

Local Control and Accountability Plan



LCAP Timeline

Spring 2018

Date	LCAP Action
March 21	Summary & Stakeholder Engagement
April 18	Annual Update
May 2	Goals, Actions, & Services
June 6	Public Hearing
June 20	Board Adoption

Comprehensive Outreach Efforts

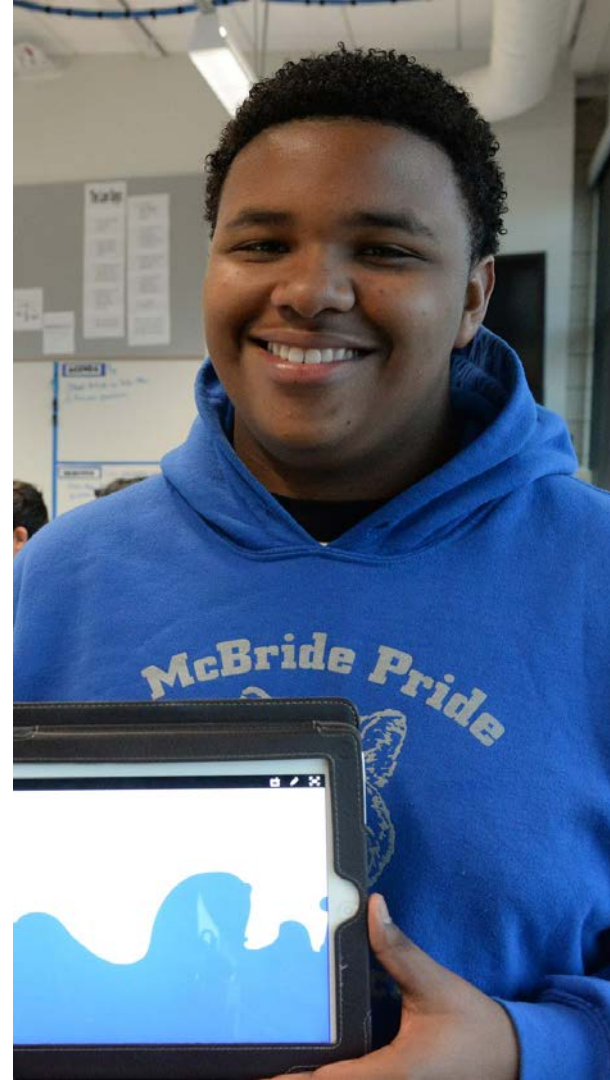
- Create simple, clear, and consistent communications.
- Engage stakeholder groups in deeper LCAP analysis.
- Anchor with:

Fall Semester

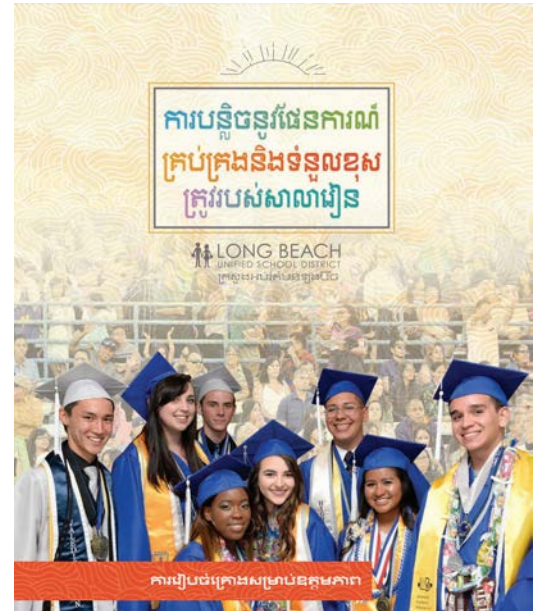
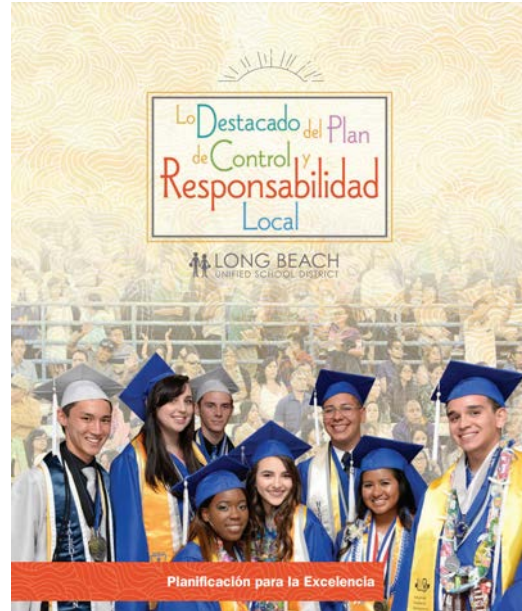
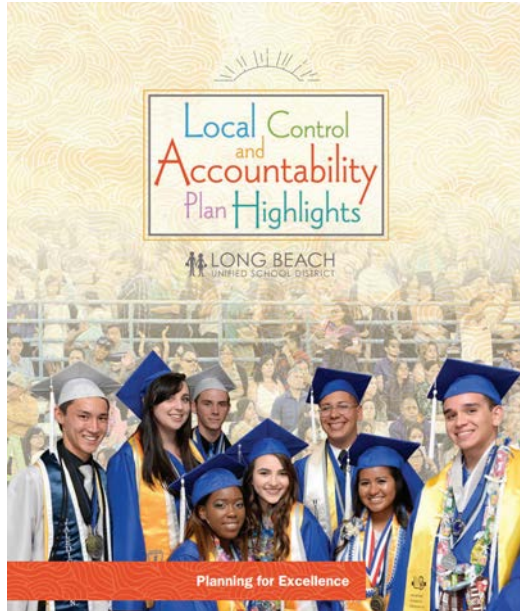
“It Takes a Village”

Spring Semester

“LCAP Highlights”



Same Work, Differentiated Communication



Distributed districtwide in multiple languages.

Closing the Achievement Gap

Schools Closing Achievement Gaps by 50 Percent or More:



- Addams Elementary School
- Alvarado Elementary School
- Burbank Elementary School
- CAMS High School
- Chavez Elementary School
- Fremont Elementary School
- Holmes Elementary School
- Los Cerritos Elementary School
- Naples Elementary School
- Oropeza Elementary School
- Roosevelt Elementary School
- Signal Hill Elementary School

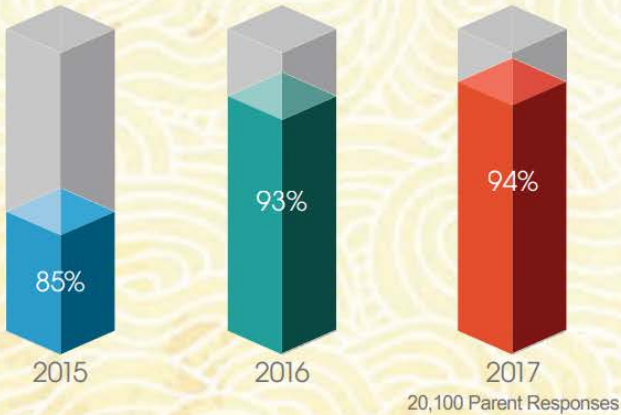
INCREASED FIRST GENERATION STUDENT ENROLLMENT

151%[↑]

INCREASE IN LBUSD FIRST-GENERATION STUDENTS ENROLLING AT LONG BEACH STATE UNIVERSITY, GOING FROM **166 IN FALL 2008** TO **417 IN FALL 2017.**

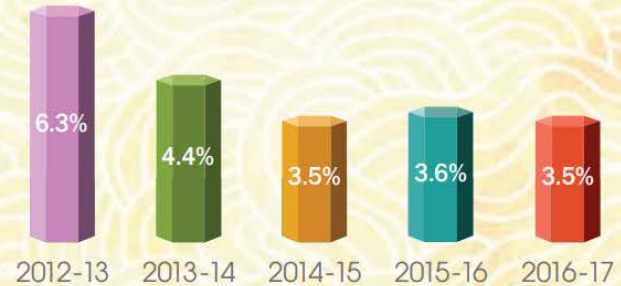
Parent Involvement

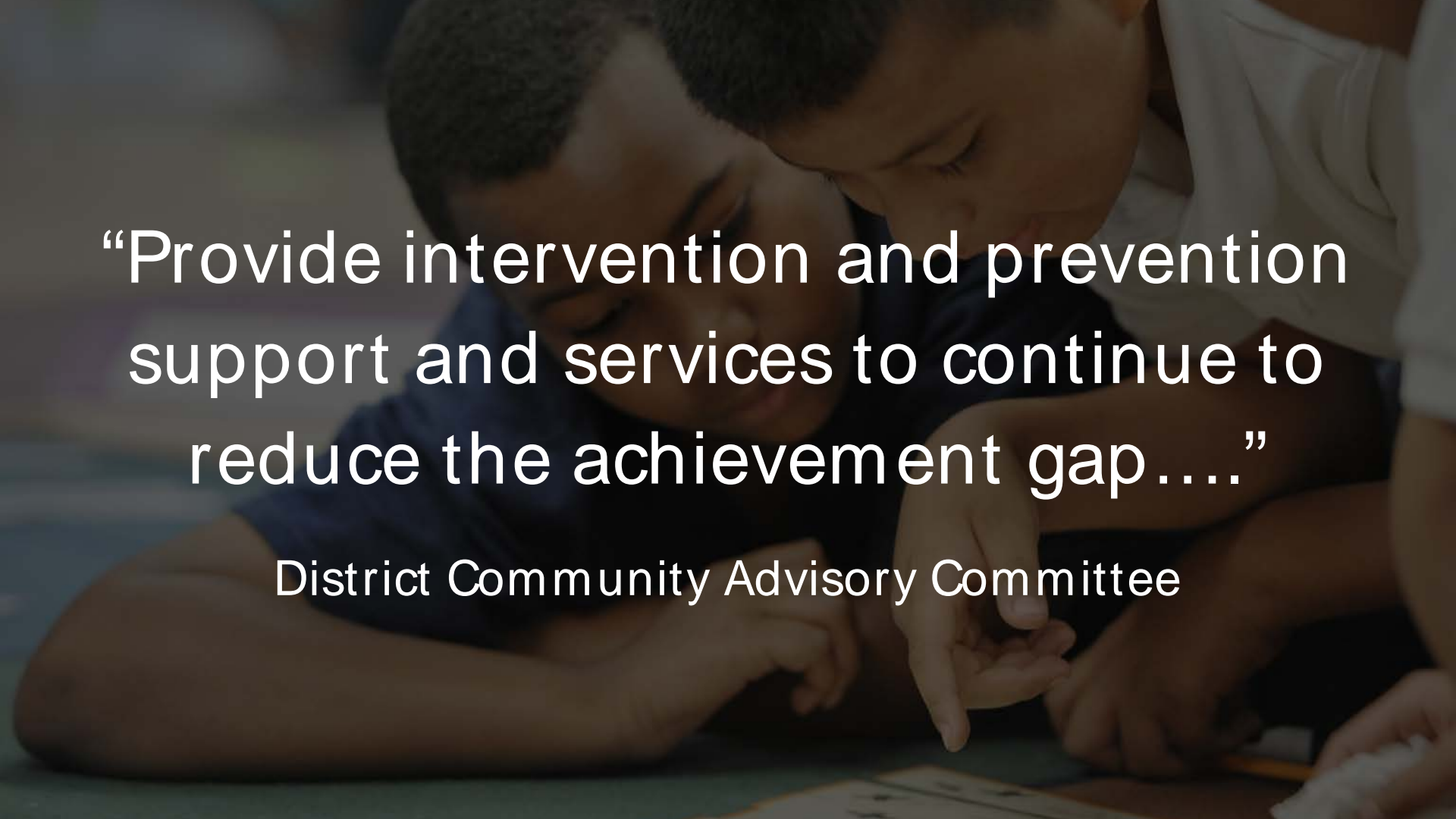
Parent Survey: I feel welcome to participate at this school (Agree and Strongly Agree)



Suspension Rate

The suspension rate was less than 4 percent last school year



A group of students, including a young boy in a blue shirt and a girl in a white shirt, are leaning over a table, looking at a document or book together. The scene is dimly lit, with the text overlaid in white.

“Provide intervention and prevention support and services to continue to reduce the achievement gap....”

District Community Advisory Committee

Expand Interventions/ Services

- Offer extended hours of tutoring for ELA and Math, with emphasis on high-need students.
- Provide additional staffing at high-need sites.
- Expand summer programs and dual enrollment.
- Enhance Early Transitional Kindergarten, the Math Collaborative, and library partnerships.



A photograph of two young boys looking at a book together, with a semi-transparent dark overlay. The text is overlaid on the image.

“Reestablish District Parent Centers and encourage sites to establish a parent center/parent resource room.”

District Community Advisory Committee

Establish Family Resource Centers

- Provide comprehensive services, with a focus on high-need sites.
- Expand parent engagement, counseling support, and community partnerships.
- Support families when and where they need it.



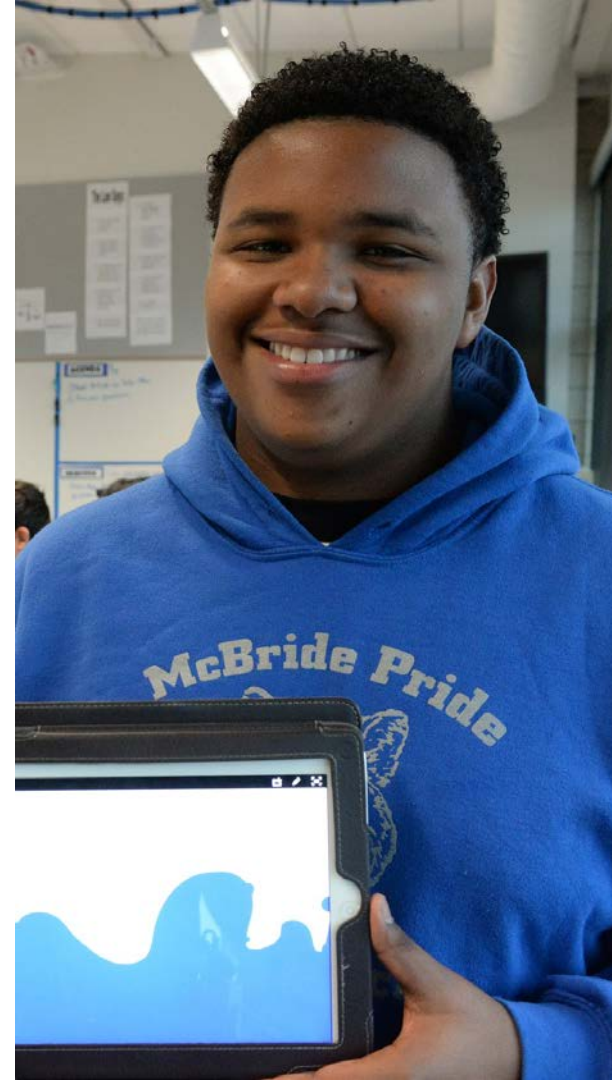
A group of students, including a young boy in a blue shirt and a girl in a white shirt, are leaning over a table, looking at a document or book together. The scene is dimly lit, with the text overlaid in white.

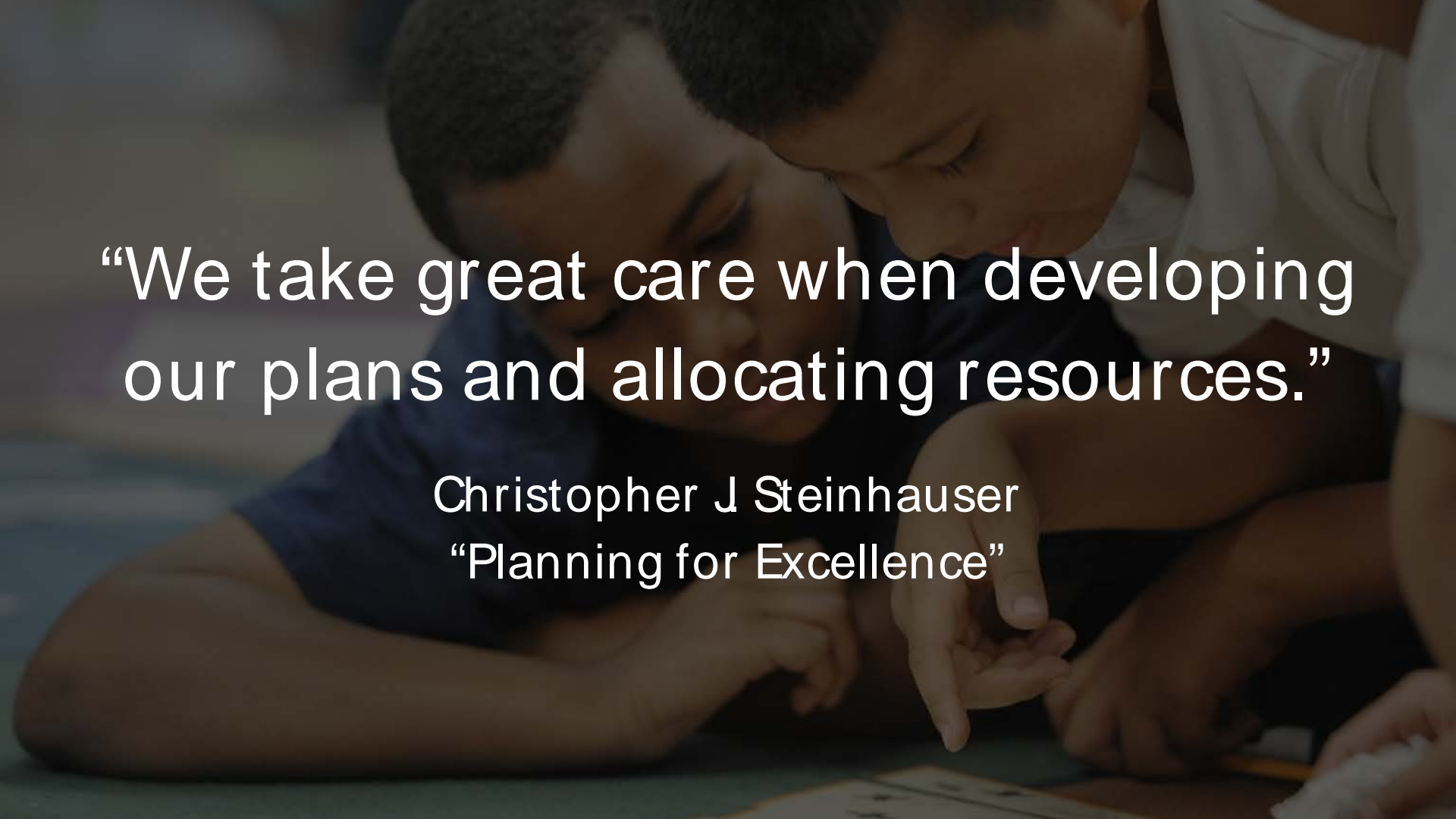
“Execute technology purchases to
bring computers up-to-date to meet
students’ needs.”

District Community Advisory Committee

Expand the Use of Technology

- Continue efforts toward “1-to-1” technology.
 - Purchase approximately 10,000 devices.
- Expand science, technology, engineering, and mathematics (STEM) programs.





“We take great care when developing
our plans and allocating resources.”

Christopher J Steinhauser
“Planning for Excellence”