

Stakeholder Engagement

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Long Beach Unified School District has numerous, longstanding structures in place for effective communication with key stakeholders, particularly when it comes to its strategic objectives. LBUSD also believes in systems reform – i.e., applying a consistent and equitable approach with high expectations for all schools and for all students.

With LCAP stakeholder consultation, LBUSD has built upon these effective communication structures, thereby accelerating the integration of the eight state priorities within schools’ daily work. At the same time, it has ensured alignment with the Strategic Plan; the Long Beach College Promise; and other locally driven initiatives.

LBUSD has used a proven stakeholder-consultation strategy that focuses on the long-term sustainability of the LCAP. The main tenets of this strategy are:

1. **Focus on building the capacity of stakeholders so that they own the work.** LBUSD pays close attention to the simplicity of its communications, often breaking down technical topics in accessible and practical chunks that are spread out and strategically sequenced throughout the school year.
2. **Align related initiatives into a cohesive message so that stakeholders understand the big picture.** LBUSD puts a premium on anchoring reforms in previous work, “connecting dots,” and “making sense” of complex issues.
3. **Use existing communication structures so that the initiatives become a natural part of the stakeholders’ ongoing work.** LBUSD relies on the longstanding meetings listed below in order to reinforce two-way communication, continuity, and reliability.

By integrating LCAP themes within longstanding communication structures, LBUSD ensured that stakeholder consultation would be frequent, timely, and meaningful. The following meetings had either standing LCAP agenda items or LCAP-related discussion topics. As appropriate, feedback was collected via an evaluation survey, chart paper, or open forum (later transcribed in minutes or otherwise documented). Several meetings were also televised on the district channel and at lbschools.net.

Group	Stakeholder	Frequency
Administrators	Principals and Assistant Principals Districtwide monthly meetings with site administrators.	Monthly
Administrators	Association of Long Beach Educational Managers and Confidential Employees Superintendent’s standing meeting with ALBEM.	Monthly
Teachers / Staff	Teachers’ Council District meetings with teacher representatives from sites.	Quarterly
Teachers / Staff	Coffee with Chris Superintendent’s open meetings for employees only.	Trimester

Teachers / Staff	Teachers Association of Long Beach Superintendent's standing meeting with the Executive Director of the teachers' union.	Monthly
Teachers / Staff	California School Employees Association Superintendent's standing meeting with CSEA.	Monthly
Parents	District Community Advisory Committee District meetings with families of Title I schools, School Site Council Members, and other parent leaders.	Monthly
Parents	District English Learner Advisory Committee District meetings with English Learner families and other parent leaders.	Monthly
Parents	Concerned African American Parents District meetings with African American families and parent leaders.	Monthly
Parents	Superintendent Parents Forum Superintendent's standing meeting with parent representatives from each site.	Quarterly
Parents	Elem./Middle/High School Parent Forums Similar to the Superintendent Parents Forum, with an emphasis on issues pertaining to specific grade levels.	Quarterly
Students	Superintendent's Student Advisory Committee Superintendent's standing meeting with student representatives from each high school.	Monthly
Community	Board of Education Workshops Public meetings for district staff to engage Board members in comprehensive discussions regarding strategic issues.	Quarterly
Community	LCAP Advisory Committee An advisory group of over 60 students, staff members, community partners, and other stakeholders who make policy recommendations to the Board of Education.	Quarterly
Community	Select Events / Meetings with Partners Opportunities to receive feedback regarding the LCAP, including the Ministerial Alliance; the Long Beach College Promise; etc.	Occasional

First Semester (August 2017 – January 2018)

In the first semester of the 2017-18 school year, LBUSD reestablished the importance of LCAP implementation and laid the foundation for a comprehensive outreach campaign. This campaign was intended to help stakeholders gain a deeper understanding of the LCAP from different angles: the specific resources provided by the plan; the alignment between Strategic Plan and LCAP goals; and the key LCAP milestones that LBUSD has reached.

Stakeholder-consultation efforts were broken down into three phases (roughly tracking the August-September, October-November, and December-January time periods):

1. LBUSD prepared district and school leaders for consistent LCAP implementation throughout the system. The August Board of Education Workshop set the tone by covering LCAP objectives and how they coincide with the Strategic Plan; internal district data dashboards and how they align with the California

Schools Dashboard; and the LCAP's college and career readiness activities and how they support the Long Beach College Promise.

2. The November Board of Education Workshop went even deeper than the August session. In a segment titled "Closing the Achievement Gap," school representatives from the elementary, middle / K-8, and high school levels described the different ways that they sought to support unduplicated pupils, including African American and Hispanic students as well as English Learners. A subsequent presentation on the California Schools Dashboard was also delivered. Lastly, one of the signature LCAP programs, the Harmony Project, was discussed in great detail.
3. LBUSD's comprehensive outreach campaign commenced with the distribution of "It Takes a Village," a document that summarizes the many ways that schools, parents, and community partners can work together to help students. As an accessible guide to the main LCAP initiatives (including school programs, family resources, and community resources that support academic achievement), "It Takes a Village" served as the focal point for various stakeholder consultations. For example, during the January meetings for the Superintendent's Parent Forum and the LCAP Advisory Committee, district leaders facilitated thorough readings of "It Takes a Village" before conducting structured exercises in which stakeholders prioritized LCAP recommendations.

Second Semester (February 2018 – June 2018)

In the second semester of the 2017-18 school year, LBUSD continued its comprehensive LCAP outreach campaign and provided formal updates on districtwide planning efforts. These activities explained how the district was doing on various LCAP goals and solicited stakeholder feedback in various forms.

As with the first semester's work, stakeholder-consultation efforts were broken down into three phases (roughly tracking the February, March-April, and May-June time periods):

1. LBUSD launched a series of community reports titled "Local Control and Accountability Plan Highlights," describing the district's progress in the areas of "Academic Excellence," "Basic Services," and "A Team Effort – Parents, Students and School." These reports contained synopses of LCAP goals, key services, and budget information. They aligned with the "It Takes a Village" guide and the Strategic Plan summary, and they were distributed in both hard copy and online forms.
2. A districtwide survey was deployed in English, Spanish, and Khmer via LBUSD's SchoolMessenger and SchoolLoop systems, as well as lbschools.net. The questionnaire centered on the LCAP's seven major goals and solicited ideas for continuous improvement. Results were reviewed with stakeholder committees and generated additional reflections and recommendations.
3. LBUSD aggregated all of the suggestions from the survey and other forums, as well as required consultations with the District Community Advisory Committee and the District English Learner Advisory Committee. After returning to stakeholders for further input, district staff incorporated key results in the LCAP, presenting them at the March Board of Education Workshop and related public meetings.

LBUSD issued the Superintendent's written responses to stakeholder feedback. For the most part, the responses were built into formal meeting minutes for the District Community Advisory Committee and the District English Learner Advisory Committee, which members received and approved. In other cases, response letters were provided directly to individual stakeholders or stakeholder groups.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

In light of stakeholder feedback during LCAP consultations, LBUSD took the following actions:

Expand Outreach to the Broader Community

Based on stakeholder feedback, LBUSD took additional measures to engage the community at large. The “It Takes a Village” document, for example, detailed the district’s partnership with the Long Beach Public Library system and explained how this resource supported LCAP goals. It also provided student and family access to LearningExpress, Brainfuse, and other tools using a library card.

In the Spring, LBUSD participated in meetings with community organizations and other stakeholders to share the LCAP, solicit their input, and determine how collective efforts can be better harnessed in support of unduplicated pupils. This body of work built upon other community sessions that took place throughout the year, starting with LCAP-related meetings with Californians for Justice and the California Conference for Equality and Justice in July 2017.

Align Strategic Plan and LCAP Goals

Since LCAP goals were revised last year, stakeholders suggested that LBUSD’s Strategic Plan goals and objectives should be refined in a similar way. Such alignment would reinforce the notion that the district is working toward a common set of objectives rather than disparate targets.

Strategic Plan	LCAP
Ensure Equitable Opportunities for Every Student	Students will receive basic services that are fundamental to academic success.
Provide a Safe, Welcoming, Respectful and Rigorous Learning Environment for Every Member of the School Community	Schools will be safe, inviting, engaging and supportive places for students, parents and staff.
Promote Academic Growth for Every Student	Students will make academic progress on the Common Core State Standards. Students will succeed in Algebra to ensure high school graduation and expand college and career opportunities. Students will participate and excel in rigorous coursework, including Advanced Placement. Students will be actively engaged in their learning.
Establish College and Career Readiness for Every Student	Students will demonstrate readiness for college and careers.
Support Effective Communication throughout the District	

Additional Targeted Interventions

Based on the specific needs of English Learners, LBUSD placed a renewed emphasis on EL interventions. The District Community Advisory Committee, the District English Learner Advisory Committee, the LCAP Advisory Committee, and the Superintendent’s Parent Forum called for extra academic supports, so district leaders worked closely with schools to ensure that additional tutorials and supplemental services were delivered to EL students. Moreover, the achievement gap for African American students, particularly in mathematics, was a top priority, and LBUSD expanded its efforts in this area, most notably by aligning LCAP work with the California Office to Reform Education (CORE) consortium. Most notably, as detailed above in the “LCAP Highlights” section, stakeholder feedback led to the planned expansion of tutoring, counseling, mental health, family support, and other social services at high-need schools.