

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Long Beach Unified School District

CDS Code: 19-64725-0000000

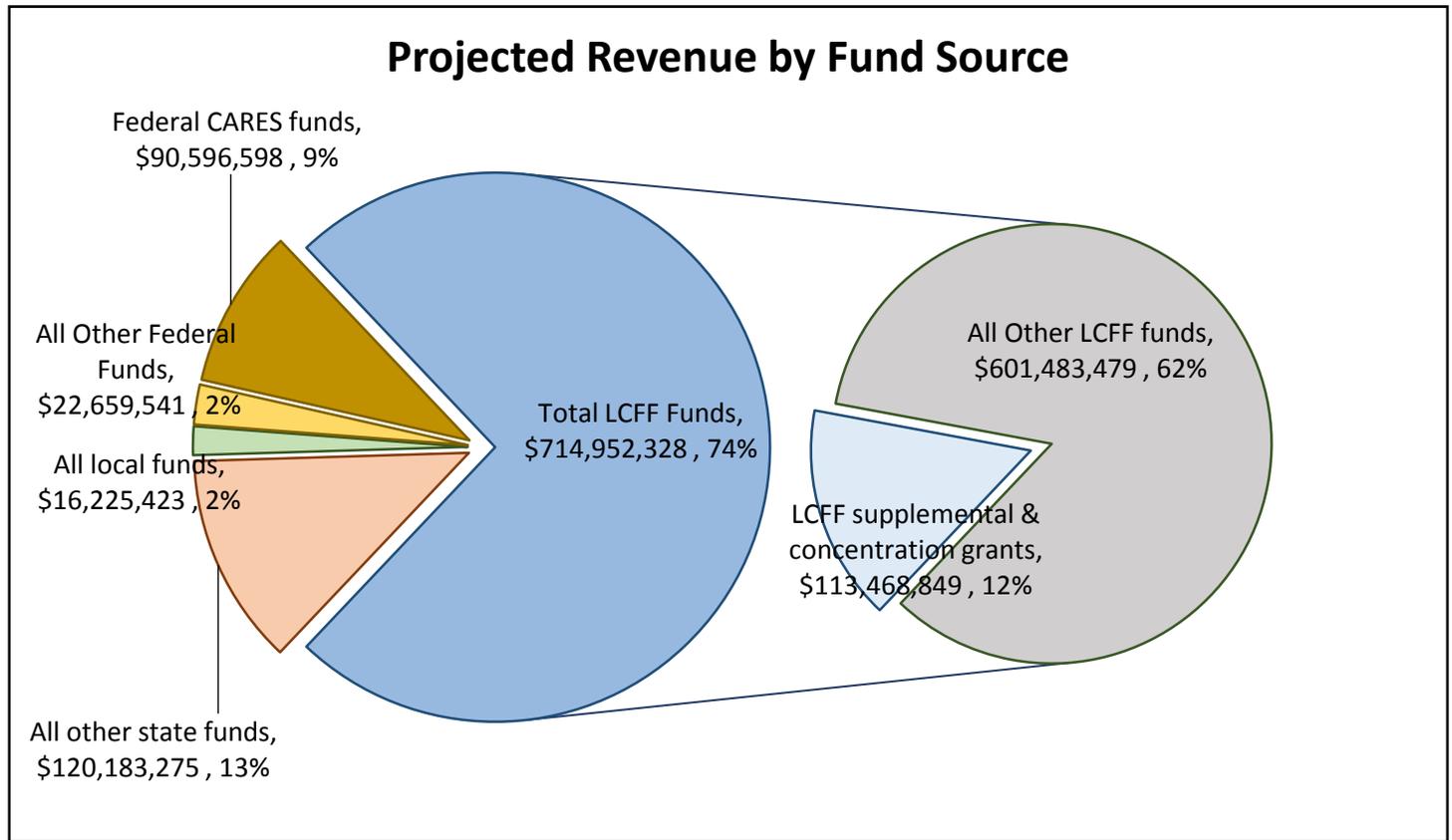
School Year: 2020-2021

LEA contact information: Robert Tagorda, 562-997-8325, RTagorda@lbschools.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2020-2021 School Year

### Projected Revenue by Fund Source

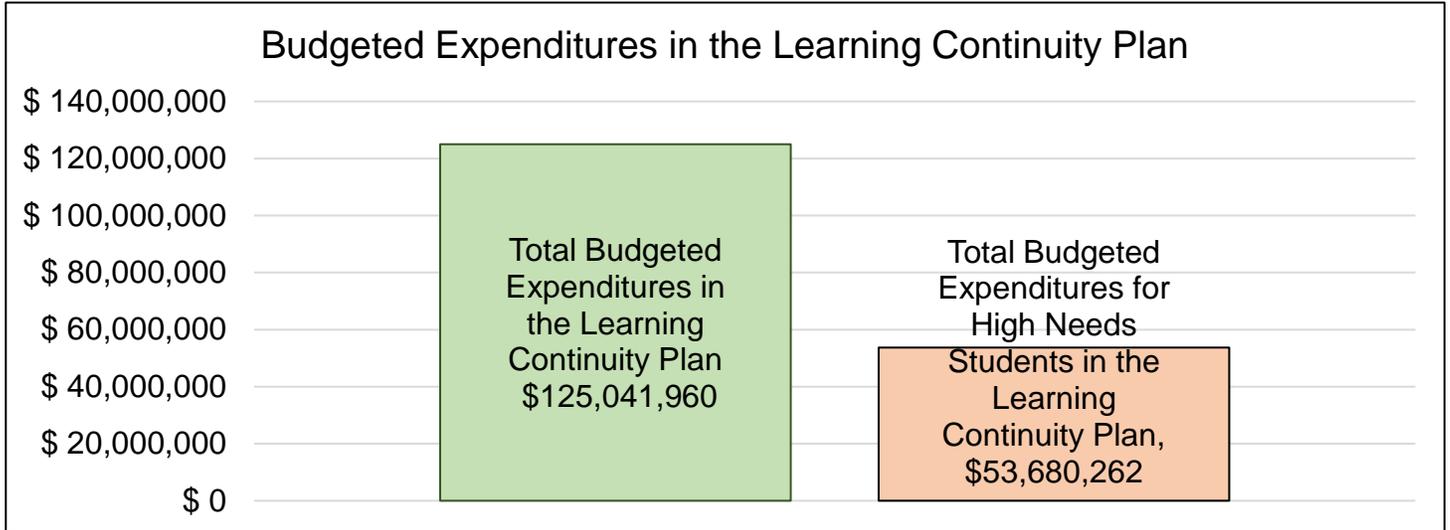


This chart shows the total general purpose revenue Long Beach Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Long Beach Unified School District is \$964,617,165.00, of which \$714,952,328.00 is Local Control Funding Formula (LCFF) funds, \$120,183,275.00 is other state funds, \$16,225,423.00 is local funds, and \$113,256,139.00 is federal funds. Of the \$113,256,139.00 in federal funds, \$90,596,598.00 are federal CARES Act funds. Of the \$714,952,328.00 in LCFF Funds, \$113,468,849.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Long Beach Unified School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Long Beach Unified School District plans to spend \$942,907,833.00 for the 2020-2021 school year. Of that amount, \$125,041,960.00 is tied to actions/services in the Learning Continuity Plan and \$817,865,873.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Basic academic and operational program (compensation for teachers, school office staff, site administrators, district general administration, etc.); select academic interventions and parent supports (Titles I and IV); select staff trainings (Title II); select expanded learning opportunities (After School Education and Safety); select services for students in need (Special Education, Indian Education, etc.); select work-based learning (Career Technical Education); and other “categorical” programs. These latter programs refer to supplemental student and family services with specific requirements defined by state and federal legislation, and they often serve to augment the classroom instruction that children receive.

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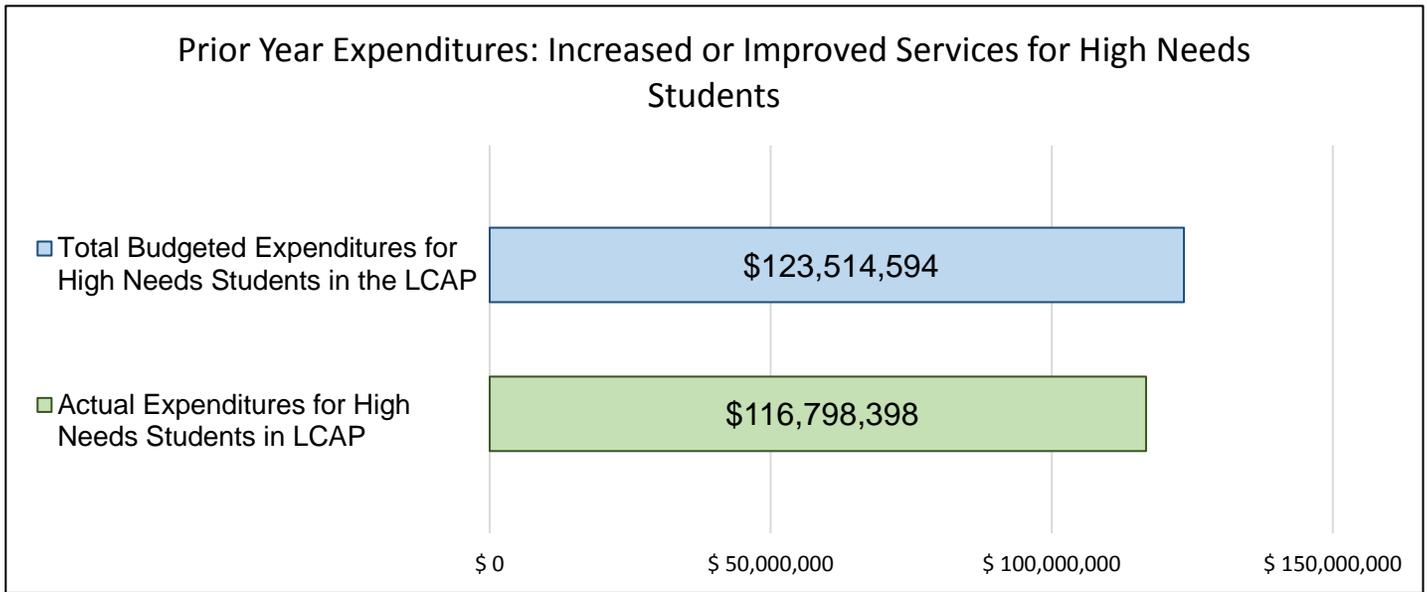
## Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Long Beach Unified School District is projecting it will receive \$113,468,849.00 based on the enrollment of foster youth, English learner, and low-income students. Long Beach Unified School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Long Beach Unified School District plans to spend \$53,680,262.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

Literacy classrooms in elementary and K-8 schools; counseling support and Advanced Placement outreach, particularly for African American and Hispanic students; library education; college and career readiness efforts, like university-level “Ethnic Studies” courses, Linked Learning pathways, targeted higher education planning services for first-generation students, and Advancement Via Individual Determination (AVID); enhanced music education (e.g., Harmony Project, an after-school instrumental program for students in low-income communities); instructional aides who provide individualized support to high needs students; additional technology-based learning services; and programs that provide leadership opportunities for promising students from historically disadvantaged backgrounds (Male/Female Leadership Academy, etc.).

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## Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Long Beach Unified School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Long Beach Unified School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Long Beach Unified School District's LCAP budgeted \$123,514,594.00 for planned actions to increase or improve services for high needs students. Long Beach Unified School District actually spent \$116,798,398.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$6,716,196.00 had the following impact on Long Beach Unified School District's ability to increase or improve services for high needs students:

LBUSD utilized approximately 95% of budgeted expenditures on increasing or improving services for high needs students. The difference mainly reflected the shift to distance learning, which bypassed some costs associated with in-person services, including additional hourly compensation for select staff and bus transportation. Nonetheless, this shift lessened critical face-to-face time between educators and high-needs students (e.g., English learners had fewer chances to practice communication skills in an academic classroom), which placed them at increased risk of learning loss. It also reduced educational experiences like the Long Beach College Promise campus tours, which help expose high needs students to postsecondary opportunities. Because of these effects, LBUSD has emphasized home visits and other direct outreach efforts in its Learning Continuity and Attendance Plan.