness. The services are intended to be deployed in either a districtwide or schoolwide manner. As recognized by the Broad Prize and corroborated by scholarly research, a districtwide approach is a proven strategy for organizations like LBUSD, where students and families have high rates of mobility and school choice. It ensures equity across a diverse community that encompasses the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. It also enables efficiencies and economies of scale that maximize the use of public funds.

While districtwide expenditures are available broadly, the services are principally directed towards -- and are largely proving effective in addressing the needs of -- unduplicated students. Many students who fall outside the unduplicated category do not require and therefore refrain from availing themselves of these services. At the same time, strategic outreach efforts attract our neediest students into targeted interventions. For example, the Male and Female Leadership Academies welcome any student, but participants tend to be those who most acutely need the program.

In an urban school system, student needs are sometimes concentrated in specific areas. Such cases warrant a schoolwide approach, which allows for targeted support while retaining some economies of scale and site flexibility. For this plan, in collaboration with community organizations and other stakeholders, LBUSD has identified 30 high-need schools where unduplicated students make up a large share of the population, and these sites will receive greater resources. Specific services will include:

Mental / Social Support Services

- Select high-need schools will maintain a 250:1 ratio of student to counselor personnel.
- Remaining high-need schools will maintain regional mental health centers accessible to the students.

Tutoring

- With clear district guidelines, the 30 high-need schools will either establish or maintain extended hours of in-school tutoring that shall address the English Language Arts and Mathematics standards.
- The highest-need students will receive the highest priority for scheduling in such tutorials.

By targeting 30 high-need schools, LBUSD is, by default, enhancing services for those who are most vulnerable. Just like at the district level, schoolwide allocation of resources is primarily directed at unduplicated students who, because of their greater needs, have more participation in enhanced services.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

LBUSD has made considerable progress in preparing all students, especially unduplicated pupils, for college and careers. The graduation rate has continued to increase and outpace the state average, with notable results across numerous subgroups. Just as the district has earned a “Green” performance level overall in the California School Dashboard, so have the African American, Hispanic, Asian, Pacific Islander, White, and Socioeconomically Disadvantaged students in particular. While English Learners have achieved a “Yellow” performance level, their outcomes have “increased significantly.”

LBUSD has seen these advancements at a time when students have taken increasingly rigorous coursework. In the current school year, 47% of 11th and 12th graders have enrolled in at least one Advanced Placement course, matching last year’s mark and representing an increase of five percentage points from 2015-16. African Americans, Hispanics, English Learners, Redesignated Fluent English Proficient Pupils (RFEPs), and other subgroups have gone up in participation. By the same token, the proportion of LBUSD graduates who complete the a-g requirements has risen from 45% to 49%, with numerous subgroups narrowing the achievement gap.

Such preparatory work has translated to broader postsecondary opportunities. According to the most recent available data from the National Student Clearinghouse, 72% of LBUSD graduates have enrolled in a two- or four-year college within a year of receiving their high school diploma. This college enrollment rate has hovered around the national average and remained relatively consistent over the past three years. Total college scholarships and grants have exceeded \$90 million, representing a five-fold increase over the past decade.

This ten-year period coincides with the life cycle of the Long Beach College Promise, which has greatly benefited local students. LBUSD has seen a 71% increase in both college eligibility and enrollment at the California State University, Long Beach (CSULB). Among first-generation students, many of whom are unduplicated pupils, enrollment growth has been approximately 60%. College readiness has also improved, as remediation rates have dropped from 57% to 35% and greater numbers have entered the science, technology, engineering, and mathematics (STEM) disciplines – increases of 62% at CSULB and 97% at Long Beach City College.

The expansion of postsecondary opportunities has come alongside broader K-12 progress in the core content areas, particularly English Language Arts and Mathematics. As shown in the California School Dashboard, while LBUSD has attained a “Yellow” performance level in ELA, all but one subgroup have “increased” or “increased significantly,” with most groups (including the socioeconomically disadvantaged, English Learners, African Americans, Hispanics, and students with disabilities) demonstrating growth. Similarly, all but two subgroups have been recognized for their improved achievements in Math. The bottom line is that LBUSD has reached its expected annual measurable outcomes in both subjects this year.

Beyond academic achievement, the same progress can be seen in social-emotional

GREATEST PROGRESS

learning and school culture and climate. LBUSD's suspension rate has continued to decline, earning a "Green" performance level overall. This trend has applied to the socioeconomically disadvantaged, English Learners, African Americans, Hispanics, foster youth, homeless, and students with disabilities. The school attendance, chronic absenteeism, dropout, and expulsion rates have also moved in a generally positive direction – an observation that is supported by survey results. Based on approximately 46,000 responses, over three out of four students had favorable views of their school's "climate of support for academic learning." For parents (roughly 25,000 responses) and staff (nearly 4,800 responses), favorable scores exceeded 90%.

All of the aforementioned progress has been made possible by LBUSD's ongoing commitment to maintaining and strengthening the foundational systems of public education. Among major urban districts in California, Long Beach has one of the highest rates of compliance with both the teacher credential and the teacher assignment requirements. For the third consecutive year, 100% of local schools have earned overall ratings of "good" or "exemplary" repair, according to the Facility Inspection Tool. Similar conclusions can be drawn about LBUSD's instructional materials and Common Core implementation. In light of the pernicious challenges that confront large and diverse communities, these accomplishments are worth recognizing, for they are difficult to attain under the circumstances. Indeed, they require careful districtwide planning and investment – a proactive effort to ensure that LBUSD can attract and retain educators, as well as cultivate learning environments where all students, particularly unduplicated pupils, thrive. A strategic focus on such foundational systems enables the district to address the achievement gap in both the short and long terms.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

LBUSD has made significant progress in many areas, with no results in the two lowest performance levels for all students – an improvement over last year, when there was one "Orange" designation. LBUSD has also met all of its local indicators.

GREATEST NEEDS

At the same time, achievement gaps have continued to persist. LBUSD has made it a priority to analyze the latest data carefully and enhance efforts to accelerate achievement, especially among African Americans, Hispanics, English Learners, Redesignated Fluent English Proficient Pupils (RFEPs), students with disabilities, and homeless/foster youth. These gaps are discussed below.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Even as LBUSD has progressed in numerous categories and narrowed achievement gaps, there are a couple of areas where specific subgroups have seen results that are at least two levels below the overall student performance:

PERFORMANCE GAPS

- Suspension rates for African Americans, American Indians, and foster youth – while they have seen decreases of 1.1%, 0.2%, and 0.3%, they have been designated "Orange" despite a "Green" mark for the district in general; and

- Graduation rate for foster youth and students with disabilities – while both of these subgroups have “increased,” they have nonetheless earned a “Red” designation for being “very low” – in contrast to the “Green” mark for all students.

These results come from the California School Dashboard’s Fall 2017 release. The report shows LBUSD’s progress on a couple of performance gaps from last year, including the suspension rates for English Learners and students with disabilities, which are now at “Green” and “Yellow” levels, respectively. LBUSD plans to build upon it in the following ways:

- Enhance the services provided by counselors, particularly in high-need schools. The additional staff would help expand the number of individual or small-group sessions related to problems that interfere with specific students’ academic, behavioral, or social-emotional growth.
- Establish select regional centers that address the academic, mental health, and other needs of students, especially unduplicated pupils. These centers would contribute to the increased deployment of services and dissemination of health information to families. Based on stakeholder feedback, parent trainings would also be provided.
- Extend in-school tutoring services for English Language Arts and Mathematics, particularly in high-need sites. Students who require the most intense support would have priority in such tutorials. English Learners would also receive academic support based on their own unique challenges.
- Expand the CSULB-LBUSD Math Collaborative, a program between the district and the California State University, Long Beach, which provides additional supports to help unduplicated pupils graduate and prepare for college. A pilot version of the program has shown benefits among African American students at Jordan High School. Services would include math tutoring and a two-week “summer camp” at CSULB.
- Establish class size reduction at six high-need secondary schools, where suspension and graduation rates, particularly for unduplicated pupils, have historically lagged behind the district average. This plan would work in tandem with the expansion of literacy classrooms in elementary and K-8 schools, thereby ensuring that students have additional support.
- Enhance academic and related services to middle school students, particularly those in high-need sites, so that they can be better prepared for high school pathway programs. Such services would involve extra staff who can provide student advisement and/or mentorship, as well as summer programs tailored to such areas as science, technology, engineering, and mathematics.

In addition to these programs, LBUSD will continue to enhance professional development opportunities for teachers and other staff so that they can better

address the specific needs of unduplicated pupils. For example, one training that has supported K-12 counselors and administrators is a Homeless and Foster Youth Workshop, which provides an overview of relevant policies, key legislation, and types of mental health support available for these students. Specific topics include McKinney Vento, Student Residency Questionnaires, “Defining Foster Youth Under LCFF,” and “Referral vs. Open Case,” among many others. Participants also have a chance to collaborate with the district’s Foster Youth Unit. In line with this illustration, other professional development courses target the specific performance gaps identified above.

Moreover, LBUSD will continue to examine promising practices at individual sites and consider taking them to scale. For instance, Cabrillo has a Saturday School that aims to support students with graduation and postsecondary opportunities. Members of the District English Learner Advisory Committee have asked the Superintendent to study how such a program might be replicated. It will be expanded to other areas.

Similar steps will be taken to address the graduation rate for students with disabilities. Highlights include:

- Conduct graduation checks at every Individualized Education Program (IEP) meeting to assist with educational planning.
- Enhance professional development on youth-driven transition planning and preparation for all high school teams.
- Provide professional development with high school department heads to ensure that graduation is addressed.
- Implement a sequence of study that maximizes students’ potential and includes interventions when needed to accelerate progress toward graduation.
- Expand access to pathways that support post-school employment and create links to internships/apprenticeships.
- Collaborate with Harbor Regional Center on post-graduation plans and options.

Lastly, LBUSD will take these and other actions to enhance services for foster youth:

- Work with local colleges to secure Masters of Social Work Interns for the Foster Youth Unit (FYU) to build capacity in outreach and caseload management.
- Provide professional development on trauma-informed practices to LBUSD elementary, middle, and high school counselors so that they understand the challenges that foster youth face.
- Provide professional development to site and district support staff on school of origin, custody, and enrollment procedures so that all foster youth are enrolled in a timely manner.
- Enhance professional development to school nurses (health-related issues and new records-sharing legislation) and new teachers (overview of foster youth legislation and services).
- Provide information on the new online reporting child abuse system to all LBUSD administrators.
- Collaborate with the Los Angeles County of Education to provide free in-home tutoring for all interested LBUSD foster youth (thus far, over

280 students have taken advantage of this service).

- Collaborate with group homes and foster family agencies in Long Beach to ensure that foster youth are enrolled back into their school of origin or their new school in a timely manner.
- Ensure that foster youth social workers attend IEP meetings so that educational rights holders are present and significant issues are discussed.
- Collaborate with counselors and other staff to ensure that all foster youth high school seniors apply for federal aid to attend community colleges and universities.
- Assist high school counselors and other staff with completing the credit attainment form (AB 216) for eligible 11th and 12th grade foster youth who transfer after completing two years of high school.
- Collaborate with the Los Angeles County Department of Children and Family Services (DCFS) to make certain that the social, emotional, and academic needs of foster youth are being met.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

See the "Review of Performance" section above.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

(Pending)

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

(Pending)

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Apart from the contributions for special education support, this LCAP does not include any restricted-resource expenses.

(Pending)

Total Projected LCFF Revenues for LCAP Year

