



Local Control and Accountability Plan (LCAP)

Frequently Asked Questions – June 17, 2014

www.lbschools.net/lcap

The following summary addresses the five main areas that have generated the most questions during the LCAP planning process.

Overview of the Plan

The LCAP has three main parts:

- *Section 1 – Stakeholder Engagement* describes LBUSD’s efforts to incorporate public feedback into the plan. This yearlong process included a districtwide survey that generated over 13,800 responses, a diverse 66-member LCAP Committee that whittled these ideas down to 15 recommendations, and a series of stakeholder meetings that created broad-based consensus for the plan.
- *Section 2 – Goals and Progress Indicators* establishes LBUSD’s measures of success. It builds upon the Strategic Plan; the Academic and Career Success Initiative; the Long Beach College Promise; the No Child Left Behind Waiver; and other local programs.
- *Section 3 – Actions, Services, and Expenditures* discusses LBUSD’s programs to support schools, students, and families. Specifically:
 - A. The Base Grant of the Local Control Funding Formula encompasses general services for all students – i.e., the most basic expenditures that are needed to operate a school system.
 - B. The Supplemental and Concentration Grants of the Local Control Funding Formula encompass targeted services, particularly for low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth.
 - C. This part provides additional details on the Supplemental and Concentration Grants, with brief descriptions of districtwide and schoolwide strategies. To uphold the spirit of local control, LBUSD strives to direct considerable resources to sites, especially those with many challenges, since school communities can address the unique needs of their students.



- D. This part explains how LBUSD plans to increase or improve services for low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth. It includes systemic reforms such as the large-scale focus on differentiated instruction for EL students in alignment with Common Core implementation; enhanced tools and processes to monitor student success; and partnerships that promote college and career readiness.

Note that the LCAP solely covers the Base, Supplemental, and Concentration Grants of the Local Control Funding Formula. While these grants make up a large portion of LBUSD's budget, they exclude federal funds like Title I and other resources. Where appropriate, the LCAP makes references to these related funding sources so that stakeholders can understand the district's overall direction.

English Learners (ELs)

The LCAP allocates \$1.1 million annually for English Learner support. This allocation provides for translation/interpretation services, California English Language Development Test (CELDT) administration, parent involvement, and technical assistance to schools, among many others.

In addition, the LCAP contains several targeted programs for "high-need" schools: literacy classrooms, counseling support, Advanced Placement (AP) college readiness outreach, library education, psychologists, and services that focus on prevention, early intervention, and leadership opportunities for historically underprivileged students. English Learners are among the major beneficiaries of these programs. Here is an illustration:

Out of the 16,802 English Learners districtwide, 11,091 are at the elementary/K-8 level, of whom 10,247 are in high-need schools. That means English Learners comprise 39% of the 26,607 elementary/K-8 students in high-need schools. If we apply this percentage to the \$3.8 million literacy classroom program in 2014-15, we can see that an extra \$1.5 million is being channeled toward EL support. The same can be said for many other services.

Beyond the LCAP, the District has extra resources for English Learners. For example, in 2014-15, EL Specialists will be assigned to a targeted group of secondary schools, where they will provide supplemental instructional time and intervention support. Individual sites will also have EL Teachers on Special Assignment working with struggling students.

Above all, as part of Common Core implementation, LBUSD will focus on differentiated instruction for English Learners. This work will include oral language development aligned to the new English Language Development (ELD) Standards, professional development for teachers on the integration of ELD into daily language arts instruction, and EL Liaisons as members of instructional leadership teams at all sites. As with other initiatives, LBUSD's



objective is to build a comprehensive system of support that addresses the unique needs of students.

Counseling Services

LBUSD plans to expand counseling support and Advanced Placement (AP) college readiness outreach. The counseling support targets high-need elementary and K-8 schools in 2014-15, then spreads to other elementary, K-8, and middle schools in 2015-16 and wherever significant student priorities remain in 2016-17. The AP outreach is primarily geared toward underrepresented students, including low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth.

In addition, LBUSD plans to collaborate with the University of Southern California (USC). Through the Southern California College Advising Corps, USC will place near-peer college advisers in underserved high schools, aiming to increase the number of low-income, first-generation, and historically disadvantaged students who successfully attain degrees. The college advisers will provide admissions and financial-aid support services to families in one-on-one and group sessions.

Through the LCAP alone, expenditures for counseling support and AP outreach are intended to grow from \$4.4 million in 2014-15 to \$5.8 million in 2016-17. On top of the LCAP, other district and school resources (e.g., Title I, Title III, etc.), as well as external partnerships, will supplement the expansion, in alignment with LCAP Committee recommendations.

Parent Engagement

The LCAP allocates \$350,000 annually for additional parent engagement/outreach in non-Title I schools. This allocation serves as a counterpart to the amount that Title I schools are receiving (approximately \$700,000 for parent involvement in 2014-15) and helps to ensure equity throughout the district. Accordingly, with these two funding sources alone, LBUSD plans to spend over \$1 million to support families. Such efforts are further supplemented with the district's Parent University (which helps schools with stakeholder engagement), external collaborations (wherein higher education partners assist families with preparing for college), and communication systems (like SchoolLoop, SchoolMessenger, ParentVUE, and others that strengthen the home-school connection).

In the spirit of the LCAP Committee recommendations, parent engagement is intended to be conducted through multiple venues, including parent workshops, online communications, hard copies, and personal services. Different language needs are also addressed.



To capture the district's overall performance in this area, the LCAP establishes a goal to increase the percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. Annual growth is expected. On top of this comprehensive metric, the district intends to track other data on parent engagement.

Positive School Culture and Climate

In addition to academic indicators, the LCAP contains a goal to improve school culture and climate, as measured by student, parent, and staff survey results in LBUSD's No Child Left Behind Waiver. This comprehensive metric focuses on eight main areas:

- Knowledge and fairness of discipline, rules, and norms
- Sense of social-emotional security
- School-community collaboration
- Support for academic learning
- Support for social-emotional learning
- Social support
- Sense of belonging
- Respect for diversity

Alongside survey results, the LCAP establishes goals for attendance, suspensions, expulsions, dropouts, and high school graduation – all of which spotlight the importance of student engagement. The central idea is to ensure safe, positive, and equitable learning experiences for all students, with an emphasis on eliminating disparity and disproportionality.

To accomplish these goals, the LCAP Committee makes a few notable recommendations:

- Expand counseling, social work, and other support services that comprehensively address the needs of students.
- Provide support for teachers so that they can personalize their teaching and ultimately improve their relationships with students.
- Hire additional teachers and other staff members such as counselors, psychologists, and assistant principals to reduce class sizes and provide greater student support.

Section 3B of the LCAP addresses these recommendations. It details the expansion of literacy classrooms, counseling support, Advanced Placement college readiness outreach, nursing services, library education, psychologists, and other programs, with greater attention directed to high-need schools.



Moreover, the LCAP enhances programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. It allocates \$500,000 for the Male Academy, Female Academy, and restorative justice professional development workshops. These services encourage conflict resolution, cultural awareness, positive behavior supports, and alternatives to suspensions and expulsions.

Beyond the LCAP, there are other district initiatives that aim to improve school culture and climate. Most notably, "Safe and Civil Schools" is a research-based program that has proven to be successful in developing proactive approaches for positive student behavior. All elementary, K-8, and middle schools (as well as a few high schools) have been trained in and continue to implement the program, with LBUSD providing constant refresher courses on topics such as:

- Developing a system for responding to discipline problems
- Student Basic Needs
- Ratios of Positive Interaction

This entire body of work has earned LBUSD the prestigious Golden Bell Award.