

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal
1

Students will receive basic services that are fundamental to academic success, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics / Indicators	2017-18
Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	100% compliance with the teacher credential requirements.
	100% compliance with the teacher assignment requirements.
Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks)	100% compliance with the instructional materials requirements.
Percentage of schools in "good" or "exemplary" repair. (Facility Inspection Tool)	100% of schools in "good" or "exemplary" repair.

ACTUAL

Metrics / Indicators	2017-18
Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	99.4% compliance with the teacher credential requirements.
	100% compliance with the teacher assignment requirements.
Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks)	100% compliance with the instructional materials requirements.
Percentage of schools in "good" or "exemplary" repair. (Facility Inspection Tool)	100% of schools in "good" or "exemplary" repair.

Upon careful review of the services and the progress of all students, especially unduplicated pupils, and upon careful review of the specific services and actions described under this goal, in harmony with the other services and actions described in the LCAP, the Board finds that the specific actions and services have been effective in meeting the results described herein and in advancing the District's progress on the goals stated in the LCAP.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

PLANNED

Provide assistance to teachers through the Beginning Teacher Support and Assessment (BTSA), National Board Certification, and Teachers on Special Assignment. 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, including those listed under the Common Core goal below. 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.

ACTUAL

Formerly called "Beginning Teacher Support and Assessment," the LBUSD Teacher Induction Program supported the professional growth of 154 newly credentialed educators this school year. Similarly, National Board Certification saw 20 educators receive the highest professional distinction in teaching – double the number that LBUSD had in 2016-17. Teachers on Special Assignment played key roles in both areas. Altogether, particular emphasis was placed on helping educators develop their skills in facilitating the academic success of all students and addressing the unique needs of unduplicated pupils.

The Induction program's mentoring/coaching design provided multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. This approach included the development of an Individualized Learning Plan (ILP) for participants, based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. Mentoring support for candidates involved both "just in time" and longer term analysis of teaching practices to help participants develop enduring professional skills.

Mentor coaches provided a minimum of 4 hours of support a month in such topics as pedagogy, classroom management, formative assessment, instructional strategies, co-teaching, and modeling of lessons. In addition, mentors and participants worked collaboratively throughout the school year, planning and designing learning experiences for all students (with a special emphasis on unduplicated pupils, particularly English Learners, and students with disabilities) using the California standards and district documents. Participants continued to expand their knowledge and improve their use of the new English Language Development Standards through observing other teachers and reflecting on effective ways that collaborative conversations are implemented to engage ELs and other unduplicated pupils.

Apart from providing direct support to new teacher candidates, the Induction team invited all district teachers to all professional development sessions and learning opportunities.

The rigorous National Board Certification was a year-long process that involved the submission of portfolios, video recording of classroom instruction, and participation in a day of written exercises. Among the different forms of services were candidate

Actions/Services

Expenditures

support meetings, which were scheduled approximately twice a month between January and May 2018. Participants received help in terms of clarifying portfolio expectations/rubrics, critiquing portfolio entries, reviewing videos, and exchanging professional feedback. The program also included pre-candidacy and renewal assistance (approximately once a month for each strand), creating a pipeline of support for educators.

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	4,047,466
Supp/Con	Class Sal	321,514
Supp/Con	Emp Ben	1,650,360
Supp/Con	Books/Spp	10,000
Supp/Con	Svcs/Other	75,000

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action **2**

Actions/Services

PLANNED
Instructional Materials (Base)

Adopt, replace, and/or provide sufficient textbooks and instructional materials that align with Common Core. Alongside the resources, LBUSD makes available Instructional Materials Workshops and other services to help teachers use them effectively.

These materials (including supplementary resources) play a vital role in advancing college and career readiness efforts, as well as enhancing access to the core curriculum and closing achievement gaps. For example, with the rapid expansion of the Advanced Placement program (PO 7 and 8), principally among Hispanic, African American, low-income, and other students, there is a substantial need for LBUSD to address instructional materials strategically.

Common Core materials, perhaps more so than prior instructional materials from earlier years, are specifically designed to help close the gap. The emphasis on the child learning much more than the answer helps in particular to reach disadvantaged students in the unduplicated population who with prior materials might have been able to get by with giving mere answers instead of exploring the reasons for answers and how they arrived at them. That thought process forces English Learners to articulate more than just answers, thus helping to develop

ACTUAL

LBUSD procured textbooks and instructional support materials spanning transitional kindergarten through 12th grade.

In addition, expenditures included site allocations for related instructional materials, as well as books and supplies for elective, career technical education, and Advanced Placement courses. These purchases represented LBUSD's ongoing commitment to expanding college and career readiness for all students, but with a primary benefit for unduplicated pupils. For example, nearly half of all 11th and 12th graders enrolled in at least one AP course in the 2017-18 school year, with African Americans, Hispanics, English Learners, and other subgroups going up in participation. Such open access necessitated major investment in materials.

As with all instruction-related work, LBUSD took additional measures to ensure that the outcome specifically addressed the needs of unduplicated pupils. Particular emphasis was placed on the instructional materials' alignment with the Framework for English Language Development, universal access/strategies for working with diverse student populations, and technology integration (which facilitates differentiation and supplemental support for struggling learners).

their language skills, and also helps foster children and economically disadvantaged students, who might have been on the periphery of classroom discussions to engage and be engaged by those who aren't in the unduplicated population. These materials help to draw in unduplicated pupils into the discussion, further integrating them and thereby helping to close the achievement gap.

Common Core materials, because they cover fewer topics deeper, run less of a risk of students missing topics that are covered only briefly. Because topics are introduced and reintroduced, the old pattern of students who lagged behind were left behind can change since lagging students will have longer and more diverse ways to approach the same topic from different angles, which depth of learning will help them from getting left behind on topics covered only briefly. Students will have opportunities to catch up with the rest of the group, thus helping to close the gap.

BUDGETED

Base	Cert Sal	0
Base	Class Sal	0
Base	Emp Ben	0
Base	Books/Spp	2,768,434
Base	Svcs/Other	0
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Action **3**

PLANNED

Instructional Materials (Supplemental/Concentration)

Supplemental instructional materials are intended to support electives, career technical education, and Advanced Placement courses, with the driving force being to enhance services for high-need students. To ensure that unduplicated pupils are truly prepared for college and careers, new supplemental instructional materials are selected to provide seamless, cross-subject language supports that help English Learners and those who are developing their vocabularies to catch up to the curriculum and achieve parity with their peers.

At the secondary grades, most notably in high schools, the supplemental

ACTUAL

[Pending]

Actions/Services

instructional materials specifically enable Gradual Release of Responsibility (GRR), a structure that facilitates the transition from teacher to student ownership. GRR begins with “focused instruction” then “guided instruction,” which align directly with the “unit introduction” and “whole class learning” components. Upon shifting to student responsibility, where the expectations are “collaborative learning” then “independent learning,” the supplemental instructional materials contain “small group learning” and “independent learning” components. GRR strengthens LBUSD’s efforts to address the needs of unduplicated pupils, who principally benefit from educational experiences that emphasize student ownership. According to “The Road to Participation: The Evolution of a Literary Community in an Intermediate Grade Classroom of Linguistically Diverse Learners” by researchers Ailing Kong and P. David Pearson, GRR benefits English learners by “developing cultural practices and discourse conventions that . . . allow them to participate in a classroom literary discourse.” This means that the supplemental instructional materials are principally directed toward unduplicated pupils while having a neutral impact on non-unduplicated pupils.

Moreover, these resources help bridge the gap to rigorous coursework. They include supplemental instructional materials in the areas of Advanced Placement and Science, Technology, Engineering, and Mathematics, where unduplicated pupils have historically had limited access and thus struggled in their preparations for postsecondary opportunities. The selection of supplemental instructional materials that puts the unique needs of unduplicated pupils at the heart of the process amounts to an improvement of service principally for them.

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	0
Supp/Con	Class Sal	0
Supp/Con	Emp Ben	0
Supp/Con	Books/Spp	7,020,000
Supp/Con	Svcs/Other	140,000

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Action

4

Actions/Services

PLANNED

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.

ACTUAL

Among LBUSD's main initiatives over the past few years is its partnership with the internationally renowned online learning program Khan Academy. District and school staff have collaboratively embarked on efforts to encourage students to take advantage of this tool and, more specifically, to link their College Board and Khan Academy accounts so that they can access free, personalized SAT practice resources. Such award-winning work has significantly shaped the way we enhance our technology infrastructure and support services.

These services primarily included the replacement of outdated classroom computers and the update of operating systems and software so that teachers can assess the learning needs of unduplicated pupils and differentiate instruction based on unique student needs. Technology tools (e.g., Khan Academy, Google Suite, Microsoft 365, myPD, etc.) assisted teachers as they collaboratively developed and exchanged best practices on supporting unduplicated pupils. In addition, with refreshed equipment, teachers were better able to access district databases, analyze student information (such as test scores and attendance), and ultimately refine their instruction and identify new ways to boost unduplicated pupil achievement.

Differentiated instruction helped students with particular skills gaps (e.g., limited English proficiency) to reach the content standards. For example, the technology upgrades permitted teachers to use the class and individual student analysis features of the MIND Institute's Spatial Temporal (ST) Math online tutorials as a formative assessment tool to gather information on student understanding of mathematical concepts. This individually paced program used mathematical representations and visuals to allow unduplicated pupils to build procedural fluency from conceptual understanding, with minimal English required to follow the customized instructions. Furthermore, access to internet-based readings, games, and activities added extra vocabulary options for English learners who struggled with language acquisition.

The technology upgrades also helped teachers gather formative assessment data to prioritize the learning needs of students, thus assisting with the development of tailored learning plans for unduplicated pupils. Most notably, LBUSD's Synergy platform enabled teachers to create their own online assessments using a test bank with thousands of thoroughly vetted math questions across all grades. These assessments were designed to mirror the Smarter Balanced exams so that struggling learners can practice under realistic conditions. Student answers were instantaneously graded, which allowed any subsequent interventions to be promptly delivered. In effect, frequent and real-time assessments functioned as early warning systems. They put teachers in position to be proactive with supplementary support before students fell behind. The primary beneficiaries of such systems were unduplicated pupils, as technology enabled their unique needs to be highlighted, prioritized, and addressed. Overall, the individualized instruction that the technology upgrades facilitated ultimately contributed to LBUSD's efforts to close the achievement gap.

Lastly, technology supports and infrastructure permitted teachers to deliver and

model 21st century learning skills. Non-unduplicated pupils within the district generally have greater access to the internet, computers, and electronic devices in their homes, which allow them to develop computer literacy with little or no direct classroom instruction. The enhanced infrastructure brought the unduplicated pupil population's skills in closer alignment with their counterparts.

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	0
Supp/Con	Class Sal	512,957
Supp/Con	Emp Ben	170,985
Supp/Con	Books/Spp	800,000
Supp/Con	Svcs/Other	0

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Action **5**

PLANNED
Plant/Maintenance Services (Base)

Provide general support to schools in their efforts to implement the LCAP, including basic plant services, maintenance business services, building maintenance workers, and equipment replacement.

Supplementary services are directed to LBUSD's largest schools, where a substantial proportion of students are minority and low-income. These resources are intended to expedite repairs in high-need areas and contribute to the culture/climate of the sites.

ACTUAL

LBUSD ensured that all schools were, according to the Facility Inspection Tool, in "good" or "exemplary" repair by (1) providing training and supervision, (2) furnishing substitute and specialized staff when necessary, and (3) deploying emergency responses for fires, floods, vandalisms, break-ins, and other major issues in the areas of basic plant services, maintenance business services, and equipment replacement. Specific projects involved carpentry, painting, pavement work, glazing, roof maintenance, building locks, playgrounds, electricity, heaters, ventilations, air conditioners, fences, plumbing systems, civil engineering, construction planning, inspections, and environmental health and safety.

High schools remained an area of focus, since they have the largest physical plants and student populations, and some of our neediest sites are centrally located in neighborhoods that disproportionately consist of unduplicated pupils. Moreover, the welcoming environment of these campuses continued to be a priority for the District Community Advisory Committee, the District English Learner Advisory Committee, and other stakeholder groups.

Actions/Services

BUDGETED

Base	Cert Sal	158,517
Base	Class Sal	31,481,479
Base	Emp Ben	16,730,362
Base	Books/Spp	1,534,142
Base	Svcs/Other	17,950,387
Supp/Con	Cert Sal	

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	

Expenditures

Supp/Con	Class Sal
Supp/Con	Emp Ben
Supp/Con	Books/Spp
Supp/Con	Svcs/Other

Supp/Con	Class Sal
Supp/Con	Emp Ben
Supp/Con	Books/Spp
Supp/Con	Svcs/Other

Action

6

PLANNED
Plant/Maintenance Services (Supplemental/Concentration)

Supplementary plant and maintenance services help expedite repairs in high-need areas where unduplicated pupils are located, making the culture and climate of schools more inviting and engaging. Above and beyond basic levels of support, LBUSD provides extra staff to sites in which improved campus environments principally benefit low-income students, English learners, and foster youth.

The Safe and Civil Survey includes questions on schools’ restrooms, courtyards, hallways, locker rooms, gymnasiums, and other common areas. While over 80% of students have expressed a sense of safety in these locations, high-need sites have seen below-average results, with the socioeconomically disadvantaged and English learners in the low-70% or upper-60% at some schools. Of course, these numbers often reflect more than just the physical condition of campus facilities. But, based on stakeholder feedback (including input from the District Community Advisory Committee and the District English Learner Advisory Committee), expedited repairs contribute to school culture and climate, so LBUSD has made a point of directing additional resources to areas where unduplicated pupils can benefit.

ACTUAL
 [Pending]

Actions/Services

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	0
Supp/Con	Class Sal	135,402
Supp/Con	Emp Ben	92,418
Supp/Con	Books/Spp	160,364
Supp/Con	Svcs/Other	0

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services were implemented largely as planned. [Pending]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Pending]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Pending]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Pending]

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal
2

Students will make academic progress on the Common Core State Standards so that they can be prepared for both college and careers upon high school graduation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics / Indicators	2017-18
Certification of Common Core implementation (Smarter Balanced Assessments)	Fully implement the Common Core State Standards.
<i>English Language Arts</i>	48% All Students
Percentage of students who meet or exceed standards. (Smarter Balanced Assessments)	41% Economically Disadvantaged 38% African Americans 42% Hispanics 17% English Learners 18% Students with Disabilities
<i>Mathematics</i>	37% All Students
Percentage of students who meet or exceed standards. (Smarter Balanced Assessments)	31% Economically Disadvantaged 25% African Americans 32% Hispanics 16% English Learners 15% Students with Disabilities
Redesignation rate to a level above the state average. (DataQuest)	Increase the redesignation rate to a level above the state average.
Percentage of English Learners making annual progress in learning English. (Title III Accountability Report)	53.5% of English Learners making annual progress in learning English.

ACTUAL

Metrics / Indicators	2017-18
Certification of Common Core implementation (Smarter Balanced Assessments)	Fully implement the Common Core State Standards.
<i>English Language Arts</i>	48% All Students
Percentage of students who meet or exceed standards. (Smarter Balanced Assessments)	40% Economically Disadvantaged 34% African Americans 40% Hispanics 11% English Learners 16% Students with Disabilities
<i>Mathematics</i>	39% All Students
Percentage of students who meet or exceed standards. (Smarter Balanced Assessments)	31% Economically Disadvantaged 23% African Americans 32% Hispanics 13% English Learners 14% Students with Disabilities
Redesignation rate to a level above the state average. (DataQuest)	[Pending]
Percentage of English Learners making annual progress in learning English. (Title III Accountability Report)	[Pending] of English Learners making annual progress in learning English.

Percentage of English Learners attaining English Proficient Level. (Title III Accountability Report)	21.5% Less Than 5 Years Cohort 44.5% 5 Years or More Cohort
---	--

Percentage of English Learners attaining English Proficient Level. (Title III Accountability Report)	[Pending] Less Than 5 Years Cohort [Pending] 5 Years or More Cohort
---	--

Upon careful review of the services and the progress of all students, especially unduplicated pupils, and upon careful review of the specific services and actions described under this goal, in harmony with the other services and actions described in the LCAP, the Board finds that the specific actions and services have been effective in meeting the results described herein and in advancing the District’s progress on the goals stated in the LCAP.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED 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

ACTUAL

As described in Goal 1 above, according to the School Accountability Report Cards, 99.4% of LBUSD teachers complied with credential requirements and 100% with assignment requirements -- some of the highest rates among major urban districts in California. To help teachers implement Common Core and improve student achievement, LBUSD established clear expectations on requisite skills, knowledge, and strategies in alignment with the California Standards for the Teaching Profession:

- Engage and support all students in learning.
- Create and maintain effective (and safe) learning environments.
- Understand and organize subject matter for student learning.
- Plan instruction and design learning experiences for all students.
- Assess student learning.
- Develop as a professional educator.

These expectations affirmed the importance of closing the achievement gap and addressing the needs of unduplicated pupils. Highly effective teachers used their knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction. They incorporated appropriate strategies and curricular objectives, including English Language Development, to support a diverse classroom. They adapted instructional plans and materials when circumstances warranted.

In addition, highly effective teachers used different assessments (both informal and formal) to gauge student progress and adjust instruction. They reviewed data, both individually and with colleagues, to monitor classroom learning. They took advantage

Expenditures

			of LBUSD’s robust technological tools, which provided insight into academic achievement and enabled communications with students and parents.	
BUDGETED			ESTIMATED ACTUAL	
Base	Cert Sal	233,616,645	Base	Cert Sal
Base	Class Sal	3,981,640	Base	Class Sal
Base	Emp Ben	89,714,273	Base	Emp Ben
Base	Books/Spp	0	Base	Books/Spp
Base	Svcs/Other	1,794,323	Base	Svcs/Other
Supp/Con	Cert Sal		Supp/Con	Cert Sal
Supp/Con	Class Sal		Supp/Con	Class Sal
Supp/Con	Emp Ben		Supp/Con	Emp Ben
Supp/Con	Books/Spp		Supp/Con	Books/Spp
Supp/Con	Svcs/Other		Supp/Con	Svcs/Other

Action **2**

Actions/Services

<p>PLANNED</p> <p>Instruction-Related Services (Base)</p> <p>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, as well as supports that enable differentiation, particularly for unduplicated pupils.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> - Teachers on Special Assignments - Trainers - Coaches - Basic Library Services - Principals - Site Staff (Non-Academic) - Supplemental Educational Supports for Unduplicated Pupils <p>Additional actions and services include:</p> <ul style="list-style-type: none"> - Professional Development for Certificated and Classified Staff - Leadership Development - Gifted and Talented Education 	<p>ACTUAL</p> <p>LBUSD had a comprehensive system of support for teachers to enhance Common Core implementation, expand student success, and close the achievement gap, particularly among unduplicated pupils. This infrastructure included curriculum leaders, coaches, trainers, teachers on special assignment, and other academic staff in Mathematics, English Language Arts, English Language Development, Career Technical Education, Health Education, History/Social Science, Library, Literacy, Physical Education, Science, Technology, Visual/Performing Arts, and World Language. Services were also provided for Advancement Via Individual Determination (AVID), Gifted and Talented Education (GATE), Special Education, and other critical areas. Teachers received professional development, curriculum support, instructional resources, and opportunities to collaborate on student assessments, data analyses, and research-based best practices.</p> <p>School administrators, most notably principals, provided instructional leadership. Apart from guiding Common Core implementation and offering individual and collective professional learning opportunities that result in high staff performance, principals were expected to be highly effective in communication and engagement; supervision, evaluation, and employee development; professionalism, disposition, and ethics; strategy and planning; and organization and management. They also facilitated safe, inclusive and respectful environments that met the cultural, intellectual, emotional, and physical needs of all students.</p> <p>Supplemental educational supports for unduplicated pupils featured instructional aides who assisted in reinforcing instruction to individual or small groups of students in a classroom, computer lab, or other learning environment. They tutored or practiced with students, following lesson plans developed by the teacher to ensure</p>
--	--

that gaps in learning were addressed. Particular emphasis was placed in English Language Arts and Mathematics.

In support of all staff members, LBUSD implemented an integrated and extensive professional development network. The PD system for teachers focused on certification/licensure, induction/retention, professional development, and accountability. These programs were designed with the use of scientifically-based research and guidelines established by the National Staff Development Council. They emerged from a collaborative effort of teachers, administrators, and support staff, who identified gaps in their content and pedagogical knowledge. They were anchored in measurable student data from a variety of assessment tools, including standardized test scores, district-based assessments, and classroom assessments.

Just as LBUSD cultivated teacher professional learning communities as places where educators were open and honest about sharing their successes and challenges, the district instituted a similar system for school leadership. It featured programs for future administrators, employees in administrative roles who needed to clear their credential, new administrators, aspiring principals, new principals, transitioning principals, coaches, and aspiring instructional directors. Supports came in the form of workshops, mentoring, coaching, collaborative meetings, and leadership opportunities.

BUDGETED

Base	Cert Sal	19,467,064
Base	Class Sal	14,160,537
Base	Emp Ben	14,553,596
Base	Books/Spp	642,216
Base	Svcs/Other	235,763
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Action **3**

PLANNED

Instruction-Related Services (Supplemental/Concentration)

The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of teachers. Such teacher characteristics are enhanced by a wide array of supplemental instruction-related services, including:

- Professional Development for Certificated and Classified Staff

ACTUAL

[Pending]

Actions/Services

- Site Staff (Non-Academic)
- Supplemental Educational Supports for Unduplicated Pupils

Instruction-related services mainly include Instructional Aides, who are tasked to work with teachers in classrooms where the achievement gap is the hardest to close. Instructional Aides help provide more individualized instruction and targeted interventions to low-income students, English learners, foster youth, and others who are struggling and require additional attention. They also free up the teachers' ability to devote more instructional time directed at the needs of unduplicated pupils.

These supplemental services are part of a broader system of academic supports that LBUSD utilizes to improve educational outcomes for unduplicated pupils. Through enhanced technological infrastructure, not only do students have access to online resources that expand their learning opportunities, but teachers also gain real-time information on who might be struggling in certain areas. Such data allow them to create targeted interventions. Instructional Aides help them implement and monitor these interventions, which principally benefit unduplicated pupils, whose unique needs often necessitate greater individual attention.

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	422,071
Supp/Con	Class Sal	12,283,551
Supp/Con	Emp Ben	2,599,203
Supp/Con	Books/Spp	3,175
Supp/Con	Svcs/Other	130,000

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Action **4**

PLANNED

General Administration and Other Services

LBUSD's departments exist to support schools in delivering the Common Core State Standards and providing a world-class education to all students. They are structured to enhance the instructional services, with clear lines of authority and accountability. LBUSD employs more than 8,000 people (making it the largest employer in Long Beach), and

ACTUAL

LBUSD delivered comprehensive, consistent, and collaborative support to schools so that teachers can implement the Common Core, help students prepare for postsecondary opportunities, and close achievement gaps, especially among unduplicated pupils. Service-oriented departments included the Office of the Superintendent, Human Resource Services, Personnel Commission, Business and Financial Services, and other general administration. Additional expenditures covered health benefit administration, insurance, contributions for Special Education

Actions/Services

since the early 2000s, it has been recognized as one of the world's top school systems.

The actions and services in this section include:

- General Administration
- Enterprise (Health Benefit Administration)
- Other Outgo (Insurance)
- Contributions (Special Education Support, etc.)

Overall compensation, which includes career increments and benefit contributions, is an important component in attracting and retaining highly qualified staff members who can support LBUSD students, particularly the low-income and other historically disadvantaged subgroups. According to "The Cost of Teacher Turnover in Five School Districts: A Pilot Study" by the National Commission on Teaching and America's Future, employee turnover is a significant issue. LBUSD aims to address it systematically and sustainably so that long-range college and career readiness efforts can positively impact the neediest students.

Reaching unduplicated pupils requires staffing capacity to focus on their unique needs. After the severe staffing contractions during the budget crisis, the LCAP permitted the District to increase its capacity to focus more on unduplicated students by permitting the hiring of teachers which created the bandwidth necessary to focus on the initiatives and programs that help unduplicated students best.

The teacher shortage is a growing concern not only in California but across the nation, leading to many Districts working hard to recruit teachers away from other Districts. As the largest employer in Long Beach and one of the largest employers of teachers, LBUSD is acting decisively, not only to attract new, high quality teachers, but to retain those that it has. As teachers and other education professionals decide whether to remain in LBUSD or whether to come to LBUSD, their decisions are heavily influenced by the factors listed above, including, but not limited to salary, benefits, size and strength of pension shortfalls. Teacher turnover and teacher shortages have a high probability of creating greater disparity among California students. The measures herein are designed to reduce teacher turnover, retain experienced teachers and attract new professionals in order to protect and expand bandwidth which helps to hedge against drains that are most likely to negatively impact unduplicated pupils.

LBUSD proactively strives to create an environment of short- and long-term fiscal stability. Such an environment contributes to workforce consistency, which subsequently benefits students, particularly unduplicated pupils. For example, according to the Hechinger Report,

support, legal fees, and routine restricted maintenance.

These operations ensured that LBUSD offered a world-class education while staying within its means. For the fourth year running, independent audits of the district's finances (as well as its Measure K school bond program) resulted in the highest possible rating from certified public accountants.

Beyond finances, LBUSD's stable leadership and management helped create conditions for long-term gains in student achievement, particularly among unduplicated pupils. As renowned education researcher Michael Fullan wrote in "California's Golden Opportunity – District Case Studies in Professional Capital," the district has "developed and implemented several key structures and processes contributing to system coherence." He highlighted "careful planning around new initiatives," "disciplined innovation," and "a flat leadership structure" that has led to "more efficient management of the district, forced more collaboration among departments, and enhanced communication between the district and the schools."

Moreover, in examining human capital issues, Fullan concluded: "LBUSD is a highly attractive place to work for teachers and administrators because of its high quality professional development, competitive salaries, recognition as a high performing district, and its vibrant culture of collaboration, support and continuous improvement." His observation was corroborated by Battelle for Kids. In "Building the Talent Pipeline: Three Steps to Attract and Retain Educators," the national nonprofit organization noted that "LBUSD's annual attrition rate of seven percent is nearly two-thirds lower than the national average for urban districts (Aldeman, Chuong, Mead, & Obbard, 2015), an accomplishment that has been attributed in large part to its strong teacher pipeline and professional development system." The district's capacity to retain effective educators helped pave the way for improved academic achievement. Strategic investment in workforce consistency paid dividends for all students, but principally for unduplicated pupils.

LBUSD has a high teacher retention rate for an urban district. This steady foundation directly enhances the services provided at high-need schools like Barton, Dooley, Mann, Webster, Hoover, Jefferson, Cabrillo, and Jordan, where teachers have, on average, 18 years of experience. Academic reforms are able to take root, helping to narrow the achievement gap over time, as noted by The Broad Prize and other external evaluators.

BUDGETED

Base	Cert Sal	113,318,626
Base	Class Sal	2,607,075
Base	Emp Ben	15,757,889
Base	Books/Spp	8,738,855
Base	Svcs/Other	1,051,408
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Action

5

PLANNED

Allocate resources directly to schools so that they can implement the Common Core State Standards and address the unique needs of their students. 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. Details of these site expenditures are available at lbschools.net.

Common Core materials, perhaps more so than prior instructional materials from earlier years, are specifically designed to help close the gap. The emphasis on the child learning much more than the answer helps in particular to reach disadvantaged students in the unduplicated population who with prior materials might have been able to get by with giving mere answers instead of exploring the reasons for answers and how they arrived at them. That thought process forces English Learners to articulate more than just answers, thus helping to develop their language skills, and also helps foster children and economically disadvantaged students, who might have been on the periphery of classroom discussions to engage and be engaged by those who aren't in the unduplicated population. These materials help to draw in

Actions/Services

ACTUAL

Site allocations augmented districtwide services and allowed the unique needs of students, particularly unduplicated pupils, to be met with greater precision. They furthered the implementation of Common Core, increased college and career readiness, and provided differentiated levels of support.

These allocations complemented other funding sources that our schools already had, most notably Title I. School Site Councils (SSCs) collaborated to analyze data, solicit stakeholder feedback (especially English Learner Advisory Committees), and create plans to improve student success and close achievement gaps. As with all SSCs, meetings were open to the public and subject to the Brown Act. Site plans (interchangeably referenced with the local name “Continuous Improvement Expenditure Plans” and with the more common name “Single Plans for Student Achievement”) were then submitted to the district for fiscal and compliance review, as well as approval by Level Offices and the Superintendent, thereby ensuring alignment with LCAP goals. Ultimately, these documents were posted on lbschools.net alongside budgets, data reports, and other relevant information.

Site plans had four areas. The first three focused on interventions for students, professional development for staff, and parent involvement for families. The last part described supplemental materials that supported these programs. When considering all site funds under SSC purview in the 2017-18 school year, approximately [Pending] were in interventions, [Pending] in professional

unduplicated pupils into the discussion, further integrating them and thereby helping to close the achievement gap.

Common Core materials, because they cover fewer topics deeper, run less of a risk of students missing topics that are covered only briefly. Because topics are introduced and reintroduced, the old pattern of students who lagged behind were left behind can change since lagging students will have longer and more diverse ways to approach the same topic from different angles, which depth of learning will help them from getting left behind on topics covered only briefly. Students will have opportunities to catch up with the rest of the group, thus helping to close the gap.

development, [Pending] in parent involvement, and [Pending] in supplemental materials. In terms of LCFF site funds specifically, about [Pending] went to interventions, [Pending] to professional development, [Pending] to parent involvement, and [Pending] to supplemental materials. (Note that, due to rounding, percentages may not add up to exactly 100%.)

Approximately [Pending] of schools had expenditures that were specifically associated with attendance, while the related figures for English Learners and suspensions were [Pending] and [Pending], respectively. As mentioned previously, such site commitments represented extra resources that SSCs opted to add on top of what the district already provided. Moreover, in light of how programs are typically implemented, there is reason to believe that such numbers were conservative estimates. In some cases, sites were able to accomplish numerous objectives with a single program (e.g., a Saturday program that involves both students and their families might only be categorized as “interventions” despite also addressing “parent involvement”). In other cases, sites were able to use a different funding source to achieve the same purpose. In yet other cases, sites noted just one target group for an activity even though others were able to benefit from it (i.e., a tutorial for “at-risk students” ended up providing differentiated services for “English learners,” as well).

Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	2,646,214
Supp/Con	Class Sal	1,365,283
Supp/Con	Emp Ben	1,587,232
Supp/Con	Books/Spp	2,201,071
Supp/Con	Svcs/Other	200,200

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action

6

Actions/Services

PLANNED

Provide strategic and systematic assistance to schools through:

- Board of Education Initiatives
- Level Office Supports
- Early Learning Initiative

These allocations are intended to supplement site-based expenditures that advance Common Core implementation.

ACTUAL

Beyond the core program, differentiated classroom support for students, additional site-based interventions, and supplemental district services, LBUSD deployed various resources systemwide that either addressed a targeted need or encouraged experimentation.

Board Initiatives fell under a few categories. First, some projects sought to enhance school culture and climate with art murals, new classroom equipment installations, highly visible facility repairs, playground upgrades, and other efforts that created a welcoming educational environment – a response to feedback from the District Community Advisory Committee, the District English Learner Advisory Committee,

and other parent groups. Second, some funds allowed for student engagement and participation in unique learning experiences. These opportunities included the Model United Nations Conference, Junior Statesmen of America, multicultural community events, athletic competitions, and artistic performances. Lastly, some resources promoted Science, Technology, Engineering, and Mathematics and biliteracy -- two areas that align with 21st century skills.

Level Office Support took on a more innovative approach than what local educational agencies typically employ. As profiled by the international nonprofit Learning Forward, over the past five years, LBUSD principal supervisors have shifted away from a model of compliance and “at-a-distance” supervision. This year, they spent more time at schools, collaborating with one another. The approach emphasized a “deeply rooted coaching orientation, support for addressing student achievement issues, and a focus on quality instruction in every classroom.”

To ensure that every principal received support from a skilled leader, LBUSD created a professional learning community for principal supervisors, who also participated in school-based “lab days,” which fostered improvement through in-depth case studies. The district then shared its practices with 14 school systems participating in a Principal Supervisor Initiative supported by The Wallace Foundation.

LBUSD’s Early Learning Systems sought to expand school readiness and provide young children with a solid foundation for immediate and long-term academic success. Apart from preschool and related programs affiliated with Child Development Centers and Head Start, the district offered Transitional Kindergarten, which provided children with birthdays between September 2 and December 2 an age- and developmentally appropriate curriculum taught by credentialed teachers. TK bridged the path between preschool and kindergarten. These classrooms were located throughout the city and had a 25:1 student-to-teacher ratio.

In addition, LBUSD offered Early Transitional Kindergarten at select school sites throughout the community, with an emphasis on supporting underserved areas with high concentrations of unduplicated pupils. This program addressed the needs of students turning 5 years old after the eligibility date for Transitional Kindergarten.

Similarly, LBUSD worked with Educare, a program designed to build strong connections between home and school based on current early childhood research, with the goal of changing the life trajectory of high-need, at-risk children and families. Educare emphasized real opportunities for parents to develop parenting, job, and life skills in order to become role models for their children.

LBUSD’s Early Learning programs represented proactive measures to help historically disadvantaged children, with particular emphasis on unduplicated pupils, even before kindergarten. These programs also aligned with broader community and civic efforts to break the cycle of poverty by enhancing the social and cognitive development of children under 5 years old through the provision of evidence-based education, health, nutritional, social, and other services.

Expenditures

BUDGETED		
Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	1,623,718
Supp/Con	Class Sal	320,391
Supp/Con	Emp Ben	834,266
Supp/Con	Books/Spp	766,625
Supp/Con	Svcs/Other	10,000

ESTIMATED ACTUAL		
Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action

7

Actions/Services

PLANNED
<p>Expand literacy support in elementary and K-8 schools. This expansion includes:</p> <ul style="list-style-type: none"> - The use of literacy classrooms or specialist support; - Tutorial services in literacy; and Intensive Reading Clinic Instructional Aides.

ACTUAL
<p>In elementary and K-8 schools, the expanded use of literacy classrooms, specialists, and tutorial services was anchored in a “Pyramid of Support” that reflected available academic and behavioral supports for students in English Language Arts. This process began with rigorous data analyses of student needs, which were then monitored on an ongoing basis through LBUSD technology systems and applied to targeted interventions.</p> <p>Due to varying academic performances throughout the district, sites used different strategies that reflected the unique circumstances of their school community. A common example entailed literacy classroom teachers providing intensive and extended reading and writing instruction to struggling learners who were below grade-level standards in literacy and/or demonstrated limited progress in English Language Development. These teachers implemented an integrated model of literacy to ensure growth in Foundational Reading Skills, fluency, reading comprehension, and English Language Development. They tailored their lessons according to students’ reading benchmarks, oral language assessments, independent writing skills assessments, and other information to design best practices for literacy instructional time.</p> <p>Intensive Reading Clinic Instructional Aides worked in reading- and writing-based learning centers with students who had been identified as falling short of age- and grade-appropriate literacy levels with traditional interventions. Utilizing specialized training methods, these staff members supported individual and small groups of students under the direction of a teacher/specialist, and they often assisted in the identification and correction of reading and comprehension deficiencies following specific lesson plans. Overall, they helped struggling learners acquire literacy by developing phonemic awareness, symbol imagery, and concept imagery. They provided tutoring on the identification of consonants and vowels by distinctive oral-motor features, and they conducted fluency reads to strengthen students’</p>

comprehension, inflection, and smooth reading skills.

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	13,936,703
Supp/Con	Class Sal	164,339
Supp/Con	Emp Ben	5,602,958
Supp/Con	Books/Spp	0
Supp/Con	Svcs/Other	0

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Action

8

PLANNED

Enhance the library education program. This enhancement includes both teacher librarian and library media assistant support, as appropriate, based on site and student needs.

ACTUAL

Altogether, enhanced library education programs extended the supplemental instruction from which struggling students (especially English learners and other unduplicated pupils) benefited in English Language Arts.

Beyond teaching Library Standards lessons and coordinating school library programs, teacher librarians augmented the English Language Arts and other content areas by providing supplemental instruction in, for example, close reads, text-dependent questions, and note-taking. They researched web sites and created electronic databases of online resources that were specific to classroom projects. They collaborated with teachers on the integration of classroom and library student-led research. They organized events that encouraged students to read, including author visits and book fairs. Furthermore, they supported family engagement efforts by coordinating programs in which parents read to their children at school.

Library media assistants led the daily operations of school libraries / media centers, but they also prepared for and presented activities for students regarding literature appreciation, use of library resources, and library programs. They selected and read grade-level appropriate stories aloud to students; facilitated question-and-answer sessions to determine student understanding and retention; and collaborated with certificated staff regarding student progress and behavior issues.

Actions/Services

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	

Expenditures

Base	Svcs/Other	
Supp/Con	Cert Sal	2,696,504
Supp/Con	Class Sal	567,624
Supp/Con	Emp Ben	1,422,856
Supp/Con	Books/Spp	0
Supp/Con	Svcs/Other	0

Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action

9

Actions/Services

PLANNED

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.

Note that, in the spirit of local control and accountability, most English Learner 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.

ACTUAL

English learner services supported LBUSD’s broader mission to prepare students for college and careers. First, as reported in the California Department of Education’s DataQuest system, in the 2017-18 school year, LBUSD administered [Pending]. This administration included [Pending] initial assessments and [Pending] annual assessments. The student data from these exams, as well as other important sources of information, helped shape the services that the district delivered to English learners and their families. For example, LBUSD’s data system generated reports that identified newly enrolled, previously reclassified, and potentially at-risk English learners (often disaggregated by teacher, grade level, and other logistical factors) so that appropriate assistance can be deployed.

Families received increased levels of communication from both their schools and the district. Apart from standard announcements, they were made aware of the many college and career readiness opportunities offered by LBUSD, including College Promise activities, SAT preparation, Advanced Placement, and other K-12 programs. These awareness campaigns were translated and came in multiple forms -- from regular mailings to emails, text messages, and telephone calls. To help English learner families strengthen their skills in support of their children, parent workshops were provided either by school or district staff. Examples of these sessions were “A Parent’s Guide to the New ELD and K-12 Literacy Standards”; “Literacy and Reading Comprehension Strategies”; “Phonemic Awareness and Phonics for Home Support”; “Family Reading”; “Family Math”; “Early Literacy Development”; and “Early Math Development.” LBUSD also partnered with Centro Salud Es Cultura to offer nutrition classes focused on childhood obesity among Latino students between the ages of 2 and 10.

In terms of technical assistance, sites received comprehensive district support with English Language Development programs, academic interventions for English learners, reclassification processes, English Learner Advisory Committees, parent education, translations, and other services. Such technical assistance aligned with LBUSD’s ongoing professional development on focused ELD instruction.

BUDGETED

Base	Cert Sal	
Base	Class Sal	

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	

Expenditures

Base	Emp Ben		Base	Emp Ben	
Base	Books/Spp		Base	Books/Spp	
Base	Svcs/Other		Base	Svcs/Other	
Supp/Con	Cert Sal	211,198	Supp/Con	Cert Sal	
Supp/Con	Class Sal	683,618	Supp/Con	Class Sal	
Supp/Con	Emp Ben	342,580	Supp/Con	Emp Ben	
Supp/Con	Books/Spp	12,164	Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	56,440	Supp/Con	Svcs/Other	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

[Pending]

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Pending]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actions/services were implemented largely as planned. [Pending]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Pending]

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h1 style="margin: 0;">Goal</h1> <h2 style="margin: 0;">3</h2>	<p>Students will succeed in Algebra to ensure high school graduation and expand college and career opportunities.</p>
--	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics / Indicators	2017-18
Percentage of 8th grade students who enroll in Algebra. (District Data)	45% of 8th grade students enroll in Algebra.
Percentage of Algebra students who earn a C grade or higher. (District Data)	89% of 8th grade Algebra students earn a C grade or higher. 48% of 9th grade Algebra students earn a C grade or higher.

ACTUAL

Metrics / Indicators	2017-18
Percentage of 8th grade students who enroll in Algebra. (District Data)	44% of 8th grade students enroll in Algebra.
Percentage of Algebra students who earn a C grade or higher. (District Data)	85% of 8th grade Algebra students earn a C grade or higher. 57% of 9th grade Algebra students earn a C grade or higher.

Upon careful review of the services and the progress of all students, especially unduplicated pupils, and upon careful review of the specific services and actions described under this goal, in harmony with the other services and actions described in the LCAP, the Board finds that the specific actions and services have been effective in meeting the results described herein and in advancing the District's progress on the goals stated in the LCAP.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED

Provide math interventions and enrichments to extend learning opportunities for students. These programs include:

- Algebra interventions/tutorials;
- Math instructional software; and
- The North Long Beach Initiative.

The latter program prepares historically underprivileged students from low-income neighborhoods for potential careers in “Science, Technology, Engineering, and Math” (STEM).

ACTUAL

Algebra interventions and tutorials were designed to help students pass the course on their first attempt and establish a solid foundation for completing the a-g college preparatory courses. They involved close and careful monitoring of class grades and assessments at frequent intervals (e.g., upon the conclusion of three textbook chapters), allowing teachers to identify struggling learners with gaps in knowledge. These students then received additional opportunities to master the content, including the possibility of retaking select chapter tests so that they can catch up. Those who continued to struggle were given an Algebra Support Class, which reinforced foundational skills.

Supplemental math instructional software programs were particularly suited for English learners and students with learning disabilities. Based on neuroscience research at the University of California, Irvine, the nonprofit MIND Research Institute’s innovative online Spatial Temporal (ST) Math tutorials used a visual approach and games to teach concepts that aligned with Common Core. The emphasis on innate spatial-temporal reasoning ability stemmed from the fact that the brain holds visual, mental representations in short-term memory and evolves them both in space and time, thinking multiple steps ahead. This feature enabled a more diverse range of students to achieve success.

From the North Long Beach Initiative grew the CSULB-LBUSD Math Collaborative, a partnership between the California State University, Long Beach, and the district to increase the math achievement and college-going rates of African American males at Jordan High School. During the summer, CSULB hosted program participants on campus for two intensive weeks of math instruction, leadership training, mentorship, SAT preparation, and college planning. Additionally, throughout the school year, students received over 15 hours of tutoring per week. Further academic enrichment included entrepreneurship courses; health and wellness classes; and cultural field trips.

All of these programs were enhanced by LBUSD’s initiative to promote the use of Khan Academy, a free online repository of video tutorials and other academic resources. The district participated in a pilot project that provided professional development for teachers, helping them to integrate online lessons into their classrooms. More than 100 local educators agreed to start the pilot at their schools.

Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	194,374
Supp/Con	Class Sal	0
Supp/Con	Emp Ben	64,791
Supp/Con	Books/Spp	0
Supp/Con	Svcs/Other	150,000

ESTIMATED ACTUAL

Base	Cert Sal
Base	Class Sal
Base	Emp Ben
Base	Books/Spp
Base	Svcs/Other
Supp/Con	Cert Sal
Supp/Con	Class Sal
Supp/Con	Emp Ben
Supp/Con	Books/Spp
Supp/Con	Svcs/Other



ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Pending]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Pending]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actions/services were implemented largely as planned. [Pending]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Pending]

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h1 style="margin: 0;">Goal</h1> <h2 style="margin: 0;">4</h2>	<p>Students will participate and excel in rigorous coursework, including Advanced Placement.</p>
--	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics / Indicators	2017-18
Percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course. (College Board)	49% of 11th and 12th grade students enroll in at least one Advanced Placement course.
Passing rate of 11th and 12th grade Advanced Placement exams. (College Board)	43% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.

ACTUAL

Metrics / Indicators	2017-18
Percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course. (College Board)	46% of 11th and 12th grade students enroll in at least one Advanced Placement course.
Passing rate of 11th and 12th grade Advanced Placement exams. (College Board)	39% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.

Upon careful review of the services and the progress of all students, especially unduplicated pupils, and upon careful review of the specific services and actions described under this goal, in harmony with the other services and actions described in the LCAP, the Board finds that the specific actions and services have been effective in meeting the results described herein and in advancing the District's progress on the goals stated in the LCAP.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED

Expand college and career readiness efforts by providing additional support for Advanced Placement and Career and Technical Education courses.

ACTUAL

LBUSD's Linked Learning Initiative provided rigorous academics, career-technical education courses in sequence, work-based learning, and personalized support so that students can prepare for college, career, and life success. In part, rigorous academics meant the expansion of college-level Advanced Placement courses, with special emphasis on closing achievement gaps and opening access for unduplicated pupils. Not only did high schools create additional sections of pre-existing AP courses, but they also considered growth in participation among underclassmen and established new classes in different subject areas.

LBUSD continued its early adoption of AP Capstone, an innovative diploma program that, according to the College Board, "equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges." In practice, this program featured two new complementary courses, AP Seminar and AP Research. The former course encouraged students to "investigate real-world issues from multiple perspectives," thereby strengthening their skills in the synthesis of information and the development of evidence-based arguments. The latter course required students to embark on a yearlong research project that culminated in a scholarly thesis.

LBUSD also offered AP Computer Science. This course was intended to help students learn about designing and implementing computer programs that "solve problems relevant to today's society, including art, media, and engineering." Students had a chance to apply programming tools and solve complex problems through real-world case studies. Overall, the class supported STEM initiatives in the district.

Alongside AP offerings, Career and Technical Education courses presented students with rigorous, integrated, technical, and academic content that were focused on careers, making them intrinsically interesting and aligned with Linked Learning pathway experiences. CTE courses were delivered through applied, performance-based, and project-based teaching strategies that facilitated understanding and mastery. They helped students make a stronger connection between school and the real world – an approach that often helps struggling learners.

Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	1,018,942
Supp/Con	Class Sal	275,376
Supp/Con	Emp Ben	581,682
Supp/Con	Books/Spp	8,000
Supp/Con	Svcs/Other	8,000

ESTIMATED ACTUAL

Base	Cert Sal
Base	Class Sal
Base	Emp Ben
Base	Books/Spp
Base	Svcs/Other
Supp/Con	Cert Sal
Supp/Con	Class Sal
Supp/Con	Emp Ben
Supp/Con	Books/Spp
Supp/Con	Svcs/Other

Actions/Services

PLANNED
 Expand college and career readiness efforts by providing additional support for Advanced Placement exams.

ACTUAL
 To reduce significant financial barriers and thus promote college access principally among unduplicated pupils, LBUSD paid a sizable portion of Advanced Placement exam fees. While each AP test typically cost \$93, the district covered \$88 so that students only paid \$5. The benefits had no restrictions: if a student decided to take five exams, he or she paid just \$25 instead of \$465.

 This program was part of a broader districtwide effort to foster a college-going culture, especially among those who came from historically disadvantaged backgrounds. High schools made a point of informing both students and families about the affordability of AP exams and how certain colleges give credit or grant placement for AP scores, thereby saving time and thousands of dollars in tuition. Parents received frequent messages about AP via phone calls, emails, and in-person meetings. Students were given AP information via large assemblies, classroom presentations, small-group discussions, and one-on-one conferences. Community partners became involved through church-sponsored parent classes, mentorships, and other campaigns.

Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	0
Supp/Con	Class Sal	0
Supp/Con	Emp Ben	0
Supp/Con	Books/Spp	0
Supp/Con	Svcs/Other	1,850,000

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Pending]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Pending]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actions/services were implemented largely as planned. [Pending]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Pending]

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h1 style="margin: 0;">Goal 5</h1>	<p>Students will demonstrate readiness for college and careers.</p>
--	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics / Indicators	2017-18
Percentage of 8th grade students who demonstrate high school readiness based on multiple measures. (District Data)	Baseline
Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures, including the Early Assessment Program. (District Data)	Baseline 21% of 11th graders achieve "Ready for College" in the Early Assessment Program – English. 11% of 11th graders achieve "Ready for College in the Early Assessment Program – Mathematics.
Percentage of high school graduates who complete the a-g requirements. (DataQuest)	60% of high school graduates complete the a-g requirements.
Percentage of high school graduates who enroll in a two- or four-year college. (National Student Clearinghouse)	79% of high school graduates who enroll in a two- or four-year college.

ACTUAL

Metrics / Indicators	2017-18
Percentage of 8th grade students who demonstrate high school readiness based on multiple measures. (District Data)	54% of 8 th graders demonstrate high school readiness.
Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures, including the Early Assessment Program. (District Data)	Baseline 23% of 11th graders achieve "Ready for College" in the Early Assessment Program – English. 9% of 11th graders achieve "Ready for College in the Early Assessment Program – Mathematics.
Percentage of high school graduates who complete the a-g requirements. (DataQuest)	[Pending] of high school graduates complete the a-g requirements.
Percentage of high school graduates who enroll in a two- or four-year college. (National Student Clearinghouse)	72% of high school graduates who enroll in a two- or four-year college.

Upon careful review of the services and the progress of all students, especially unduplicated

pupils, and upon careful review of the specific services and actions described under this goal, in harmony with the other services and actions described in the LCAP, the Board finds that the specific actions and services have been effective in meeting the results described herein and in advancing the District’s progress on the goals stated in the LCAP.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

PLANNED
Expand counseling support and Advanced Placement (AP) college readiness outreach. The counseling support targets high-need sites first, followed by other significant areas where student priorities remain. The AP outreach is primarily geared toward underrepresented students, including low income pupils, English Learners, and foster youth.

ACTUAL
While counselors oversaw student enrollments/class placements and provided general counseling services, they also performed other responsibilities that enhanced support to unduplicated pupils, as established by the demonstrated needs of their sites. They served as liaisons to school-based mental health programs and connected homeless and foster students with partner agencies. They helped families with school of choice applications, offering in many instances targeted workshops that benefited unduplicated pupils. They monitored the daily attendance of chronically absent students and communicated with parents about its impact on grades and other academic outcomes. They assisted in the analysis of learning problems for at-risk students and helped teachers, students, and parents collaborate on a course of action. They identified students in need of behavioral interventions and provided positive supports to improve the learning experiences of the students. They conducted individual or group counseling sessions for struggling learners -- most of which were proactive measures, but some of which were also targeted assistance that addressed academic, behavioral, or social-emotional issues, if necessary. They played a pivotal role in implementing personal outreach efforts to encourage unduplicated pupils and other historically disadvantaged students to enroll in a-g college preparatory classes, participate in Advanced Placement courses, register for Advanced Placement exams, prepare for free PSAT/SAT tests, explore Long Beach College Promise programs, or otherwise take advantage of LBUSD’s many unique K-12 opportunities.

At the high school level, such efforts were often executed alongside coordinators and support staff who focused specifically on the a-g requirements and related issues. These professionals developed and organized several customized presentations for freshman, sophomore, junior, and senior classes regarding college readiness and postsecondary options. They covered topics such as four-year plans, college entrance exams, and financial aid applications, often tailoring the content to the specific needs of unduplicated pupils (e.g., Dream Act workshops in support of undocumented students). In addition, coordinators collaborated with College and Career Center Supervisors, Small Learning Community Coordinators, and Advancement Via Individual Determination Coordinators to encourage historically disadvantaged students to

Actions/Services

Expenditures

			participate in college visits and other events.
BUDGETED			ESTIMATED ACTUAL
Base	Cert Sal		Base
Base	Class Sal		Base
Base	Emp Ben		Base
Base	Books/Spp		Base
Base	Svcs/Other		Base
Supp/Con	Cert Sal	4,940,289	Supp/Con
Supp/Con	Class Sal	0	Supp/Con
Supp/Con	Emp Ben	1,807,057	Supp/Con
Supp/Con	Books/Spp	0	Supp/Con
Supp/Con	Svcs/Other	0	Supp/Con

Action **2**

Actions/Services

<p>PLANNED</p> <p>Expand college and career readiness efforts by providing additional support for the Long Beach College Promise, most notably:</p> <ul style="list-style-type: none"> - PSAT and SAT exams, including preparation services; - Long Beach College/Career Preparatory Academy; - Advancement Via Individual Determination (AVID); - Advanced Placement/International Baccalaureate support; - Ethnic Studies and other college-level courses; and - College visits. 	<p>ACTUAL</p> <p>As part of the personalized support services that Linked Learning expected, LBUSD offered many innovative programs for college and career readiness. Most notably, in tandem with the initiative to cover nearly all costs associated with Advanced Placement exams, the district administered the PSAT for free to every 8th, 9th, and 10th grader, as well as the SAT for free to every 11th grader. Schools then proactively encouraged students to link their College Board and Khan Academy accounts so that they can receive a personalized SAT study plan based on the PSAT-related assessment results. Additionally, more than [Pending] students districtwide participated in 38 hours of free SAT preparation, including 25 hours of instruction, 10 hours of practice exams, and 3 hours of college planning. All of these resources served to eliminate financial barriers to college.</p> <p>In collaboration with the University of Southern California, LBUSD provided college advisors who helped students with the a-g curriculum; AP courses; SAT and ACT exams; college applications and essays; and financial aid and scholarship forms. Moreover, the Long Beach College Preparatory Academy provided an even deeper set of college planning services (including career inventory surveys, personalized college essay reviews, summer internships, college tours, and customized financial aid workshops) to select students districtwide. A similar Long Beach Career Preparatory Academy worked alongside Goodwill Southern California to support students who aspired to enter the medical field as certified nursing assistants. Altogether, these programs specifically focused on improving college and career readiness for unduplicated pupils and first-generation students.</p> <p>Beyond paving the way for college access and success, LBUSD facilitated dual and concurrent enrollment opportunities with LBCC and CSULB. One notable program</p>
---	---

featured CSULB's entry-level Ethnic Studies class (US Diversity and Ethnic Experience), which was held on Saturdays from 9:00 a.m. to noon during the Fall semester. This course served as another tangible example of the Long Beach College Promise for LBUSD students, whose exposure to the intersegmental partnership began with college tours in elementary school. As has been the case since 2008, all 4th graders visited LBCC and all 5th graders visited CSULB, while all middle school students were encouraged to sign the College Promise pledge along with their parents.

Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	2,921,453
Supp/Con	Class Sal	1,219,054
Supp/Con	Emp Ben	1,734,840
Supp/Con	Books/Spp	708,668
Supp/Con	Svcs/Other	1,636,985

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Pending]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Pending]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actions/services were implemented largely as planned. [Pending]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Pending]

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal
6

Students will be actively engaged in their learning so that they can meet the Common Core State Standards and prepare for college and careers.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics / Indicators	2017-18
Attendance Rate (CALPADS)	97.0% Elementary / Middle / K-8 96.5% High Schools
Graduation Rate (DataQuest)	90% Graduation Rate
Chronic Absenteeism Rate (District Data)	Decrease the chronic absenteeism rate to a level below the state average.
Suspension Rate (DataQuest)	Decrease the suspension rate to a level below the state average.
Expulsion Rate (DataQuest)	Decrease the expulsion rate to a level below the state average.
Middle School Dropout Rate (DataQuest)	Decrease the middle school dropout rate to a level below the state average.
High School Dropout Rate (DataQuest)	Decrease the high school dropout rate to a level below the state average.

ACTUAL

Metrics / Indicators	2017-18
Attendance Rate (CALPADS)	96.0% Elementary / Middle / K-8 95.8% High Schools
Graduation Rate (DataQuest)	84.2% Graduation Rate
Chronic Absenteeism Rate (District Data)	10.2% District [Pending] State
Suspension Rate (DataQuest)	2.6% District [Pending] State
Expulsion Rate (DataQuest)	[Pending] District [Pending] State
Middle School Dropout Rate (DataQuest)	[Pending] District [Pending] State
High School Dropout Rate (DataQuest)	[Pending] District [Pending] State

Upon careful review of the services and the progress of all students, especially unduplicated pupils, and upon careful review of the specific services and actions described under this goal, in harmony with the other services and actions described in the LCAP, the Board finds

that the specific actions and services have been effective in meeting the results described herein and in advancing the District’s progress on the goals stated in the LCAP.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

PLANNED

Pupil Services (Base)

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, and other needs. Enhancements include nursing and psychological services.

ACTUAL

To ensure that students, particularly unduplicated pupils, were engaged, attended school regularly, remained on track for high school graduation, and prepared for postsecondary opportunities, LBUSD focused on prevention, early intervention, and intensive intervention. This system was predicated on developing a thorough understanding of the unique needs of every student and family. It sought to eliminate academic, behavioral, social-emotional, and other barriers.

Apart from providing direct nursing care to students, nurses played a critical role in the supplemental services that schools offered, especially to unduplicated pupils who had many needs. Nurses coordinated individual or small-group counseling sessions related to health problems that interfered with specific students’ academic, behavioral, or social-emotional growth. They collaborated with teachers on supplemental health lessons that augment classroom instruction. They disseminated health information to families and conducted parent workshops on the health aspects of important districtwide issues, including chronic absenteeism. They researched available community resources in order to help parents obtain appointments for medical, dental, mental health, substance abuse, and therapy services.

Psychologists provided general counseling services, conducted psychoeducational assessments, and collaborated with Individualized Education Program teams. In addition, they delivered supplemental and specialized support to homeless and foster students. They worked alongside teachers on supplemental mental health lessons that augment classroom instruction. They organized and implemented individual or small-group sessions related to psychological problems that interfered with specific students’ academic, behavioral, or social-emotional growth. They disseminated mental health information to families and conducted parent workshops on the psychological aspects of important districtwide issues, including attendance, suspensions, etc. They researched available community resources in order to help parents obtain appointments for psychological services or Special Education referrals.

Similar strands of work applied to other LBUSD staff in this area. Overall, they collaborated to create a support network that boosted students toward college and

Actions/Services

Expenditures

			careers.
BUDGETED			ESTIMATED ACTUAL
Base	Cert Sal	7,086,744	Base Cert Sal
Base	Class Sal	167,310	Base Class Sal
Base	Emp Ben	2,654,400	Base Emp Ben
Base	Books/Spp	80,311	Base Books/Spp
Base	Svcs/Other	11,313,703	Base Svcs/Other
Supp/Con	Cert Sal		Supp/Con Cert Sal
Supp/Con	Class Sal		Supp/Con Class Sal
Supp/Con	Emp Ben		Supp/Con Emp Ben
Supp/Con	Books/Spp		Supp/Con Books/Spp
Supp/Con	Svcs/Other		Supp/Con Svcs/Other

Action **2**

Actions/Services

PLANNED
Pupil Services (Supplemental/Concentration)

Pupil services include nursing and psychological services, which go above and beyond the basic program with targeted individual or small-group sessions on health / mental health problems that interfere with unduplicated pupils' academic, behavioral, or social-emotional growth. Nurses and psychologists connect families with appropriate agencies and partner organizations that support unduplicated pupils. Among LBUSD's notable partners are Vision To Learn (which conducts basic eye exams and distributes glasses free of charge to over 4,000 low-income students) and Centro Salud Es Cultura (which offers nutrition classes focused on childhood obesity among English learners / Latino students between the ages of 2 and 10). Such partnerships are targeted to unduplicated pupils and their families, addressing their unique health / mental health challenges. They also align with stakeholder feedback that LBUSD has received from the District Community Advisory Committee, the District English Learner Advisory Committee, Californians for Justice, and other groups.

ACTUAL
 [Pending]

Expenditures

BUDGETED			ESTIMATED ACTUAL
Base	Cert Sal		Base Cert Sal
Base	Class Sal		Base Class Sal
Base	Emp Ben		Base Emp Ben
Base	Books/Spp		Base Books/Spp
Base	Svcs/Other		Base Svcs/Other
Supp/Con	Cert Sal	2,917,323	Supp/Con Cert Sal

Supp/Con	Class Sal	0
Supp/Con	Emp Ben	1,189,879
Supp/Con	Books/Spp	0
Supp/Con	Svcs/Other	500,000

Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action

3

PLANNED
 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 credit recovery, “bridge” classes to prepare students for advanced coursework, and orientation supports.

ACTUAL
 To keep students on track for graduation and postsecondary success, LBUSD implemented numerous supplemental services that extended and expanded learning opportunities. The additional time and differentiated delivery of instruction principally benefited unduplicated pupils.

At the high school level, Summer School gave students the chance not just to make up credit deficiencies, but also to “recover” D grades in college preparatory courses so that they can ultimately complete the a-g requirements. Standard offerings included English 1-2, English 3-4, English 5-6, Algebra 1, Geometry, Algebra 2, World History, U.S. History, Biology, and Chemistry, among others. Original credit courses were also made available in Spanish 1-2 and Drawing and Painting.

Summer Bridge programs came in a few forms. Some helped incoming students by exposing them to the content of their course before it formally began. For example, Pre-Geometry targeted students who had earned a C grade in the second semester of Algebra so that they can get a head start on Geometry. Other Summer Bridge offerings assisted first-time Advanced Placement participants, equipping them with the necessary skills to succeed in college-level coursework.

Orientation supports were typically deployed to entering freshmen. They smoothed the transition from middle school to high school so that a sense of belonging can be promptly cultivated and new students can focus on academics. Many of these programs were aligned with Small Learning Communities / Pathways to reinforce the principles of Linked Learning.

Actions/Services

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	1,371,118
Supp/Con	Class Sal	73,685
Supp/Con	Emp Ben	266,997
Supp/Con	Books/Spp	198,400
Supp/Con	Svcs/Other	1,800

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Actions/Services

PLANNED

Expand programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This expansion includes the Male and Female Academies, which help to steer students away from gangs and build leadership by improving self-respect and cultural awareness.

ACTUAL

The Male and Female Leadership Academies sought to empower young men and women (nearly all of whom were unduplicated pupils) and provide them with the academic, cultural, and social-emotional support that leads to graduation and postsecondary success. The Male Academy was present in [Pending] middle schools and [Pending] high schools; the Female Leadership Academy served [Pending] middle schools and [Pending] high schools.

The Academies used a rigorous curriculum, developed by the History / Social Science Curriculum Office alongside program staff and other stakeholders, that were tailored to the needs of the participating students. The middle school course (“The Global Classroom”) offered students the affective and cognitive skills necessary to succeed in college preparatory high school courses. They learned about current issues in order to understand the need for international diplomacy. They discussed topics such as globalization, international organizations, world trade, global resource management, international security, and human rights. They synthesized their learnings and demonstrated their potential as agents of change by writing research papers, engaging in local forums, and creating community action projects.

In the high school course (“Ethnic Studies and Identity”), students grappled with concepts of identity, race, ethnicity, gender, sexuality, and class. They learned about the politics of privilege and the historical reasons for structural racism, classism, and discrimination. They reflected on the various ways that demographic identifiers influence human experiences, as well as how current issues inform the opportunities for and constraints of people associated with differing communities. Altogether, this course aligned with the Ethnic Studies class at California State University, Long Beach, which hundreds of LBUSD high school students took during the Fall semester.

Extracurricular activities associated with the Male and Female Leadership Academies sought to reinforce the themes identified by these courses.

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	264,466
Supp/Con	Class Sal	40,542
Supp/Con	Emp Ben	98,049
Supp/Con	Books/Spp	131,000
Supp/Con	Svcs/Other	0

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

PLANNED

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, thereby supporting their path to high school graduation and beyond. 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, 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.

BUDGETED

Base	Cert Sal
Base	Class Sal
Base	Emp Ben
Base	Books/Spp

ACTUAL

LBUSD’s foster youth unit focused on three main actions: community outreach, advocacy, and direct service.

First, staff members networked with local community agencies and partners that served the unique needs of foster youth. These organizations included the Department of Children and Family Services; ChildNet; Long Beach Alliance for Children with Asthma; Long Beach Public Library; YMCA; Long Beach City College; and Kinship Care Education Program.

Advocacy work entailed ongoing support to and collaboration with school counselors. Staff members provided technical assistance on enrollment (in terms of school of origin and transfer of records); compliance with AB216 and partial credits; and consultations with county social workers.

Direct services included school site referrals, which typically consisted of basic individual student assessments, home visits, and ongoing intensive case management. Staff members also attended school or service-based meetings, and they often delivered targeted support to specific foster youth students who required assistance with attendance, graduation credits, etc.

ESTIMATED ACTUAL

Base	Cert Sal
Base	Class Sal
Base	Emp Ben
Base	Books/Spp

Base	Svcs/Other	
Supp/Con	Cert Sal	156,107
Supp/Con	Class Sal	0
Supp/Con	Emp Ben	72,061
Supp/Con	Books/Spp	0
Supp/Con	Svcs/Other	21,832

Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action

6

Actions/Services

PLANNED
 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:

- Allocates resources for work-based learning activities;
- Provides pathway program incentives; and
- Expands pathway program staff support.

ACTUAL
 Because personalized support services are among the four main components of Linked Learning, additional staff support were assigned to pathway programs. These certificated professionals helped coordinate student activities such as capstone projects, mock interviews, guest speakers, and college and career field trips related to the industry sector. They facilitated interventions and other opportunities to extend learning. They organized family outreach events and served as ambassadors at High School Choice programs. They played vital roles in the professional development and collaborative planning of pathway teams.

At the district level, Linked Learning staff participated in employer outreach services. They interacted with local businesses and school partner organizations to develop support for work-based learning initiatives, teacher externships, and student internships. They also worked to expand membership in the Education Business Advisory (EBA) so that Linked Learning has long-term support and relevance to the local economy.

Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	6,543,939
Supp/Con	Class Sal	117,722
Supp/Con	Emp Ben	1,311,334
Supp/Con	Books/Spp	258,500
Supp/Con	Svcs/Other	4,000

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action

7

Actions/Services

PLANNED
 Provide additional support services for secondary schools to cultivate student engagement. These services include middle school sports.

ACTUAL
 To cultivate a positive sense of being accepted, valued, and included among students, principally unduplicated pupils, various programs were offered at the secondary school level, including athletics. Middle school sports sought to promote good character, facilitate an atmosphere of mutual respect, foster teamwork, and develop growth mindset. They also encouraged academic achievement and parent involvement.

Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	135,479
Supp/Con	Class Sal	112,000
Supp/Con	Emp Ben	36,791
Supp/Con	Books/Spp	14,596
Supp/Con	Svcs/Other	105,134

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action **8**

Actions/Services

PLANNED
 Enhance the elementary music program districtwide so that, among many objectives, it creates a foundation for broader courses of study in middle school and beyond. This enhancement includes itinerant music teachers and a pilot program with the Harmony Project, which provides music education for low-income youth.

ACTUAL
 The elementary music program encompassed [Pending] credentialed instrumental and vocal teachers serving [Pending] elementary and [Pending] K-8 schools, or [Pending] students. Based on the California State Standards, K-5 students received sets of sequential vocal music lessons throughout the entire school year focusing on skills in music reading, theory, singing, creative expression, and movement. Lessons also mirrored core grade-level content in language arts and social studies.

 The Harmony Project, an after-school instrumental music program targeting at-risk students at [Pending] elementary schools ([Pending]), worked with students in 2nd through 4th grades, immersing them in studies on violin, viola, and cello. It promoted the healthy growth and development of children through the study, practice, and performance of music, and developed intelligence, good motors skills, brain functions, good study habits, self-esteem and teamwork – all while building a healthy community.

Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	2,189,733

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	

Supp/Con	Class Sal	0
Supp/Con	Emp Ben	859,267
Supp/Con	Books/Spp	20,000
Supp/Con	Svcs/Other	31,000

Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Pending]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Pending]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Pending]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Pending]

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7	Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.
-------------------	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics / Indicators	2017-18
Percentage of favorable responses in the Social-Emotional Learning Survey. (District Data)	69% favorable responses in the Social-Emotional Learning Survey.
Percentage of favorable responses in the School Culture and Climate Survey. (District Data)	69% Students 94% Parents 84% Staff
Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. (District Data)	94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.

ACTUAL

Metrics / Indicators	2017-18
Percentage of favorable responses in the Social-Emotional Learning Survey. (District Data)	69% favorable responses in the Social-Emotional Learning Survey.
Percentage of favorable responses in the School Culture and Climate Survey. (District Data)	69% Students 93% Parents 82% Staff
Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. (District Data)	94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.

Upon careful review of the services and the progress of all students, especially unduplicated pupils, and upon careful review of the specific services and actions described under this goal, in harmony with the other services and actions described in the LCAP, the Board finds that the specific actions and services have been effective in meeting the results described herein and in advancing the District's progress on the goals stated in the LCAP.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
Community and Ancillary Services (Base)

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. These services include:

- Community and Ancillary Services (Recreation Aides, etc.);
- Student Advisory resources;
- Teaching Gardens;
- Campus security/police support; and
- Administrative services and contracts (e.g., Most Inspiring Students, etc.).

ACTUAL

The Superintendent’s Student Advisory Committee embarked on several projects that enhanced academic supports and strengthened the culture and climate of their high schools. For example, some committee members directed their resources toward career workshops, student-athlete tutorials, “Life 101” classes, and school activities that dealt with social-emotional wellbeing. Others focused on equipment and technology that augmented student learning experiences. Yet others allocated funds toward art murals and outdoor school logos that made their campuses more welcoming. In many respects, these projects augmented Board Initiatives and existing school services.

Teaching gardens provided hands-on learning experiences rooted in healthy nutritional choices. Aligned with the American Heart Association’s innovation national program, they included garden-themed lessons that were integrated into math and science curricula. Ultimately, they contributed to the fight against childhood obesity and to the beautification of school grounds.

Community and ancillary services included liaison work that connected schools, homes, and communities in matters of health, welfare, attendance and educational needs, particularly among unduplicated pupils. They helped promote the importance of education, academic achievement, self-esteem, and positive behavior to both students and families. They brought resources from nonprofit organizations, public agencies, and other district partners.

Internally, recreation aides helped cultivate a safe, clean, and secure environment for students, particularly in common areas. They promoted acceptable attitudes related to good citizenship, integrity, fair play, sportsmanship, and respect for others. During parent workshops, they provided child care so that family engagement can increase.

Apart from playing an active role in school safety, crowd control, and emergency evacuations, campus security officers helped advise students on appropriate standards of behavior. They often counseled students on school rules and regulations. They also discussed personal problems with students to dissuade them from destructive or injurious behavior (such as gang associations, drugs, etc.); communicated with parents; and made referrals to counseling centers, as necessary.

Expenditures

BUDGETED

Base	Cert Sal	59,452
Base	Class Sal	6,285,491
Base	Emp Ben	1,339,236
Base	Books/Spp	60,074
Base	Svcs/Other	496,692

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	

Supp/Con Cert Sal
 Supp/Con Class Sal
 Supp/Con Emp Ben
 Supp/Con Books/Spp
 Supp/Con Svcs/Other

Supp/Con Cert Sal
 Supp/Con Class Sal
 Supp/Con Emp Ben
 Supp/Con Books/Spp
 Supp/Con Svcs/Other

Action

2

Actions/Services

PLANNED

Community and Ancillary Services (Supplemental/Concentration)

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. These services include:

- Community and Ancillary Services (Recreation Aides, etc.);
- Student Advisory resources;
- Teaching Gardens;
- Campus security/police support; and
- Administrative services and contracts (e.g., Most Inspiring Students, etc.).

Community and ancillary services include classified staff members who help promote a safe, secure, and inviting campus environment by mentoring students, principally unduplicated pupils, on appropriate behaviors in playgrounds, restrooms, and other common areas. They discuss personal problems with students to prevent destructive or injurious behavior (such as gang associations, drugs, etc.), communicate with parents, and make referrals to counseling centers, with special emphasis on low-income students, English learners, and homeless / foster youth. Overall, community and ancillary services enhance LBUSD’s liaison work, connecting schools, homes, and communities in matters of health, welfare, attendance, and educational needs.

The additional adult-to-student connections that are made possible by these services have benefits for unduplicated pupils. For example, in

ACTUAL

[Pending]

our most recent School Culture and Climate Survey, we asked secondary students whether school staff outside the classroom notice when they miss school. While 64% said “yes” overall, 65% of low-income students and 70% of English learners gave a positive response. To be sure, LBUSD believes that these numbers can still improve, and the relatively higher rates for select groups of unduplicated pupils cannot be fully attributed to community and ancillary services, but the preliminary data suggest at least some enhancement in support for our neediest students. Moreover, the District Community Advisory Committee, the District English Learner Advisory Committee, Californians for Justice, and other stakeholder groups continue to urge LBUSD to make unduplicated pupils’ sense of belonging an important priority.



Expenditures

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	0
Supp/Con	Class Sal	1,243,737
Supp/Con	Emp Ben	743,548
Supp/Con	Books/Spp	1,132,383
Supp/Con	Svcs/Other	1,472,785

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Action

3

PLANNED
 Provide additional parent engagement/outreach supports to schools. These services include parent involvement funds for sites to ensure equity throughout the district; traditional and electronic parent communications; and different types of Parent University assistance, most notably those that are technology-based, as suggested by stakeholders.

ACTUAL
 School-based efforts on parent involvement revolved around three key areas. First, sites provided workshops that sought to expand families’ capacities to support their children’s personal and academic growth. Core subject areas (e.g., English Language Arts, Mathematics, English Language Development, etc.) were common topics, as parents grew in familiarity with the Common Core State Standards, Smarter Balanced Assessments, grading policies, school choice procedures, graduation requirements, and postsecondary opportunities. With Khan Academy, Spatial Temporal (ST) Math tutorials, and other online resources being widely disseminated, sites provided trainings on how to access the technology and maximize academic benefits for students. During critical transition points between grade levels, parent orientations were scheduled to make the change process less stressful for families. Moreover, social-emotional development topics (e.g., growth mindset, cyberbullying, etc.) often complemented the academic sessions.

Parent workshops came in many different forms. Some were standalone sessions, while others were presented in a series over several weeks or even months. They

Actions/Services

were scheduled during the day, the evening, the weekend, and occasionally outside the school calendar. While most were proactive measures, a select number of workshops coincided with interventions that aimed to get struggling learners back on track.

Parents also participated in family events that expanded the scope of their exposure to important information. At the site level, there were numerous Math Nights, Reading Nights, Science Nights, and other large schoolwide festivities that stemmed from workshop series. At the district level, Kindergarten Festivals, Education Celebration, High School Choice Summits, and mandatory parent orientations for select services (e.g., SAT Preparation, Ethnic Studies courses, etc.) filled the calendar.

To ensure high parent participation, LBUSD made extensive use of ParentVUE, SchoolLoop, SchoolMessenger, and other mass communication systems on top of traditional direct mailings. As of May 1, 2018, over 53,000 parent accounts had been activated districtwide. Combined with the student activations, total accounts exceeded 116,000.

BUDGETED

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	0
Supp/Con	Class Sal	17,600
Supp/Con	Emp Ben	587
Supp/Con	Books/Spp	195,000
Supp/Con	Svcs/Other	140,000

ESTIMATED ACTUAL

Base	Cert Sal	
Base	Class Sal	
Base	Emp Ben	
Base	Books/Spp	
Base	Svcs/Other	
Supp/Con	Cert Sal	
Supp/Con	Class Sal	
Supp/Con	Emp Ben	
Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	

Expenditures

Action **4**

PLANNED

Expand programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This expansion provides restorative justice professional development workshops to encourage conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions.

Actions/Services

ACTUAL

Several sites implemented restorative justice on their campuses, with training, technical assistance, and coaching from The California Conference for Equality and Justice (CCEJ), a human relations organization dedicated to eliminating bias and racism. A coordinator played a critical role in program implementation. This expert conducted community building efforts within a designated space, led the practice of leadership circles, provided appropriate youth development activities, and responded to the needs and interests of students. In addition, school staff participated in community meetings for adults, shared their learnings in faculty meetings, and received training on restorative justice practices.

Expenditures

BUDGETED			ESTIMATED ACTUAL		
Base	Cert Sal		Base	Cert Sal	
Base	Class Sal		Base	Class Sal	
Base	Emp Ben		Base	Emp Ben	
Base	Books/Spp		Base	Books/Spp	
Base	Svcs/Other		Base	Svcs/Other	
Supp/Con	Cert Sal	203,201	Supp/Con	Cert Sal	
Supp/Con	Class Sal	0	Supp/Con	Class Sal	
Supp/Con	Emp Ben	36,799	Supp/Con	Emp Ben	
Supp/Con	Books/Spp	10,000	Supp/Con	Books/Spp	
Supp/Con	Svcs/Other	0	Supp/Con	Svcs/Other	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Pending]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Pending]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Pending]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Pending]