§ 15497. Local Control and Accountability Plan and Annual Update Template.
June 17, 2014

Introduction:

LEA: Long Beach Unified School District (LBUSD) Contact: **Christopher J. Steinhauser, Superintendent of Schools, 562-997-8242, cstein@lbschools.net** LCAP Year: **2014-17**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic*: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards*: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only)*: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only)*: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement*: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes*: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement*: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement*: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate*: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Introduction 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 engagement, 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 Academic and Career Success Initiative; the Long Beach College Promise; the No Child Left Behind Waiver; and other local programs.	
Student and Parent Support Survey In September 2013, the District released a Student and Parent Support Survey as an initial effort to engage the community at large. Over 13,800 open-ended responses were generated in answering five simple yet poignant questions: 1. How can LBUSD help more students to attend school regularly? 2. How can LBUSD help more students to do well in their classes? 3. How can LBUSD help more students to graduate from high school? 4. How can LBUSD help more students to prepare for college and careers? 5. How can LBUSD help more parents to become involved in our schools?	**Student and Parent Support Survey** Over 13,800 open-ended responses were generated from more than 2,700 completed surveys. These ideas became the anchor for the LCAP Committee's work over the ensuing four months. See the next row for details on the committee process.
LCAP Committee As a foundation to engagement, a Local Control and Accountability Plan Committee was formed to work on data synthesis, analysis, and discussion, and ultimately make recommendations to the Board of Education. This diverse 66-member committee represented stakeholders within and beyond LBUSD: students, parents, staff, collective bargaining associations, advisory committees, higher education partners, business representatives, and community organizations. Since these stakeholder groups had previously contributed to the development of the Strategic Plan and related initiatives, they brought immense leadership capacity and institutional knowledge – beneficial assets during a time of rapid change. The groups themselves selected their individual representatives to ensure a wide-range of perspectives.	**LCAP Committee** At a Special Meeting on February 11, 2014, the Board of Education endorsed the following recommendations from the LCAP Committee, establishing the foundation for the actual plan: Attend School Regularly - 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.

Involvement Process	Impact on LCAP
The LCAP Committee held four public meetings from October 2013 through late January 2014, as well as presenting twice to update the Board of Education. All of these meetings were televised and posted on lbschools.net/lcap. The committee structure reflected the importance of transparency, engagement, and advocacy for students. During the four-month process, the LCAP committee synthesized and analyzed the Student and Parent Support Survey responses. It prioritized the responses into 110 themes, including communication, extended learning, early intervention, counseling, climate, parent education, outreach, mentoring, and college and career readiness. The prioritization whittled down to 33 draft action items and, ultimately, 15 "guiding principles": clear, concise, and actionable recommendations that address the eight state priorities.	- Identify resources that can help to reinstate transportation services. **Do Well In Class** - Hire additional teachers and other staff members such as counselors, psychologists, and assistant principals to reduce class sizes and provide greater student support. - Increase extended learning opportunities such as summer school, intersession, before/after school interventions, and enrichment programs. - Expand professional development for teachers so that they can become more skilled in creating hands-on experiences for students. **Graduate from High School** - Explore online programs that enhance college and career planning for students, parents, counselors, and other staff. - Expand the Linked Learning Initiative, particularly by increasing career technical education courses and work-based learning programs. - Increase extended learning opportunities such as summer school, intersession, before/after school interventions, and enrichment programs. **Prepare for College and Careers** - Ensure adequate full-time counseling at each school to provide information and guidance on college and career readiness. - Incorporate into the elementary school curriculum the basic requirements for successful middle school completion, high school graduation, and college and career readiness. - Enhance current Linked Learning pathways by increasing the variety of career technical education offerings. **Involve Parents** - Increase parent access to school information online and partner with community organizations to provide basic technology resources at sites.

Involvement Process	Impact on LCAP
	- Provide families with strategies to support their child's education at home and deliver these resources through multiple venues, including parent workshops, online communications, and hard copies. - Expand opportunities for parents to understand and support what is happening at schools. These recommendations set the table for schools to engage their School Site Councils in developing programs that meet the needs of students, especially low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth.
Plan Development and Stakeholder Feedback After the March 2014 Board of Education Workshop, in which the Superintendent clarified the essential components of the LCAP, district staff began another round of stakeholder engagement. It focused on the parent committees required by the *Education Code*, but it also included other important groups, as detailed below. These monthly discussions systematically addressed the three sections of the LCAP template: - March: Stakeholder Engagement - April: Goals and Progress - May: Services and Overall Plan In unveiling the complete LCAP draft on May 14, 2014, LBUSD launched a new online survey that solicited specific feedback on each of these sections. The questions centered on "suggestions (additions/deletions/revisions)." Most importantly, the survey asked: "The state's new funding system is intended to provide support to schools and students, with the expectation that quality services and interventions will be targeted to needy students. In your view, how does the draft LCAP address the support for schools and students?" Members of the public had an opportunity to complete the English, Spanish, or Khmer survey in hard copy or on the web. Members of the following groups had an additional opportunity to share their ideas during their May meetings: - District Community Advisory Committee (DCAC) - District English Learner Advisory Committee (DELAC) - Concerned African American Parents (CAAP) - Equal Opportunity for Native Americans (EONA) - Superintendent's Parent Forum - LBUSD Principals	**Plan Development and Stakeholder Feedback** This round of stakeholder engagement fostered broad-based consensus for the LCAP. First, DCAC, DELAC, CAAP, Superintendent's Parent Forum, and other groups endorsed the LCAP Committee recommendations. Survey data showed high levels of agreement: 85% Attend School Regularly 84% Do Well in Class 84% Graduate from High School 87% Prepare for College and Careers 87% Involve Parents Second, the draft LCAP earned favorable ratings overall. Out of a five-point scale, the general public gave it an average score of 3.57 and the LCAP Committee an average score of 4.20. Combined, it garnered a 3.82 rating.

Involvement Process	Impact on LCAP
- Every Student Matters Members of the LCAP Committee had yet another opportunity to provide feedback during a specially scheduled meeting on May 29, 2014. Upon completing the committee deliberations, LBUSD continued the stakeholder engagement process at the Board of Education level: - June 3: LCAP Presentation - June 9: LCAP / Budget Public Hearing - June 17: LCAP / Budget Adoption Altogether, these Board meetings scheduled over three total hours of public testimony.	

Addendum	
District Staff as Stakeholders The development of site needs assessments and single plans has been a focus for the Level Offices (Assistant Superintendent, Secondary Schools, and Assistant Superintendent, Elementary and K-8 Schools); the Office of Equity, Access, and College & Career Readiness (EACCR); and the Business & Finance Office, as a result of the LCFF and NCLB Waiver flexibility of funds at the local School Site Council level. The Continuous Improvement Expenditure Plan (CIE) was created as an online tool for schools to assist with planning of the Single Plans and LCFF/Title I accountability. The Superintendent, Level Offices, EACCR and Budget review the CIE for compliance, especially in the areas of needs assessment and monitoring effectiveness. Training for principals on the CIE tool was prioritized in the Fall. Sites were trained about plans, budget, and compliance in the Winter with ten workshops presented to principals and other site staff. In conjunction with the trainings, the state's Federal Program Monitoring results assisted with augmented training topics. Ongoing support for sites regarding aligned plans come in the form of drop-ins after Principal Meetings, as well as four more Principal Workshops in February. The Superintendent has presented updates and solicited feedback regarding the LCFF to District staff at the Superintendent's Annual Management Meeting, "Coffee with Chris" forums, as well as through the District Bulletin (bi-weekly staff newsletter), Twitter and District Website. The Level Assistant Superintendents presented updates and solicited feedback at their Principals' Meetings. The Level Offices are also charged with Walkthroughs, known as Collaborative Inquiry Visits (CIV), to monitor progress on implementation and Professional Development for principals	**District Staff as Stakeholders** As a result of the enhanced discretion of funds for sites because of LCFF funding, there has been renewed attention for quality support and feedback for proposed site activities and their proposed effect on meeting the needs of the most needy students in a compliant manner. The emphasis on quality activities to meet the identified needs of students is captured in the LCAP.

Involvement Process	Impact on LCAP
in working and supervising the CCSS implementation in the classroom. SSC training is scheduled for the summer to build capacity of schools to engage in meaningful dialogue and making decisions based on need.	
Parents as Stakeholders The Superintendent has presented updates and solicited feedback regarding LCFF, LCAP and state priorities to parents at the following venues: Superintendent's Parent Forum as well as focused press releases, Twitter, and SchoolMessenger/SchoolLoop. The Level Assistant Superintendents have presented updates and solicited feedback at their Parent Forums. The Director of Equity, Access, and College & Career Readiness has presented updates and solicited feedback at the District Community Advisory Committee (DCAC), District English Learner Advisory Committee (DELAC), Concerned African-American Parents (CAAP), and Private School Consultation Meetings. In addition, school sites have used multiple methods of communicating LCFF topics to parents, including Back to School Night, Annual Title I Meeting, School Site Council, English Learner Advisory Council, Title I Newsletters, and other parent outreach activities.	**Parents as Stakeholders** Effective communication has been an emphasis throughout the process of the development of the LCAP. Multiple, established methods of communicating with parents stakeholders impacts the LCAP, as transparency and open, frequent opportunities for giving feedback are the hallmarks of a solid plan. The recommendations from the LCAP Committee have been validated through the forums.
Teachers as Stakeholders As with many topics at the Level Assistant Superintendents' Principal Meetings, there is an expectation for communicating with site staffs through staff meetings, as well as site bulletins. In addition, the Level Assistant Superintendents' Teacher Councils provides opportunity for disseminating information and soliciting feedback. Due to the urgent nature of implementation of the Waiver and LCFF, the Superintendent called for a special meeting with the Teachers' Association of Long Beach (TALB - the collective bargaining unit) to continue the dialogue with TALB leadership and, importantly, school site representatives as elected by their colleagues. This meeting assisted in the understanding of the Waiver and LCFF.	**Teachers as Stakeholders** Effective communication has been an emphasis throughout the process of the development of the LCAP. Multiple, established methods of communicating with parents stakeholders impacts the LCAP, as transparency and open, frequent opportunities for giving feedback are the hallmarks of a solid plan. The recommendations from the LCAP Committee have been validated through the forums.

Involvement Process	Impact on LCAP
Community-at-Large as Stakeholders Notwithstanding the LCAP Committee which has members of various community groups, organizations, higher education institutions, and businesses, and the School Site Councils, the Director of Equity, Access, and College & Career Readiness has presented updates and solicited feedback at the District Community Advisory Committee (DCAC), Concerned African American Parents (CAAP), and District English Learner Advisory Committee (DELAC). In addition, new to the LBUSD webpage, a "dashboard" has been created on the homepage consisting of Waiver issues, Strategic Planning, and Local Control Funding Formula, which serves to inform the public about key activities, budgets, updates, meetings, and data. It is the District's desire to provide accurate information and create continuity of efforts between implementation of the Strategic Plan, the NCLB Waiver, and the LCAP.	**Community-at-Large as Stakeholders** Effective communication has been an emphasis throughout the process of the development of the LCAP. Multiple, established methods of communicating with stakeholders impacts the LCAP, as transparency and open, frequent opportunities for giving feedback are the hallmarks of a solid plan. The recommendations from the LCAP Committee have been validated through the forums.
Students As Stakeholders Students were prominent players in the development of the LCAP. In fact, one of the LCAP Committee's norms was to "Give Youth Priority to Speak." While working in groups, several group facilitators were, indeed, students. In addition, the Superintendent met with student groups at the high school campuses to ensure that student voices were not only heard, but incorporated into the LCAP.	**Students As Stakeholders** Effective communication has been an emphasis throughout the process of the development of the LCAP. Multiple, established methods of communicating with stakeholders impacts the LCAP, as transparency and open, frequent opportunities for giving feedback are the hallmarks of a solid plan. The recommendations from the LCAP Committee have been validated through the forums.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Conditions of Learning								
Need: The *Williams* case requires that teachers are appropriately assigned to their classes and properly credentialed in their subject matter. **Metric**: Results of the *Williams* Assignment Monitoring Report	**Goal: CL 1** Attain 100% compliance with the teacher assignment requirements of the *Williams* case each year.	All Students	All Schools	96% Compliant	100% Compliant	100% Compliant	100% Compliant	#1: Basic Services
Need: The *Williams* case requires that students have access to standards-aligned instructional materials. **Metric**: Resolution on the Sufficiency of Textbooks and Instructional Materials	**Goal: CL 2** Attain 100% compliance with the instructional materials requirements of the *Williams* case each year.	All Students	All Schools	100% Compliant	100% Compliant	100% Compliant	100% Compliant	#1: Basic Services
Need: The *Williams* case requires that school facilities are maintained in good repair. **Metric**: Facility Inspection Tool School Reports	**Goal: CL 3** Attain overall facility ratings of "good" or "exemplary" repair for 100% of schools each year.	All Students	All Schools	100% in good or exemplary repair	100% in good or exemplary repair	100% in good or exemplary repair	100% in good or exemplary repair	#1: Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: In alignment with the State of California's adoption of new academic standards, LBUSD must fully implement "Common Core." **Metric**: Common Core Implementation Rubric under LBUSD's No Child Left Behind Waiver Plan	**Goal: CL 4** Fully implement the Common Core State Standards by the 2014-15 school.	All Students	All Schools	Implement the State Standards	Full Implementation	Full Implementation	Full Implementation	#2: Implementation of State Standards
Need: Elementary students need greater access to programs that expand their course of study in preparation for college and careers. **Metric**: Number of elementary / K-8 schools offering "Science, Technology, Engineering, and Math" (STEM); visual and performing arts; foreign language; or other similar programs that broaden the course of study during the school day.	**Goal: CL 5** On an annual basis, increase by 3% the number of elementary / K-8 schools offering programs that broaden the course of study.	K – 5th Grade Students	Elementary and K-8 Schools	N / A	Baseline	Baseline + 3%	Baseline + 6%	#7: Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Middle school students need greater access to elective classes that expand their course of study in preparation for college and careers. **Metric**: Percentage of middle school students who are enrolled in at least one elective class.	**Goal: CL 6** On an annual basis, increase by 3% the percentage of middle school students who are enrolled in at least one elective class.	$6^{th} - 8^{th}$ Grade Students	Middle and K-8 Schools	N / A	Baseline	Baseline + 3%	Baseline + 6%	#7: Course Access
Need: In 2012-13, approximately 40% of high school graduates successfully completed the minimum coursework required for California public university admissions. **Metric**: Percentage of high school graduates who complete the "a-g" requirements with a C grade or higher.	**Goal: CL 7 / PO 6** Increase the percentage of high school graduates who complete the "a-g" requirements to at least 60% by 2016-17.	High School Graduates	High Schools	40% (2012-13)	50%	55%	60%	#4: Pupil Achievement #7: Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Pupil Outcomes								
Need: All students must attain proficiency in English Language Arts (ELA), and achievement gaps between subgroups must be closed. **Metric**: Percentage of students who are Proficient or above in the Smarter Balanced assessment for ELA.	**Goal: PO 1** Increase the percentage of all students who are Proficient or above in English Language Arts by 3% annually. Increase the percentage of students from specific subgroups who are Proficient or above in English Language Arts by 5% annually.	All Students African American Hispanic English Learner Special Education Foster Youth Homeless	All Schools	N / A	Baseline Baseline Baseline Baseline Baseline Baseline Baseline	Baseline + 3% Baseline + 5% Baseline + 5% Baseline + 5% Baseline + 5% Baseline + 5% Baseline + 5%	Baseline + 6% Baseline + 10% Baseline + 10% Baseline + 10% Baseline + 10% Baseline + 10% Baseline + 10%	#4: Pupil Achievement

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress 2013-14 data unless otherwise stated | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: All students must attain proficiency in Mathematics, and achievement gaps between subgroups must be closed. **Metric**: Percentage of students who are Proficient or above in the Smarter Balanced assessment for Math.	**Goal: PO 2** Increase the percentage of all students who are Proficient or above in Math by 3% annually. Increase the percentage of students from specific subgroups who are Proficient or above in Math by 5% annually.	All Students African American Hispanic English Learner Special Education Foster Youth Homeless	All Schools	N / A	Baseline Baseline Baseline Baseline Baseline Baseline Baseline	Baseline + 3% Baseline + 5% Baseline + 5% Baseline + 5% Baseline + 5% Baseline + 5% Baseline + 5%	Baseline + 6% Baseline + 10% Baseline + 10% Baseline + 10% Baseline + 10% Baseline + 10% Baseline + 10%	#4: Pupil Achievement
Need: Algebra is a "gatekeeper" to future success; 8th grade participation raises the odds of college and career readiness. **Metric**: Percentage of 8th grade students who enroll in Algebra.	**Goal: PO 3** Increase the percentage of 8th grade students who enroll in Algebra by 3% annually.	8th Grade Students	Middle and K-8 Schools	62%	65%	68%	71%	#4: Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Algebra is a "gatekeeper" to future success; 8th grade proficiency raises the odds of college and career readiness. **Metric**: Percentage of 8th grade Algebra students who are Proficient or above in the Smarter Balanced assessment.	**Goal: PO 4** Increase the percentage of 8th grade Algebra students who are Proficient or above by at least 1% annually.	8th Grade Algebra Students	Middle and K-8 Schools	N / A	Baseline	Baseline + 1%	Baseline + 2%	#4: Pupil Achievement
Need: Algebra is a "gatekeeper" to future success; 9th grade proficiency raises the odds of high school graduation and post-secondary access. **Metric**: Percentage of 9th grade Algebra students who are Proficient or above in the Smarter Balanced assessment.	**Goal: PO 5** Increase the percentage of 9th grade Algebra students who are Proficient or above by at least 2% annually.	9th Grade Algebra Students	High Schools	N / A	Baseline	Baseline + 2%	Baseline + 4%	#4: Pupil Achievement
Need: Completion of minimum coursework required for California public university admissions.	**Goal: CL 7 / PO 6** See the goal for "a-g" completion rate in the "Conditions of Learning" above.							#4: Pupil Achievement #7: Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: High school students need greater access to college-level coursework that prepares them for the rigors of higher education. **Metric**: Percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course.	**Goal: PO 7** Increase the percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course by 2% annually.	$11^{th} - 12^{th}$ Grade Students	High Schools	36% (2012-13)	40%	42%	44%	#4: Pupil Achievement
Need: High school students need greater access to college-level coursework that prepares them for the rigors of higher education. **Metric**: Percentage of 11th and 12th grade Advanced Placement tests with passing scores of 3 or higher.	**Goal: PO 8** Increase the passing rate for 11th and 12th grade Advanced Placement exams by 2% annually.	$11^{th} - 12^{th}$ Grade Students	High Schools	54% (2012-13)	58%	60%	62%	#4: Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: In 2012-13, approximately 21% of 11th graders who participated in the Early Assessment Program (EAP) demonstrated readiness for college-level English courses at the California State University. **Metric**: Percentage of 11th grade EAP English participants who achieve a "Ready for College" score.	**Goal: PO 9** Increase the percentage of 11th grade EAP English participants who achieve a "Ready for College" score by 3% annually.	11th Grade Students	High Schools	N / A	Baseline	Baseline + 3%	Baseline + 6%	#4: Pupil Achievement
Need: In 2012-13, approximately 12% of 11th graders who participated in the Early Assessment Program (EAP) demonstrated readiness for college-level math courses at the California State University. **Metric**: Percentage of 11th grade EAP Math participants who achieve a "Ready for College" score.	**Goal: PO 10** Increase the percentage of 11th grade EAP Math participants who achieve a "Ready for College" score by 3% annually.	11th Grade Students	High Schools	N / A	Baseline	Baseline + 3%	Baseline + 6%	#4: Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: In 2011-12, approximately 56% of 12th grade students demonstrated readiness for college-level English courses at Long Beach City College (LBCC). **Metric**: Percentage of 12th grade students who meet LBCC's criteria for college readiness in English.	**Goal: PO 11** Increase the percentage of 12th grade students who meet LBCC's criteria for college readiness in English by 3% annually.	12th Grade Students	High Schools	N / A	Baseline	Baseline + 3%	Baseline + 6%	#4: Pupil Achievement #8: Other Pupil Outcomes
Need: In 2011-12, approximately 38% of 12th grade students demonstrated readiness for college-level math courses at Long Beach City College (LBCC). **Metric**: Percentage of 12th grade students who meet LBCC's criteria for college readiness in math.	**Goal: PO 12** Increase the percentage of 12th grade students who meet LBCC's criteria for college readiness in math by 3% annually.	12th Grade Students	High Schools	N / A	Baseline	Baseline + 3%	Baseline + 6%	#4: Pupil Achievement #8: Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: In 2012-13, approximately 24% of 12th grade students demonstrated readiness for college-level English courses at the California State University (CSU). **Metric**: Percentage of 12th grade students who meet CSU's criteria for college readiness in English.	**Goal: PO 13** Increase the percentage of 12th grade students who meet CSU's criteria for college readiness in English by 3% annually.	12th Grade Students	High Schools	N / A	Baseline	Baseline + 3%	Baseline + 6%	#4: Pupil Achievement
Need: In 2012-13, approximately 15% of 12th grade students demonstrated readiness for college-level math courses at the California State University (CSU). **Metric**: Percentage of 12th grade students who meet CSU's criteria for college readiness in math.	**Goal: PO 14** Increase the percentage of 12th grade students who meet CSU's criteria for college readiness in math by 3% annually.	12th Grade Students	High Schools	N / A	Baseline	Baseline + 3%	Baseline + 6%	#4: Pupil Achievement

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress 2013-14 data unless otherwise stated | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Students need greater access to two-year and four-year colleges upon graduating from high school. **Metric**: Percentage of high school graduates who enroll in a two-year or four-year college within the twelve-month period after their graduation.	**Goal: PO 15** Increase the percentage of high school graduates who enroll in a two-year or four-year college by 2% annually.	High School Graduates	High Schools	75% (2012-13)	77%	79%	81%	#4: Pupil Achievement
Need: English Learners must acquire sufficient language proficiency and achieve high academic success in accordance with LBUSD's rigorous standards. **Metric**: Percentage of English Learners who are redesignated to "Fluent English Proficient."	**Goal: PO 16** Each year, increase the redesignation rate to a level above the state average.	English Learners	All Schools	12% (2012-13) *State Average: 12% (2012-13)*	Above the State Average	Above the State Average	Above the State Average	#4: Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: High school students need greater access to educational experiences that combine challenging academics, technical skills, work-based learning, and support. **Metric**: Percentage of high school pathway programs that have "Linked Learning" certification.	**Goal: PO 17** Increase the percentage of high school pathway programs that have "Linked Learning" certification to at least 90% by 2016-17.	9th – 12th Grade Students	High Schools	14%	30%	60%	90%	#8: Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Engagement								
Need: Parents must play an increasingly meaningful role in school decision-making processes and programs that support student achievement. **Metric**: Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs, based on surveys from LBUSD's No Child Left Behind Waiver Plan.	**Goal: EN 1** Increase the percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs by at least 1% annually.	All Students	All Schools	N / A	Baseline	Baseline + 1%	Baseline + 2%	#3: Parent Involvement
Need: Regular and prompt attendance is vital to raising student achievement, and higher attendance rates lead to more state funding. **Metric**: Average Daily Attendance	**Goal: EN 2** Achieve an average attendance rate of 97% for elementary, middle, K-8, and K-12 schools.	K – 8th Grade Students	Elementary, Middle, K-8, and K-12 Schools	95.96% (2012-13)	97%	97%	97%	#5: Pupil Engagement
	Achieve an average attendance rate of 96.50% for high schools.	9th – 12th Grade Students	High Schools	95.22% (2012-13)	96.50%	96.50%	96.50%	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress 2013-14 data unless otherwise stated	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Regular and prompt attendance is vital to raising student achievement, and higher attendance rates lead to more state funding. **Metric**: Percentage of schools that meet their attendance goals under the Attendance Incentive Program.	**Goal: EN 3** Increase the percentage of schools that meet their attendance goals by 5% annually.	All Students	All Schools	8% (2012-13)	Baseline	Baseline + 5%	Baseline + 10%	#5: Pupil Engagement
Need: Regular and prompt attendance is vital to raising student achievement, and chronic absenteeism typically leads to dropout. **Metric**: Percentage of students who are chronically absent from school (currently defined as 10 or more absences in a given year, although the calculation may change to "absent for 10% of the year").	**Goal: EN 4** Decrease the chronic absenteeism rate by at least 2% annually.	All Students	All Schools	27% (2012-13)	25%	23%	21%	#5: Pupil Engagement

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress 2013-14 data unless otherwise stated | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Students must remain engaged in school so that they can graduate and prepare for college and careers. **Metric**: Percentage of 8th grade students who drop out before high school.	**Goal: EN 5** Each year, lower the middle school dropout rate to a level below the state average.	8th Grade Students	Middle and K-8 Schools	1% (2012-13) *State Average: N / A (2012-13)*	Below the State Average	Below the State Average	Below the State Average	#5: Pupil Engagement
Need: Students must remain engaged in school so that they can graduate and prepare for college and careers. **Metric**: Cohort high school dropout rate	**Goal: EN 6** Each year, lower the high school dropout rate to a level below the state average.	9th – 12th Grade Students	High Schools	11% (2012-13) *State Average: 12% (2012-13)*	Below the State Average	Below the State Average	Below the State Average	#5: Pupil Engagement
Need: In 2012-13, LBUSD had a graduation rate of approximately 81%, slightly higher than the state average. **Metric**: Cohort high school graduation rate	**Goal: EN 7** Increase the high school graduation rate to at least 90% by 2016-17.	12th Grade Students	High Schools	81% (2012-13)	86%	88%	90%	#5: Pupil Engagement

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress 2013-14 data unless otherwise stated | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Academic excellence requires students to attend class regularly, and suspensions by definition remove students from class. **Metric**: Percentage of students who are suspended.	**Goal: EN 8** Each year, lower the suspension rate to a level below the state average.	All Students	All Schools	6.3% (2012-13) *State Average: 5.1% (2012-13)*	Below the State Average	Below the State Average	Below the State Average	#6: School Climate
Need: Academic excellence requires students to attend class regularly, and expulsions by definition remove students from class. **Metric**: Percentage of students who are expelled.	**Goal: EN 9** Each year, lower the expulsion rate to a level below the state average.	All Students	All Schools	0.0% (2012-13) *State Average: 0.1% (2012-13)*	Below the State Average	Below the State Average	Below the State Average	#6: School Climate
Need: Students, parents, and staff members must feel that their school is safe and conducive to learning. **Metric**: Results of the School Culture and Climate Survey from LBUSD's No Child Left Behind Waiver Plan.	**Goal: EN 10** Increase the student, parent, and staff member results of the School Culture and Climate Survey by at least 1% annually.	All Students Parents Staff Members	All Schools All Schools All Schools	N / A N / A N / A	Baseline Baseline Baseline	Baseline + 1% Baseline + 1% Baseline + 1%	Baseline + 2% Baseline + 2% Baseline + 2%	#6: School Climate

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 1, 4, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 **Engagement (EN) Goals**: 5, 6, 7, 10	Priority #1 Priority #2 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	**Instruction** LBUSD believes that classroom instruction is vital to student achievement, particularly with the implementation of the Common Core State Standards. Teachers and students are expected to spend more time exploring the most important topics in greater depth. In addition, teachers must help students to develop a deeper understanding of key concepts and apply their knowledge to real-world situations. Specific instructional shifts in English Language Arts and Mathematics are being cultivated districtwide over several years, along with new Smarter Balanced assessments that measure the Common Core State Standards and support students with their preparations for college and careers. The actions and services in this section include: – Teachers – Alternative Settings – Student Testing	LEA-wide	N / A	$311,700,000	$321,000,000	$330,700,000
Conditions of Learning (CL) Goals: 1, 2, 3, 4, 5, 6, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #1 Priority #2 Priority #3 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	**Instruction-Related Services** The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of teachers. Such teacher characteristics are developed through a wide array of instruction-related services, which span from pre-service preparation programs, through induction processes, through curricular support, through ongoing professional development, through regular collaboration with colleagues. They also involve instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement. The actions and services in this section include: – Teachers on Special Assignments – Trainers – Coaches – Library Services – Principals – Site Staff (Non-Academic)	LEA-wide	N / A	$39,700,000	$40,800,000	$42,100,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 5, 6, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #3 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	**Pupil Services, Ancillary Services, and Community Services** As articulated in the Academic and Career Success Initiative, LBUSD strives to ensure that all students graduate from high school with as many options as possible. It integrates key districtwide efforts to expand postsecondary opportunities, namely college and career awareness, parent outreach, enhanced counseling, targeted interventions, and mentoring, among many others. More broadly, LBUSD supports the personal and intellectual success of every student, every day. It provides targeted services – in group or individual settings -- that relate to academic, behavioral, social-emotional, health, psychological, and other needs.					
		Pupil Services – Counselors – Health – Transportation	LEA-wide	N / A	$24,200,000	$24,900,000	$25,700,000
		Ancillary Services – Sports	LEA-wide	N / A	$500,000	$500,000	$500,000
		Community Services – Facilities Rentals – Recreation Aides – Kid's Club	LEA-wide	N / A	$6,200,000	$6,400,000	$6,600,000
Conditions of Learning (CL) Goals: 1, 2, 3, **Pupil Outcomes (PO) Goals**: 17 **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #1 Priority #3 Priority #5 Priority #6 Priority #8	**General Administration and Other Services** LBUSD's departments exist to support schools in providing a world-class education to all students. They are structured to enhance the instructional, pupil, ancillary, and community services, with clear lines of authority and accountability. LBUSD employs more than 8,000 people (making it the largest employer in Long Beach), and since the early 2000s, it has been recognized as one of the world's top school systems.					
		General Administration – Business Services – Facilities – Executive Staff Offices – HRS/Personnel Commission	LEA-wide	N / A	$21,400,000	$22,100,000	$22,700,000
		Plant Services – Security – Operations – Maintenance	LEA-wide	N / A	$59,000,000	$60,800,000	$62,600,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Enterprise – Health Benefit Administration	LEA-wide	N / A	$300,000	$300,000	$300,000
		Other Outgo – Insurance	LEA-wide	N / A	$5,200,000	$5,300,000	$5,500,000

		Contributions
		   – Special Education Support
		   – Routine Restricted Maintenance
		   – Other
			LEA-wide	N / A	$83,900,000	$101,000,000	$104,200,000

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
For Low Income Pupils							
Conditions of Learning (CL) Goals: 1, 2, 3, 4, 5, 6, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #1 Priority #2 Priority #3 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Allocate resources directly to schools so that they can address the unique needs of their students. These allocations make up roughly two-thirds of the total LCFF Concentration Grant on an annual basis. Site expenditures are expected to align with the State Priority Areas, LCAP Committee recommendations, LBUSD's No Child Left Behind Waiver Plan, and other local efforts to promote college and career readiness, with an emphasis on low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth to close achievement gaps. For accountability, LBUSD will ensure that schools report how they have used such funds to support their students and families.	School-wide	N / A	$7,500,000	$11,500,000	$16,700,000
Conditions of Learning (CL) Goals: 4 **Pupil Outcomes (PO) Goals**: 1, 16 **Engagement (EN) Goals**: 10	Priority #2 Priority #4 Priority #6	Expand the use of literacy classrooms in high-need elementary and K-8 schools. This service targets third grade in 2014-15, then adds second grade in 2015-16 and first grade in 2016-17. It addresses the LCAP Committee recommendations, specifically: – Hire additional teachers and other staff members such as counselors, psychologists, and assistant principals to reduce class sizes and provide greater student support.	School-wide	N / A	$3,800,000	$7,600,000	$11,400,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 6, 7

Pupil Outcomes (PO) Goals: 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Engagement (EN) Goals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Priority #3 Priority #4 Priority #5 Priority #6 Priority #7 | 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, and foster youth.

This expansion addresses the LCAP Committee recommendations, specifically:

– Expand counseling, social work, and other support services that comprehensively address the needs of students.

– Hire additional teachers and other staff members such as counselors, psychologists, and assistant principals to reduce class sizes and provide greater student support.

– Explore online programs that enhance college and career planning for students, parents, counselors, and other staff.

– Ensure adequate full-time counseling at each school to provide information and guidance on college and career readiness.

– Incorporate into the elementary school curriculum the basic requirements for successful middle school completion, high school graduation, and college and career readiness. | School-wide | N / A | $4,350,000 | $5,200,000 | $5,810,000 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 4

Pupil Outcomes (PO) Goals: 1, 9, 11, 13, 16

Engagement (EN) Goals: 10 | Priority #2 Priority #4 Priority #6 Priority #8 | Enhance the library education program. This enhancement:

– Targets high-need elementary schools in 2014-15, then spreads to other elementary, K-8, and middle schools in 2015-16 and 2016-17 (based on student data); and

– Provides library media assistant support to high schools.

It addresses the LCAP Committee recommendations, specifically:

– 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.

– Explore online programs that enhance college and career planning for students, parents, counselors, and other staff. | School-wide

School-wide | N / A

N / A | $720,000

$390,000 | $1,430,000

$590,000 | $2,020,000

$590,000 |
| **Conditions of Learning (CL) Goals**:

Pupil Outcomes (PO) Goals:

Engagement (EN) Goals: 2, 3, 4, 5, 6, 7, 8, 9, 10 | Priority #5 Priority #6 | Enhance the services provided by psychologists, primarily in high-need schools. This enhancement is intended to roll out mainly on the basis of student priorities. It addresses the LCAP Committee recommendations, specifically:

– 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. | School-wide | N / A | $250,000 | $500,000 | $750,000 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 7	Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Expand programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This expansion:					
Pupil Outcomes (PO) Goals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		– Provides restorative justice professional development workshops to encourage conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions; and	LEA-wide	N / A	$100,000	$200,000	$300,000
Engagement (EN) Goals: 2, 3, 4, 5, 6, 7, 8, 9, 10		– Support the Male and Female Academies, which help to steer students away from gangs and build leadership by improving self-respect and cultural awareness.	LEA-wide	N / A	$400,000	$400,000	$400,000
		It addresses the LCAP Committee recommendations, specifically:					
		– 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.					
For English Learners and Redesignated Fluent English Proficient Pupils							
Conditions of Learning (CL) Goals: 4, 6, 7	Priority #2 Priority #3 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Provide support to English Learners and their families. These efforts include translation/interpretation services, California English Language Development Test (CELDT) administration, parent involvement, and technical assistance to schools, among many others. They address the LCAP Committee recommendations, specifically:	LEA-wide	N / A	$1,100,000	$1,100,000	$1,100,000
Pupil Outcomes (PO) Goals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		– Expand counseling, social work, and other support services that comprehensively address the needs of students.					
		– Increase parent access to school information online and partner with community organizations to provide basic technology resources at sites.					
Engagement (EN) Goals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		– Provide families with strategies to support their child's education at home and deliver these resources through multiple venues, including parent workshops, online communications, and hard copies.					
		– Expand opportunities for parents to understand and support what is happening at schools.					
		Note that, in the spirit of local control and accountability, most English Learner					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		services are determined at the school level, where the vast majority of Concentration Grant funds are allocated. Sites have the flexibility to construct plans – with advisement from the English Learner Advisory Committee and approval from the School Site Council -- that address the unique needs of their students. These plans are expected to align with the State Priority Areas, LCAP Committee recommendations, LBUSD's No Child Left Behind Waiver Plan, and other local efforts to promote college and career readiness. They also supplement the districtwide services available to all students in need, as described in Section 3 of this document. Furthermore, other resources, particularly Title I federal funds, are often used to support English Learners. Although the LCAP does not specifically itemize these expenditures, it is important to highlight the many different ways that services are provided to students in need.					
For Foster Youth							
Conditions of Learning (CL) Goals: 4, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #2 Priority #3 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Ensure the right of foster youth to have full access to the same academic resources, services, and extracurricular activities that are available to all students. On April 1, 2014, the Board of Education unanimously approved a policy that includes the following actions: – Ensure that placement decisions for foster youth are based on the students' best interests, as defined in law and administrative regulation. – Designate a staff person as a district liaison for foster youth. – Ensure that all appropriate staff members receive training regarding the enrollment, placement, and rights of foster youth. – Develop strategies to build students' feelings of connectedness to school. – Collaborate with local agencies to address the needs of foster youth. – Regularly report to the Board on the educational outcomes of foster youth. Note that, in the spirit of local control and accountability, most foster youth services are determined at the school level, where the vast majority of Concentration Grant funds are allocated. Sites have the flexibility to construct plans – with approval from the School Site Council -- that address the unique needs of their students. These plans are expected to align with the State Priority Areas,	LEA-wide	N / A	$50,000	$100,000	$100,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		LCAP Committee recommendations, LBUSD's No Child Left Behind Waiver Plan, and other local efforts to promote college and career readiness. They also supplement the districtwide services available to all students in need, as described in Section 3 of this document. Furthermore, other resources, particularly Title I federal funds, are often used to support foster youth. Although the LCAP does not specifically itemize these expenditures, it is important to highlight the many different ways that services are provided to students in need.					
Other Services for Students, Families, Staff, and Schools							
Conditions of Learning (CL) Goals: 4, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 **Engagement (EN) Goals**: 7, 10	Priority #2 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Expand college and career readiness efforts alongside the establishment of an Advanced Placement (AP) Institute. These services include SAT / ACT preparation; activities for the Long Beach College Preparatory Academy and Long Beach Career Preparatory Academy; AP Summer Bridge programs; AP site incentives; and AP exam support. They address the LCAP Committee recommendations, specifically: – Increase extended learning opportunities such as summer school, intersession, before/after school interventions, and enrichment programs. – Explore online programs that enhance college and career planning for students, parents, counselors, and other staff.	LEA-wide	N / A	$1,100,000	$1,100,000	$1,100,000
Conditions of Learning (CL) Goals: 4, 5 **Pupil Outcomes (PO) Goals**: 1, 2, 16 **Engagement (EN) Goals**: 10	Priority #2 Priority #4 Priority #6 Priority #7	Expand literacy support in non-high-need elementary and K-8 schools. This expansion includes: – The use of literacy classrooms or specialist support, as determined by student data; and	School-wide	N / A	$0	$2,200,000	$2,200,000
		– Tutorial services in literacy.	School-wide	N / A	$100,000	$250,000	$250,000
		It is a counterpart to what the high-need schools are receiving and helps to ensure equity throughout the district. It addresses the LCAP Committee recommendations, specifically: – Hire additional teachers and other staff members such as counselors, psychologists, and assistant principals to reduce class sizes and provide greater student support.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 5 **Pupil Outcomes (PO) Goals**: **Engagement (EN) Goals**: 10	Priority #6 Priority #7	Enhance the elementary school music program districtwide. This enhancement: – Targets third grade instrumental class instruction in 2014-15, then adds fourth and fifth grade in 2015-16; and – Contemplates the purchase of musical instruments in 2015-16. It addresses the LCAP Committee recommendations, specifically: – Increase extended learning opportunities such as summer school, intersession, before/after school interventions, and enrichment programs.	LEA-wide LEA-wide	N / A N / A	$2,800,000 $0	$3,150,000 $400,000	$3,150,000 $0
Conditions of Learning (CL) Goals: **Pupil Outcomes (PO) Goals**: **Engagement (EN) Goals**: 2, 3, 4, 10	Priority #5 Priority #6	Enhance nursing services districtwide based on student and site needs. This enhancement addresses the LCAP Committee recommendations, specifically: – Expand counseling, social work, and other support services that comprehensively address the needs of students. – Hire additional teachers and other staff members such as counselors, psychologists, and assistant principals to reduce class sizes and provide greater student support.	LEA-wide	N / A	$980,000	$1,790,000	$2,370,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 4, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17 **Engagement (EN) Goals**: 2, 3, 4, 6, 7, 8, 9, 10	Priority #2 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Enhance the Linked Learning Initiative, which uses rigorous coursework, technical training, work-based learning, and related student services to create connections between high school, college, and careers. This enhancement: – Provides additional support for Advanced Placement and Career and Technical Education courses; and – Allocates resources for Linked Learning activities. It addresses the LCAP Committee recommendations, specifically: – Expand professional development for teachers so that they can become more skilled in creating hands-on experiences for students. – Expand the Linked Learning Initiative, particularly by increasing career technical education courses and work-based learning programs. – Enhance current Linked Learning pathways by increasing the variety of career technical education offerings.	School-wide School-wide	N / A N / A	$220,000 $300,000	$1,020,000 $400,000	$2,520,000 $500,000
Conditions of Learning (CL) Goals: 4, 6, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17 **Engagement (EN) Goals**: 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #2 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Provide summer programs and differentiation to extend learning opportunities for students in key academic areas. This service includes: – Summer School at the high school level, consisting of both credit recovery and "math bridge" to prepare students for advanced coursework; – A middle school summer math program to raise achievement in this critical subject area; – A ninth grade orientation program to ease the transition to high school; – The North Long Beach Initiative Summer Program, which prepares historically underprivileged students from low-income neighborhoods for potential careers in "Science, Technology, Engineering, and Math" (STEM); and It addresses the LCAP Committee recommendations, specifically: – Increase extended learning opportunities such as summer school, intersession, before/after school interventions, and enrichment programs.	LEA-wide LEA-wide LEA-wide LEA-wide	N / A N / A N / A N / A	$1,250,000 $0 $0 $100,000	$1,750,000 $400,000 $400,000 $100,000	$1,750,000 $400,000 $400,000 $100,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 4, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17 **Engagement (EN) Goals**: 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #2 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Provide additional support services for secondary schools to cultivate student engagement. These services include Advancement Via Individual Determination (a college readiness program for students in the academic middle), select math interventions, pathway program staff support, and middle school sports, among many others. They address the LCAP Committee recommendations, specifically: – 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. – Increase extended learning opportunities such as summer school, intersession, before/after school interventions, and enrichment programs. – Expand the Linked Learning Initiative, particularly by increasing career technical education courses and work-based learning programs.	School-wide	N / A	$4,500,000	$4,500,000	$4,500,000
Conditions of Learning (CL) Goals: 4, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #2 Priority #3 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Provide differentiated instruction and academic support for advanced learners through the Gifted and Talented Education program. This service is a counterpart to the interventions that struggling learners are receiving and helps to ensure equity throughout the district. It addresses the LCAP Committee recommendations, specifically: – 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. – Increase extended learning opportunities such as summer school, intersession, before/after school interventions, and enrichment programs.	LEA-wide	N / A	$440,000	$440,000	$440,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: **Pupil Outcomes (PO) Goals**: **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #3 Priority #5 Priority #6	Provide additional parent engagement/outreach for non-Title I schools. This service is a counterpart to what Title I schools are receiving (approximately $700,000 for parent involvement in 2014-15) and helps to ensure equity throughout the district. It addresses the LCAP Committee recommendations, specifically: – Explore online programs that enhance college and career planning for students, parents, counselors, and other staff. – Increase parent access to school information online and partner with community organizations to provide basic technology resources at sites. – Provide families with strategies to support their child's education at home and deliver these resources through multiple venues, including parent workshops, online communications, and hard copies. – Expand opportunities for parents to understand and support what is happening at schools.	School-wide	N / A	$350,000	$350,000	$350,000
Conditions of Learning (CL) Goals: 1, 4, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 **Engagement (EN) Goals**: 7, 10	Priority #1 Priority #2 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Provide additional support to teachers through the Beginning Teacher Support and Assessment (BTSA) and National Board Certification. These services help to strengthen the quality of classroom instruction, and they supplement many other professional development opportunities funded by different federal, state, and foundation sources. In particular, BTSA includes training on ensuring positive relationships with students, communicating with hard-to-reach families, and supporting English Learners and other students in need. They address the LCAP Committee recommendations, specifically: – Provide support for teachers so that they can personalize their teaching and ultimately improve their relationships with students. – Expand professional development for teachers so that they can become more skilled in creating hands-on experiences for students.	LEA-wide	N / A	$2,290,000	$2,290,000	$2,290,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 4 **Pupil Outcomes (PO) Goals**: 1, 2, 4, 5, 9, 10 **Engagement (EN) Goals**: 1, 10	Priority #2 Priority #3 Priority #4 Priority #6	Enhance LBUSD's technology infrastructure and support services. This enhancement strengthens college and career readiness efforts, as students participate in the Smarter Balanced Assessment Consortium's computer adaptive tests and develop 21st century skills. It improves districtwide communication. It addresses the LCAP Committee recommendations, specifically: – Explore online programs that enhance college and career planning for students, parents, counselors, and other staff. – Increase parent access to school information online and partner with community organizations to provide basic technology resources at sites. – Provide families with strategies to support their child's education at home and deliver these resources through multiple venues, including parent workshops, online communications, and hard copies. – Expand opportunities for parents to understand and support what is happening at schools.	LEA-wide	N / A	$1,000,000	$3,000,000	$3,000,000
Conditions of Learning (CL) Goals: 1, 2, 3, 4, 5, 6, 7 **Pupil Outcomes (PO) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #1 Priority #2 Priority #3 Priority #4 Priority #5 Priority #6 Priority #7 Priority #8	Provide strategic and systematic assistance to schools through: – Board of Education Initiatives – Level Office Supports These allocations are projected to make up 13% of the total LCFF Concentration Grant in 2014-15 and eventually 6% in 2016-17. They are intended to supplement site-based expenditures, which comprise the vast majority of Concentration funds.	LEA-wide LEA-wide	N / A N / A	$1,000,000 $500,000	$1,000,000 $500,000	$1,000,000 $500,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Conditions of Learning (CL) Goals: 1, 2, 3 **Pupil Outcomes (PO) Goals**: **Engagement (EN) Goals**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Priority #1 Priority #3 Priority #5 Priority #6	Provide general support to schools in their efforts to implement the LCAP. This service includes:					
		– Campus security and police support;	LEA-wide	N / A	$2,400,000	$2,400,000	$2,400,000
		– Planning and completion of maintenance projects at sites; and	LEA-wide	N / A	$0	$1,000,000	$3,000,000
		– Administrative services and contracts, including SchoolLoop (communication portal for students, parents, and staff), The College Board (Advanced Placement, SAT, and PSAT), and MIND Research Institute (math instructional software), among others.	LEA-wide	N / A	$2,020,000	$2,020,000	$2,020,000
		– California State Teachers' Retirement System (CalSTRS) pension reform contributions It addresses the LCAP Committee recommendations, specifically: – Expand counseling, social work, and other support services that comprehensively address the needs of students. – Explore online programs that enhance college and career planning for students, parents, counselors, and other staff. – Increase parent access to school information online and partner with community organizations to provide basic technology resources at sites.	LEA-wide	N / A	$0	$9,000,000	$14,400,000

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

In 2014-15, LBUSD has approximately $30 million in additional Supplemental and Concentration funds. These resources are projected to support the expansion of site discretionary resources; literacy classrooms in high-need elementary and K-8 schools; counseling support and Advanced Placement (AP) college readiness outreach, particularly for underrepresented students; nursing services; library education; psychologists; college and career readiness efforts; technology infrastructure and support; foster youth services; and programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds; among many others. Budget and explanatory details are provided in Section 3B.

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 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.

For an urban school district, student needs are often 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, LBUSD has identified 52 high-need schools where "unduplicated pupils" make up 60% of more of the student population, and they will receive greater resources:

Elementary / K-8 Schools		Middle Schools	High Schools
Addams	King	Franklin	Beach
Alvarado	Lafayette	Hamilton	Cabrillo
Barton	Lee	Hill	Jordan
Birney	Lincoln	Hoover	Polytechnic/PAAL
Bryant	MacArthur	Hughes	Reid
Burbank	Mann	Jefferson	Renaissance
Burcham	McKinley	Lindbergh	
Burnett	Muir	Lindsey	
Chavez	Powell	Marshall	
Dooley	Riley	Nelson	
Edison	Robinson	Stephens	
Garfield	Roosevelt	Washington	
Grant	Signal Hill		
Harte	Stevenson		
Holmes	Webster		
Hudson	Whittier		
International	Willard		

By targeting these schools, LBUSD is, by default, enhancing services for students in need. For example, 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 sites. That means English Learners comprise 39% of the 26,607 elementary/K-8 students in high-need sites. Assistance to these schools has a direct relationship with assistance to English Learners. The same justification applies for all other students in similar circumstances.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

In 2014-15, LBUSD's proportionality percentage is 9.88%. Section 3B describes the increased and improved services that will be provided to low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth through the LCFF Supplemental and Concentration grants. Beyond such services, LBUSD will address the unique needs of these students in the following ways:

Differentiation Aligned to Common Core Instruction for English Learners

From Kindergarten through 12th grade, LBUSD's Common Core implementation will focus on:

- Oral language development aligned to the new English Language Development (ELD) Standards through multiple structures and strategies in core content areas [e.g., Talk Moves and Number Talks in math; fluency and grammatical frames, oral rehearsal, and collaborative conversations in English Language Arts (ELA)];

- The incorporation of scaffolds in content literacy instruction (e.g., Thinking Maps) in Science, History/Social Science, Health, and ELA/ELD;

- Professional development for teachers addressing the integration of the new ELD Standards into daily ELA instruction; and

- The establishment of an English Learner (EL) liaison as a member of the Instructional Leadership Team at all sites to support teachers' use of scaffolds and research-based strategies in daily instruction.

To support long-term English learners at the secondary level, LBUSD's Common Core implementation will focus on:

- Academic vocabulary and syntax supported by professional development reaching beyond ELA/ELD to content area teachers;

- Supplemental (extended-day) instructional time provided by EL Specialists;

- Intervention support, including pull-out/push-in, co-teaching, and small group instruction provided by EL Specialists; and

- Additional counselor time employing a response to intervention model, focused on English learners not making progress.

Note that the allocation of EL Specialists and additional counselor time will vary by need, which reinforces the importance of targeted assistance to schools.

Enhanced Tools and Processes to Monitor Student Success

LBUSD's No Child Left Behind Waiver includes a new School Quality Improvement System, which aims to "eliminate disparity and disproportionality" among student subgroups "across the academic, social/emotional, and culture/climate domains." In 2014-15, LBUSD will continue to collaborate with the California Office to Reform Education and build this system by:

- Conducting deep data analyses on social-emotional learning survey materials alongside attendance, suspension, and expulsion rates, among other metrics;

- Evaluating the pilot project on school culture/climate survey and rolling it out to sites;

- Revamping the district's student data system to incorporate the requirements of both the LCAP and the Waiver (e.g., clarify discipline codes and provide alternatives to suspensions);

- Enhancing the academic monitoring tool for foster youth;

- Expanding digital communication systems that help families to make informed decisions on their children's education (e.g., designing a web-based high school choice application that encourages historically underprivileged students to explore pathway programs); and

- Establishing "data dashboards" related to the LCAP and the Waiver.

These technical advancements will come alongside process improvements that increase school and district accountability for supporting students in need. LBUSD will:

- Further refine the school planning tool, which requires sites to identify target groups for their academic interventions;

- Increase the supervision of and support to schools, with an emphasis on the progress of students in need (e.g., struggling sites, as identified by the School Quality Improvement System, are expected to participate in Communities of Practice, which often focus on the performance of specific subgroups; successful sites engage in school partnerships to share best practices);

- Continue the LCAP Committee as a districtwide advisory group that helps the Board of Education to monitor the implementation of the plan;

- Enhance trainings and support to School Site Councils, English Learner Advisory Committees, and their district counterparts so that their members (particularly parent leaders) can ensure the success of students in need; and

- Provide more information to the public regarding the LCAP, the Waiver, and related district initiatives.

Partnerships That Promote College and Career Readiness

Beyond the improved services at the classroom, school, and district levels, LBUSD will engage in formal collaborations that benefit low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth. Specifically, under the Long Beach College Promise, a series of coordinated and integrated programs will promote seamless transitions to higher education:

- Through the Career Pathways Trust grant, LBUSD and Long Beach City College (LBCC) will work together to support career and technical education in high-demand fields. This collaboration will advance Linked Learning, which believes that pathway structures should provide all students with opportunities for career exploration and allow for consistent and sustained individualized support for English Learners and Special Education students.

  LBUSD will fund internships and other work-based learning opportunities, as well as professional development for staff. Since its focus will be the health sciences and medical technology, it will engaged industry partners such as Long Beach Memorial Medical Center, Molina Healthcare, Kaiser Permanente, and St. Mary Medical Center. At the same time, LBCC will lead a consortium that helps students to transition from high school, to community college, to four-year institutions and careers, with an emphasis on engineering and advanced manufacturing. These efforts will align with the Promise Pathways and the Latino Student Success Initiatives.

- Among other collaborative projects, LBUSD will participate in the California State University, Long Beach (CSULB) summer science camp, or "Science Education Experience to Help Underserved Students Succeed." This program will provide homeless and foster youth with rich, hands-on science experiences and instruction that addresses college readiness and career awareness. In addition, teams of prospective science teachers from CSULB will plan the curriculum, implement lessons, and gather the equipment and supplies needed for inquiry-based science projects, many of which will take place at Bethune Transitional Center and Cabrillo High School.

- LBUSD will broaden its higher education partnerships outside the city by collaborating 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.

Apart from higher education collaborations, LBUSD will continue to engage in the Fresno-Long Beach Learning Partnership, which includes an array of "equity and access" projects that focus on English Learners and other students in need.

Overall, between the expenditures in Section 3B and the systemic changes above, LBUSD will meet the proportionality requirement for 2014-15.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.