Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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Plan Summary 2019-20

General Information

A description of the LEA, its schools, and its students.

The Long Beach Unified School District has earned a reputation as one of America's finest school systems, winning many awards as a national and international model of excellence. The Global Education Study by the nonprofit Battelle for Kids organization lists LBUSD among five of the world's highest performing school systems. Similarly, LBUSD ranks as one of the world's top 20 school systems -- and one of the top three in the U.S. -- in terms of sustained and significant improvements, according to a McKinsey & Company report. For increasing student success and narrowing the achievement gap, the district has received the Broad Prize for Urban Education and is a five-time finalist for the award.

Established in 1885 with fewer than a dozen students meeting in a borrowed tent, LBUSD now educates about 72,000 students, from preschool to high school, in 85 public schools located in the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. With a team of more than 12,000 full-time and part-time employees, the district is the largest employer in Long Beach. The third largest school system in California, LBUSD serves one of the most diverse large cities in the United States, and dozens of languages are spoken by local students. About 57% of students are Hispanic, 12% African American, 12% white, 7% Asian, 3% Filipino, 1% Pacific Islander, and 0.1% American Indian/Alaskan Native, with the remainder in other categories. Approximately 12% of students are English Learners, 65% socioeconomically disadvantaged, and 9% homeless/foster youth.

Key to the district's success is its work with community, higher education, and industry partners. LBUSD, California State University, Long Beach, and Long Beach City College have worked in collaboration with local, regional, and national institutions to create seamless, pre-kindergarten to postgraduate-school education. This partnership includes the Long Beach College Promise, which provides additional support to help more students prepare for and succeed in higher education. LBUSD has also established educational partnerships with more than 1,300 local businesses, which recognize the district's role in developing a well-educated, highly skilled work force. Approximately 12,000 Volunteers in Public Schools (VIPS) assist teachers and students in classrooms. Long Beach schools have been visited and praised by the nation's president, attorney general, four secretaries of education, former Secretary of State Gen. Colin Powell, and other high-level officials seeking to replicate LBUSD's successes. Local schools have won numerous California Distinguished, National Blue Ribbon, and National Green Ribbon awards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

LBUSD has made considerable progress in preparing all students, especially unduplicated pupils, for college and careers. According to the California School Dashboard, over the past year, the district's graduation rate has risen by 2.8% to 87.4%, a higher mark than the state average of 85.9% despite serving a more diverse student population. In particular, the district's African American, Hispanic, Pacific Islander, Filipino, Socioeconomically Disadvantaged, English Learner, Homeless, and Foster Youth students, as well as Students with Disabilities, have outperformed their state counterparts.

LBUSD has seen these advancements at a time when students have taken increasingly rigorous coursework. In the current school year, 48% of 11th and 12th graders have enrolled in at least one Advanced Placement course, an increase of approximately 2 percentage points from 2018-19. According to a recent report by the Council of Great City Schools, which looks at 48 of the nation's largest school systems, LBUSD ranks:

- First nationally on the percentage of African American male students who took one or more AP courses;
- Second on the overall percentage of students who took one or more AP courses;
- Second on the percentage of Hispanic male students who took one or more AP courses;
- Second on the percentage of reduced price lunch students who took one or more AP courses; and
- Second on the percentage of students with disabilities who took one or more AP courses.

By the same token, the proportion of LBUSD graduates who complete the a-g requirements has risen from 57% to 59%. African American and Hispanic students have increased by 2 and 3 percentage points, respectively. Homeless/Foster Youth have also gone up by comparable levels, while Socioeconomically Disadvantaged students have jumped by over 10 percentage points and are now above 50%. Overall, growth in the a-g completion rate has amounted to 17 percentage points over the past five years.

Such preparatory work has translated to broader postsecondary opportunities. According to the most recent available data from the National Student Clearinghouse, 70% of LBUSD graduates have enrolled in a two- or four-year college within a year of receiving their high school diploma. This college enrollment rate has hovered around the national average and remained relatively consistent over the past three years. The percentage of 12th graders meeting the minimum California State University Eligibility Index has increased to 60%, with African Americans, Hispanics, Socioeconomically Disadvantaged Students, English Learners/Redesignated Fluent English Proficient Pupils, and students with disabilities experiencing growth.

These gains coincide with the life cycle of the Long Beach College Promise, which has greatly benefited local youth. For example, at the California State University, Long Beach (CSULB), the four-year graduation rate for LBUSD students has increased from 10% to 24% over the past five years. The six-year graduation rate has climbed from 61% to 70%. Such progress in college success rates has come alongside enrollment growth among first-generation students, many of whom are unduplicated pupils, according to an independent 10-year anniversary report. Furthermore, college readiness has improved; remediation has dropped; interest in science, technology, engineering, and mathematics has risen; and the "Promise 2.0" initiative has taken root, extending the College Promise with two years of free tuition at Long Beach City College and, for those who opt in, guaranteed transfer pathways to CSULB, among other benefits.

The expansion of postsecondary opportunities has paralleled broader K-12 progress in the core content areas, particularly English Language Arts and Mathematics. As shown in the California School Dashboard, LBUSD has attained a "Green" performance level in ELA, the culmination of four consecutive years of improvement and four consecutive years of meeting the LCAP goal of 3% annual growth. Every grade level has made progress and surpassed 50%. African Americans have seen their second straight year of 3% growth, while Hispanics have seen their second straight year of 4% growth, and both subgroups have narrowed the achievement gap with their White counterparts. Socioeconomically Disadvantaged Students, Homeless/Foster Youth, and Students with Disabilities have also experienced multiple years of improvement.

The same overall trends are evident in Mathematics. LBUSD has maintained a "Green" performance level, marking the fourth straight year of at least 3% growth and thus achieving the LCAP target. Every grade level has improved; notably, 6th and 7th graders have seen gains – a positive leading indicator for Algebra success in 8th grade. African Americans, Hispanics, Socioeconomically Disadvantaged Students, English Learners/Redesignated Fluent English Proficient Pupils, Homeless/Foster Youth, and students with disabilities have all advanced in varying degrees.

All the aforementioned progress has been made possible by LBUSD's ongoing commitment to maintaining and strengthening the foundational systems of public education. Among major urban districts in California, Long Beach has one of the highest rates of compliance with both the teacher credential and the teacher assignment requirements. For multiple years now, 100% of local schools have earned overall ratings of "good" or "exemplary" repair, according to the Facility Inspection Tool. Similar conclusions can be drawn about LBUSD's instructional materials and Common Core implementation. In light of the pernicious challenges that confront large and diverse communities, these accomplishments are worth recognizing, for they are difficult to attain under the circumstances. Indeed, they require careful districtwide planning and investment – a proactive effort to ensure that LBUSD can attract and retain educators, as well as cultivate learning environments where all students, particularly unduplicated pupils, thrive. A strategic focus on such foundational systems enables the district to address the achievement gap in both the short and long terms.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

LBUSD has made significant progress in many areas. Last year, there were three categories in the "Orange" performance level and none in the "Red" performance level. This year, there are only two categories in Orange and none in Red, with the graduation rate and the suspension rate seeing notable improvement from Orange to Green. LBUSD, however, continues to emphasize its ongoing cycle of continuous improvement, particularly in the chronic absenteeism rate and the college/career indicator, both of which are momentarily Orange.

At 12.5%, LBUSD's chronic absenteeism rate is considered to be at the "High" status level. Alongside the 1.7 percentage-point increase between 2017-18 and 2018-19, it remains in the same performance level as last year. All thirteen student groups tracked by the California School Dashboard are in either Orange or Red. Note that these indicators mirror broader trends in the state, where the overall chronic absenteeism rate has increased by 1.1 percentage points. LBUSD has also fared better than comparable districts in the California Office to Reform Education (CORE), where rates have approached 20%. Nevertheless, as detailed below, it is an issue that LBUSD has prioritized.

The college/career indicator has gone from Green to Orange, with declines across multiple subgroups. For instance, Socioeconomically Disadvantaged Students have moved from Green to Orange; African American, Hispanic, and Homeless students from Yellow to Orange; and Students with Disabilities from Orange to Red. A deeper examination of the metrics that make up the indicator reveals a specific area for improvement. While student performance has risen by 1 percentage point in the Smarter Balanced Assessment, by 1 percentage point in College Credit Courses, by 9 percentage points in Advanced Placement, and by 1 percentage point in A-G Completion (reflecting broader districtwide trends in college readiness), Career Technical Education Pathway Completion has declined by 12 percentage points.

In response to these needs, LBUSD has continued to build upon the following actions:

- Collaborate with the City of Long Beach and other organizations on the "All In" Campaign, a communitywide effort to reduce chronic absenteeism in 30 high-need schools. This initiative helps disseminate information to families on the importance of school, involves an attendance "pledge," and utilizes data analysis and nonprofit partnerships to deliver targeted interventions.

- Enhance the services provided by counselors, particularly in high-need schools. The additional staff help expand the number of individual or small-group sessions related to problems that interfere with specific students' academic, behavioral, or social-emotional growth.

- Enhance Family Resource Centers, which address the academic, mental health, and other needs of students, especially unduplicated pupils. These centers contribute to the increased deployment of services and dissemination of health information to families. Based on stakeholder feedback, parent trainings are also provided, with the intent of improving listening skills, anger management, and other techniques so that students' home lives are more stable and conducive to regular school attendance, positive behaviors, and academic success.

- Extend in-school tutoring services for English Language Arts and Mathematics, particularly in high-need sites. Students who require the most intense support have priority in such tutorials. English Learners also receive academic support based on their own unique challenges. College student aides and peer tutors supplement the additional instruction delivered by certificated professionals.

- Establish class size reduction at six high-need secondary schools, where suspension and graduation rates, particularly for unduplicated pupils, have historically lagged behind the district average. This plan works in tandem with the expansion of literacy classrooms in elementary and K-8 schools, thereby ensuring that students have extra academic support.

- Enhance academic and related services to middle school students, particularly those in high-need sites, so that they can be better prepared for high school pathway programs. Such services involve extra staff who can provide student advisement and/or mentorship, as well as summer, intersession, and weekend programs tailored to such areas as science, technology, engineering, and mathematics.

- Expand partnerships with external organizations so that student supports extend into the community. Most notably, LBUSD collaborates with a local service organization to provide homework help, math interventions, and technology-based enrichment activities in high-need neighborhoods. Foster Youth students receive free in-home tutoring through joint efforts with the Los Angeles County Office of Education. Business of Success Beyond Sports (BOSS) offers mentorship and other services that help address the achievement gap related to African American students.

- [CTE pathways information will be placed here.]

Even as LBUSD has progressed in numerous categories and narrowed achievement gaps, there are a couple of areas where specific subgroups have seen results that are at least two levels below the overall student performance:

- Although LBUSD has held the "Green" designation for English Language Arts over multiple years, Pacific Islanders were at the "Orange" performance level. Note, however, that they remained above their state counterparts.

- Even as LBUSD has maintained "Green" status for its overall graduation rate, Foster Youth and students who self-identify as belonging to "Two or More Races" were at the "Orange" performance level. Both subgroups had fewer than 100 students in the California School Dashboard (96 for Foster Youth and 87 for "Two or More Races"). One additional Foster Youth graduate and three additional graduates who self-identify as belonging to "Two or More Races" would have led to "Yellow" designations.

- While LBUSD has reached the "Green" designation for its overall suspension rate, African American, American Indian, Foster Youth, and Homeless students were at the "Orange" performance level. Note, however, that the California School Dashboard shows an improvement for African American and Foster Youth students over the past year. Indeed, African Americans in the district were roughly on par with their state counterparts, while American Indian, Foster Youth, and Homeless students had lower suspension rates than their peers throughout California.

LBUSD has developed districtwide strategies to address these needs. For example, the Office of Research, Planning, Evaluation, and School Improvement has enhanced internal data systems so that potentially at-risk students can be identified faster and supported proactively. New metrics and educator dashboards have been created to make the process seamless. Real-time academic indicators capture such measures as the percentage of students who meet or exceed English Language Arts standards on units to date, students who have less than 90% attendance, students with one or more suspensions, students with one or more D/F grades, and students with one or more disciplinary incidents. Teachers can instantaneously create custom groups of "students to watch," communicate with families, and tailor lesson plans and interventions accordingly. The reduced amount of time that it takes to go from student identification to support should help narrow performance gaps.

Other action items include:

- Expand access to technology-based learning tools. LBUSD's partnership with Khan Academy provides certificated trainings so that the organization's repository of free videos can be seamlessly integrated into lessons. Beyond math, Lexia Core5, which had been successfully piloted at four local elementary schools since 2015, is now rolled out districtwide to all teachers and students from transitional kindergarten through grade 5. This computer-adaptive program emphasizes individual student growth in reading and is particularly beneficial for English learners, students with disabilities, and other learners who have unique needs.

- Expand the Urban Math Collaborative, which combines external partnerships with ongoing school-based academic services to address the achievement gap, particularly among African American and Hispanic males. Collaborators include Elevate Your G.A.M.E., the Early Academic Outreach Program at the University of California, Irvine, and California State University, Long Beach, where participants spend two intensive summer weeks engaging in college preparatory math activities. During the school year, students receive tutoring a few days each week from teachers, college aides, and/or peers.

- Expand career readiness activities alongside college readiness efforts. LBUSD has partnerships with Long Beach City College, California State University, Long Beach, and the University of Southern California to prepare high school graduates, particularly unduplicated pupils, for postsecondary education, using personalized student advising for the college admissions, financial aid, and transfer processes. Similar initiatives are in place for workforce preparation. The City of Long Beach and LBUSD are in collaboration to develop career pathways toward public safety professions in the Police, Fire, and Emergency Operations Departments. Job developers provide assistance to high school students on resume development, interviewing techniques, and other professional skills.

- Extend college and career readiness efforts beyond high schools. LBUSD's "High School Readiness Guide," which mirrors the "College Readiness Guide," helps families plan in advance for rigorous academic programs in grades nine through twelve. The Young Achievers Program specifically focuses on supporting African American fourth and fifth graders with enrichment activities on Sundays that enhance not just their academic and study skills, but also their preparations for rigorous secondary pathway programs and, equally importantly, their cultural understandings.

- Support Pacific Islander families by helping parent leaders coordinate the Pacific Islander Education Voyage, a committee that focuses on the unique needs of the community and functions alongside LBUSD's other advisory groups. Monthly meetings provide a forum for stakeholder feedback and information dissemination. Important priorities and agenda items are aligned with LCAP goals, actions, and services, including the achievement gap, high school graduation, social-emotional learning (which encompasses chronic absenteeism, suspensions, expulsions, dropouts, etc.), and early childhood education. Moreover, the Pacific Islander Education Voyage convenes its own parent institute, allowing for deeper engagement on the most pressing issues.

In addition to these programs, LBUSD continues to enhance professional development opportunities for teachers and other staff so that they can better address the specific needs of unduplicated pupils. The English Learner Initiative is among the most notable examples, as it focuses on a particular subgroup, but its impact extends to all students.

- Develop teacher and leader capacity by conducting professional development sessions that enhance understanding of the English Language Proficiency Assessments for California, knowledge of the English Language Development standards, and teaching strategies in support of English learners.

- Incorporate more group projects, public presentations, note taking, and discussions during class. According to a survey of English learners, these instructional activities help immensely when it comes to language development.

- Create additional opportunities for English learners to socialize and interact with friends, classmates, and adults outside of a formal classroom setting.

- Ensure that student services and supports are accessible to all English learners, and continue to develop teachers into "warm demanders" (i.e., have high expectations and accountability while being caring and supportive).

For students with disabilities, action items include:

- Create additional opportunities for students with disabilities to gain access to credit recovery options at all high schools.

- Expand access to general education by creating pathways for Inclusion, beginning in preschool.

- Ensure that accommodations and modifications are implemented by all teachers districtwide.

- Increase collaboration with local community colleges, universities, and businesses to increase enrollment and employment opportunities for students with disabilities.

- Conduct graduation checks at every Individualized Education Program (IEP) meeting to assist with educational planning.

- Enhance professional development on youth-driven transition planning and preparation for all high school teams.

- Provide professional development with high school department heads to ensure that graduation is addressed.

- Implement a sequence of study that maximizes students' potential and includes interventions when needed to accelerate progress toward graduation.

- Expand access to pathways that support post-school employment and create links to internships/apprenticeships.

- Collaborate with Harbor Regional Center on post-graduation plans and options.

Lastly, the following action items are in support of foster youth:

- Work with local colleges to secure Masters of Social Work Interns for the Foster Youth Unit (FYU) to build capacity in outreach and caseload management.

- Provide professional development on trauma-informed practices, including human trafficking issues, to LBUSD elementary, middle, and high school counselors so that they understand the challenges that foster youth face.

- Provide professional development to site and district support staff on school of origin, custody, transportation, and enrollment procedures so that all foster youth are enrolled in a timely manner.

- Enhance professional development to school nurses (health-related issues and new records-sharing legislation) and new teachers (overview of foster youth legislation and services).

- Provide information on the new online reporting child abuse system to all LBUSD administrators.

- Collaborate with the Los Angeles County Office of Education to provide free in-home tutoring for all interested LBUSD foster youth.

- Collaborate with group homes, educational advocates, court-appointed attorneys, and foster family agencies in Long Beach to ensure that foster youth are enrolled back into their school of origin or their new school in a timely manner.

- Ensure that foster youth social workers attend IEP meetings so that educational rights holders are present and significant issues are discussed.

- Collaborate with counselors and other staff to ensure that all foster youth high school seniors apply for financial aid to attend community colleges and universities.

- Assist high school counselors and other staff with completing the credit attainment form (AB 216) for eligible 11th and 12th grade foster youth who transfer after completing two years of high school.

- Collaborate with the Los Angeles County Department of Children and Family Services (DCFS) to make certain that the social, emotional, and academic needs of foster youth are being met.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

LBUSD is committed to supporting the personal and intellectual success of every student, every day, and providing all children with as many postsecondary options as possible. Specifically, in this LCAP, the district is allocating resources for literacy classrooms in elementary and K-8 schools (Goal 2, Action 7, page ###); counseling support and Advanced Placement outreach, particularly for underrepresented students (Goal 5, Action 1, ###); nursing services (Goal 6, Action 2, page ###); library education (Goal 2, Action 8, page ###); psychologists (Goal 6, Action 2, page ###); college and career readiness efforts, like university-level "Ethnic Studies" courses and Linked Learning pathways (Goal 5, Action 2, page ###); foster youth services (Goal 6, Action 5, page ###); and programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds (Goal 6, Action 4, page ###); among many other initiatives at local schools. Budget and explanatory details are provided in the Goals, Actions, and Services section.

These expenditures aim to improve the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by augmenting the comprehensive services that they require to attain academic success, close the achievement gap, and demonstrate college and career readiness. The services are intended to be deployed in either a districtwide or schoolwide manner. As recognized by the Broad Prize and corroborated by scholarly research, a districtwide approach is a proven strategy for organizations like LBUSD, where students and families have high rates of mobility and school choice. It ensures equity

across a diverse community that encompasses the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. It also enables efficiencies and economies of scale that maximize the use of public funds.

While districtwide expenditures are available broadly, the services are principally directed towards -- and are largely proving effective in addressing the needs of -- unduplicated students. Many students who fall outside the unduplicated category do not require and therefore refrain from availing themselves of these services. At the same time, strategic outreach efforts attract our neediest students into targeted interventions. For example, the Male and Female Leadership Academies welcome any student, but participants tend to be those who most acutely need the program.

In an urban school system, student needs are sometimes concentrated in specific areas. Such cases warrant a schoolwide approach, which allows for targeted support while retaining some economies of scale and site flexibility. For this plan, in collaboration with community organizations and other stakeholders, LBUSD has identified 30 high-need schools where unduplicated students make up a large share of the population, and these sites will receive greater resources. Specific services will include:

Mental Health / Social-Emotional Support Services

- Five high schools with the most significant needs will continue to maintain a 250:1 ratio of student to counselor personnel.

- The remaining 25 high-need schools will continue to provide regional mental health and social-emotional services in Family Resource Centers accessible to the students. These centers will remain funded by the district and supplement existing counseling and psychological supports at the sites.

- Three high-need middle schools will implement a high school readiness pilot program. This program will deliver counseling, mentorship, and support to students, with an emphasis on their social-emotional preparedness for high school.

Tutoring

- With clear district guidelines, the 30 high-need schools will continue to provide extended hours of in-school tutoring that address the English Language Arts and Mathematics standards.

- The highest-need students will remain the highest priority for scheduling in such tutorials.

By targeting 30 high-need schools, LBUSD is, by default, enhancing services for those who are most vulnerable. Just like at the district level, schoolwide allocation of resources is primarily directed at unduplicated students who, because of their greater needs, have more participation in enhanced services.

In line with the district's longstanding philosophy of continuous improvement, the specific actions that are highlighted in this Plan Summary largely reflect a continuation of the key priorities in the 2019-20 LCAP. Such an approach is warranted based on the data analysis described in the "Review of Performance" section, which generally shows steady gains even as there are certain pernicious gaps to address. However, while the services are broadly consistent, their implementation will incorporate stakeholder feedback in order to strengthen their effectiveness. For example, the hours of availability for tutorials, Family Resource Centers, and select interventions will be adjusted to draw more program participants (specifically, principals at the 30 high-need schools will consult their School Site Councils to determine the best time for tutoring). With these types of adjustments, the basic structure and funding of the programs are maintained, but the execution is enhanced to improve service delivery.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Lindsey Academy

| Beach High |
| Reid High |

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the Understandings Continuum. Since 2014, the district has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. CSI schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to CSI schools:

- Level office staff spent additional hours at CSI schools to help their principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related to school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.

- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information so that programs can be sustainably developed.

- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.

- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions that are outlined below. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Combining these supports with feedback from stakeholders, CSI schools incorporated the following evidence-based interventions in their site plans. Implementation began this year, but they are intended to apply to the next school year as well:

Lindsey

- Several sections of targeted intervention courses were offered during the school day, including College and Career Readiness English Language Arts classes and Math Development classes.

- A Teacher on Special Assignment focused exclusively on providing academic interventions to students who were off track from meeting LBUSD's High School Readiness indicators. The TOSA's work included teaching a developmental course, organizing targeted parent workshops, and collaborating with other intervention providers at the site.

- A part-time Teacher on Special Assignment focused on technology integration, providing professional development to teachers on how to use tablet devices to differentiate instruction, particularly for struggling learners.

- Homework House provided before- and after-school tutoring, with an emphasis on helping students complete their assignments and ensure that they maintain good grades. Specifically, one teacher coordinated the program in a before-school setting once a week and in an after-school setting four times a week.

- Targeted English Language Development tutorials supported English learners in reading fluency and comprehension and helped them make connections to other academic subjects. These interventions took place before and/or after school a couple of times a week. Moreover, bilingual college aides helped provide primary-language support to English learners in core content classes.

- A Health Science Pathway Summer Program followed project-based learning pedagogy, with reading and math lessons integrated into a forensics theme. Hands-on activities and labs were featured to enhance student engagement.

- A Nurse and a Psychologist played an integral role in conducting family outreach, particularly to parents whose students are struggling with daily attendance, physical health, mental health, and other needs. This work involved collaboration with partner organizations that can extend the support that families may already be receiving.

- The Male and Female Leadership Academies promoted student achievement and social-emotional growth among promising African-American and Hispanic students. They taught leadership skills, incorporated lessons to help develop cultural understanding, and conducted college visits.

- Social Work Interns provided additional services in supporting the social-emotional growth of students, particularly unduplicated pupils.

Beach

- A Teacher on Special Assignment coordinated the implementation of restorative justice to help students deal peacefully with conflict and improve the culture and climate of the school. "Circles" were a crucial part of the site's conflict-resolution strategy in conjunction with Safe and Civil techniques. In addition to building a sense of community among students, there was also professional development for teachers.

- College student aides provided academic services to struggling learners in a wide range of different settings: classroom differentiation, small groups, one-on-one support, and tutorials. College student aides focused specifically on helping students persevere through academic challenges and experience "productive struggle" to complete assignments.

- English learner interventions included Literacy Workshop, in which students received supplemental support from a bilingual instructional assistant and college aides.

- A Health Assistant augmented the health-related services being provided by a school nurse. This work focused on barriers to consistent student attendance, addressing illnesses, injuries, and other such issues that afflict struggling learners.

- Better Learning for All Students Today (BLAST) provided college and career guidance, as well as academic mentorship, particularly for struggling learners who had high rates of D and F grades. This support helped expand upon existing counseling services.

- Tutors for Tots offered a "SCALE High" program that facilitated one-on-one and small-group mentoring and academic coaching. The objective was to create a bridge between high school and postsecondary opportunities and, in particular, to help students set short- and long-term goals.

Reid

- A Teacher on Special Assignment provided mentorship and academic support in one-on-one and small-group settings, with a specific focus on addressing chronic absenteeism and credit deficiency. This work also involved assisting students with college and financial aid applications.

- A bilingual School Community Worker was tasked with prioritizing parent communications, which came in the form of direct phone calls, family workshops, and home visits. These services were augmented by the work of another staff member who, on an overtime basis, focused on the unique needs of Spanish-speaking parents. Specific emphasis was placed on reducing chronic absenteeism.

- College aides supplemented classroom instruction, enabled differentiation for struggling students, and facilitated targeted interventions. Beyond supporting English Language Arts and Mathematics, they covered Science and Social Science, as well. Particular attention was paid to enhancing the educational experience of English learners.

- A Drug and Alcohol Prevention Counselor allowed the school to address specific student concerns around substance abuse. This issue had been identified as a priority through various needs assessments, so the site developed a program that specifically focused on it.

To help address remaining resource inequities, LBUSD supplemented its support of CSI schools in the following ways:

- Beach and Reid were among the five high-need sites that received additional resources to maintain a 250:1 ratio of student to counselor personnel. They also had smaller class sizes than comparable schools did, allowing staff to dedicate more time and attention to students, particularly unduplicated pupils.

- Lindsey was among the 25 high-need schools that were covered by the Family Resource Centers, which delivered wraparound services to address anxious, depressive, disruptive, and trauma-related behaviors. Parent workshops focused on attendance, crisis intervention, and suicide prevention. Families were also connected to community resources that provided food, clothing, Medi-Cal, mental health, and immigrant assistance.

- Lindsey, Beach, and Reid were among the 30 high-need schools with extended hours of in-school tutoring that addressed the English Language Arts and Mathematics standards. Moreover, Lindsey offered a Saturday School program that focused on science, technology, engineering, and mathematics. Enrichment activities included teaching students how to build their own computers, develop a general understanding of computer science, and practice basic math skills using Khan Academy, in addition to helping them rectify school absences.

- Lindsey implemented intervention courses to help students master English Language Arts and Mathematics standards. Teachers were aided by district academic coaches who delivered professional development and provided technical assistance. An assistant principal with specific expertise in math added yet another layer of support.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams at Lindsey, Beach, and Reid to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback.
Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.

- **Classroom Visits**: School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.

- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.

- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, new data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of Lindsey, Beach, and Reid students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Long Beach Unified School District has numerous, longstanding structures in place for effective communication with key stakeholders, particularly when it comes to its strategic objectives. LBUSD also believes in systems reform – i.e., applying a consistent and equitable approach with high expectations for all schools and for all students.

With LCAP stakeholder consultation, LBUSD has built upon these effective communication structures, thereby accelerating the integration of the eight state priorities within schools' daily work. At the same time, it has ensured alignment with the Strategic Plan; the Long Beach College Promise; and other locally driven initiatives.

LBUSD has used a proven stakeholder-consultation strategy that focuses on the long-term sustainability of the LCAP. The main tenets of this strategy are:

Focus on building the capacity of stakeholders so that they own the work. LBUSD pays close attention to the simplicity of its communications, often breaking down technical topics in accessible and practical chunks that are spread out and strategically sequenced throughout the school year.

Align related initiatives into a cohesive message so that stakeholders understand the big picture. LBUSD puts a premium on anchoring reforms in previous work, "connecting dots," and "making sense" of complex issues.

Use existing communication structures so that the initiatives become a natural part of the stakeholders' ongoing work. LBUSD relies on the longstanding meetings listed below in order to reinforce two-way communication, continuity, and reliability.

By integrating LCAP themes within longstanding communication structures, LBUSD ensured that stakeholder consultation would be frequent, timely, and meaningful. The following meetings had either standing LCAP agenda items or LCAP-related discussion topics. As appropriate, feedback was collected via an evaluation survey, chart paper, or open forum (later transcribed in minutes or otherwise documented). Several meetings were also streamed live on the district channel, YouTube, and lbschools.net.

Group	Stakeholder	Frequency
Administrators	**Principals and Assistant Principals** Districtwide monthly meetings with site administrators.	Monthly
Administrators	**Association of Long Beach Educational Managers and Confidential Employees** Superintendent's standing meeting with ALBEM.	Monthly
Teachers / Staff	**Coffee with Chris** Superintendent's open meetings for employees only.	Trimester
Teachers / Staff	**Teachers Association of Long Beach** Superintendent's standing meeting with the Executive Director of the teachers' union.	Monthly

Teachers / Staff	**California School Employees Association** Superintendent's standing meeting with CSEA.	Monthly
Parents	**District Community Advisory Committee** District meetings with families of Title I schools, School Site Council Members, and other parent leaders.	Monthly
Parents	**District English Learner Advisory Committee** District meetings with English Learner families and other parent leaders.	Monthly
Parents	**Coalition of Involved African American Parents** District meetings with African American families and parent leaders.	Monthly
Parents	**Community Advisory Committee** District meetings with Special Education families and parent leaders.	Monthly
Parents	**Pacific Islander Education Voyage** District meetings with Pacific Islander families and parent leaders.	Monthly
Parents	**Superintendent Parents Forum** Superintendent's standing meeting with parent representatives from each site.	Quarterly
Students	**Superintendent's Student Advisory Committee** Superintendent's standing meeting with student representatives from each high school.	Quarterly
Community	**Board of Education Workshops** Public meetings for district staff to engage Board members in comprehensive discussions regarding strategic issues.	Quarterly
Community	**Select Events / Meetings with Partners** Opportunities to receive feedback regarding the LCAP, including the LCAP Community Forums; the Ministerial Alliance; the Long Beach College Promise; etc.	Occasional

First Semester (August 2019 – January 2020)

In the first semester of the 2019-20 school year, LBUSD reestablished the importance of LCAP implementation and laid the foundation for a comprehensive outreach campaign. This campaign was intended to help stakeholders gain a deeper understanding of the LCAP from different angles: the specific resources provided by the plan; the alignment between Strategic Plan, LCAP, and school goals; and the key LCAP milestones that LBUSD has reached.

Stakeholder-consultation efforts were broken down into three phases (roughly tracking the August-September, October-November, and December-January time periods):

1. LBUSD prepared district and school leaders for consistent LCAP implementation throughout the system. Apart from dissecting district performance on the eight state priority areas, the August Board of Education Workshop set the tone by covering crucial tenets of the plan, including the English Learner Initiative, a systematic, districtwide response to an issue that surfaced as a top priority based on both data analysis and stakeholder feedback. It featured recommendations from the Special Education Community Advisory Committee, which paved the way for increased dialogue regarding the neediest students. These topics were followed up in the December Board of Education Workshop with an emphasis on other parent committee recommendations (the District Community Advisory Committee and the District English Learner Advisory Committee) and LCAP-funded efforts (Parent University, Long Beach College Preparatory Academy, Ethnic Studies, and Male and Female Leadership Academies, among other programs).

2. In October 2019, LBUSD began a series of consultations with stakeholders regarding additional supports for unduplicated pupils. District leaders explained that the current school year's LCAP incorporated their feedback based on a voting process, administered in Spring 2019, which identified after-school enrichment programs, technology support, and social-emotional learning among the top priorities. While these areas were largely addressed, various groups may nevertheless find gaps as they analyze student data. To address these gaps, LBUSD allocated funds for specific projects proposed by the District Community Advisory Committee, the District English Learner Advisory Committee, and other parent/community leadership committees. Groups would spend the next few months determining how best to use such resources.

3. Alongside community partners such as the Children's Defense Fund California, Long Beach Forward, Public Advocates, and Latinos in Action, LBUSD convened "An Evening with Dr. Pedro Noguera: Closing the Achievement Gap Together" in December 2019. This event provided an overview of the overarching issues that unduplicated pupils face and strategies that districts can employ to address them. It complemented LBUSD efforts to discuss student data and helped build the capacity of stakeholders to participate in the Spring LCAP Community Forum. Overall, there were 104 attendees, who indicated in exit surveys that they felt "empowered to close the achievement gap" (4.0 average rating on a 5-point scale) and had "a better understanding of how [they] can close the achievement gap" (4.4 average).

Second Semester (February 2020 – June 2020)

In the second semester of the 2019-20 school year, LBUSD continued its comprehensive LCAP outreach campaign. Although the coronavirus outbreak significantly upended normal consultation efforts, ongoing feedback processes enabled the district to prepare a plan that reflected stakeholder sentiments.

1. Between late January and late February, LBUSD launched a new stakeholder engagement activity using the Thoughtexchange technology platform. This tool allowed the district to ask a simple question ("What are some things you think our schools are doing well and what are some things we can focus on in order to improve?") and collect open-ended responses from community members in multiple languages. Respondents also had an opportunity to rate others' thoughts on a five-star scale similar to Yelp, Uber, and social-media apps, helping to highlight the ideas that resonated with stakeholders. Overall, Thoughtexchange engaged 973 participants who wrote 1,362 comments and submitted 37,404 ratings. Top responses aligned with recommendations that had previously been provided by the District Community Advisory Committee, the District English Learner Advisory Committee, and other groups.

2. Building upon the "Closing the Achievement Gap Together" event with Dr. Pedro Noguera, LBUSD collaborated with the Children's Defense Fund California, Long Beach Forward, Public Advocates, and Latinos in Action to host an LCAP Community Forum in February 2020. The Community Forum was modeled after similar Saturday sessions during the 2018-19 school year, but was extended from a morning to a full-day gathering. It involved general presentations on the LCAP, a "Data Equity Walk" that interactively oriented participants in LBUSD's California School Dashboard, a parent panel, and breakout sessions revolving around district goals. Apart from engaging 68 attendees, the event was streamed live on YouTube and attracted 80 viewers. Exit survey respondents indicated that they "had a meaningful

opportunity to give input on strategies to achieve equity for high-need students" (3.9 average rating on a 5-point scale). Other survey questions yielded average ratings from 3.3 to 4.2.

In line with LCAP requirements, the Special Education Local Plan Area (SELPA) administrator consultation formally took place on May 15, 2019. LBUSD had been embarking on specific efforts to support students with disabilities, so this process afforded yet another opportunity to align district systems and stakeholder-engagement activities. Specifically, in Fall 2018, the California Department of Education released Performance Indicator Review (PIR) data highlighting specific Special Education target areas for LBUSD. Nine Special Education focus areas were identified. The Office of Special Education created focus groups in all areas to address issues related to the graduation rate, dropout rate, testing participation, achievement, and inclusion. Action plans will be submitted to CDE by June 30, 2019, with implementation commencing in August as part of the 2020-21 LCAP.

LBUSD issued the Superintendent's written responses to stakeholder feedback. For the most part, the responses were built into formal meeting minutes for the District Community Advisory Committee and the District English Learner Advisory Committee, which members received and approved. In other cases, response letters were provided directly to individual stakeholders or stakeholder groups. The Board of Education ultimately held the LCAP public hearing on June 10, 2019, and voted for adoption on June 19, 2019.

[The text here will be revised as necessary in future drafts.]

A summary of the feedback provided by specific stakeholder groups.

[The text here will be revised as necessary in future drafts.]

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

[The text here will be revised as necessary in future drafts.]

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

To ensure that students do well academically and become prepared for postsecondary opportunities, they must have teachers who are properly credentialed and appropriately assigned to their classes; instructional materials that are aligned to the Common Core State Standards; and school facilities that are maintained in good repair.

Specifically:

- 99.3% compliance with the teacher credential requirements – a rate that should be 100%.

- 100% compliance with the teacher assignment requirements – a rate that should be maintained.

- 100% compliance with the instructional materials requirements – a rate that should be maintained.

- 100% of schools in "good" or "exemplary" repair – a rate that should be maintained.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	99.3% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements.	100% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements.	100% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements.	100% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements.	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.	100% compliance with the instructional materials requirements.	100% compliance with the instructional materials requirements.	100% compliance with the instructional materials requirements.	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.	100% of schools in "good" or "exemplary" repair.	100% of schools in "good" or "exemplary" repair.	100% of schools in "good" or "exemplary" repair.	100% of schools in "good" or "exemplary" repair.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Supports	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.	[$ 0.00]	[Y/N]
2	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 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. Note that the expenditures associated with this action/service will be moved to Goal 2, Action 1.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
3	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 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. Note that this action has been modified due to change in funding.		
4	Technology Enhancements	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.	[$ 0.00]	[Y/N]
5	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.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
6	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.	[$ 0.00]	[Y/N]

Goal Analysis [2019-20]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

> This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

An explanation of how effective the specific actions were in making progress toward the goal.

> This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

> This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

To access as many postsecondary options as possible, students must grow academically and demonstrate proficiency in key areas on a regular basis.

Specifically:

- While LBUSD has continued to make progress in English Language Arts and Mathematics, the achievement gap persists between subgroups, with unduplicated pupils lagging behind the district average by 7 percentage points or more.

- While redesignation rates have continued to improve, LBUSD's English Learner Progress metric, as measured in the California School Dashboard, still has room for growth. For example, according to the English Language Proficiency Assessments for California, 61% are at the Moderately Developed or Well Developed levels in the district, whereas the state is at 65%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Certification of Common Core implementation (Smarter Balanced Assessments)	Fully implement the Common Core State Standards.	Fully implement the Common Core State Standards.	Fully implement the Common Core State Standards.	Fully implement the Common Core State Standards.	Fully implement the Common Core State Standards.
English Language Arts Percentage of students who meet or exceed standards. (Smarter Balanced Assessments)	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities
Mathematics Percentage of students who meet or exceed standards. (Smarter Balanced Assessments)	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities	##% All Students ##% Economically Disadvantaged ##% African Americans ##% Hispanics ##% English Learners ##% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Redesignation rate to a level above the state average. (DataQuest)	##% LBUSD ##% State	Increase the redesignation rate to a level above the state average.	Increase the redesignation rate to a level above the state average.	Increase the redesignation rate to a level above the state average.	Increase the redesignation rate to a level above the state average.
Percentage of English Learners making annual progress in learning English. (Internal Data)	##% cumulative rate of reclassification by 5th grade. ##% cumulative rate of reclassification by 8th grade. ##% cumulative rate of reclassification by 12th grade.	##% cumulative rate of reclassification by 5th grade. ##% cumulative rate of reclassification by 8th grade. ##% cumulative rate of reclassification by 12th grade.	##% cumulative rate of reclassification by 5th grade. ##% cumulative rate of reclassification by 8th grade. ##% cumulative rate of reclassification by 12th grade.	##% cumulative rate of reclassification by 5th grade. ##% cumulative rate of reclassification by 8th grade. ##% cumulative rate of reclassification by 12th grade.	##% cumulative rate of reclassification by 5th grade. ##% cumulative rate of reclassification by 8th grade. ##% cumulative rate of reclassification by 12th grade.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Percentage of English Learners attaining English Proficient Level. (Internal Data and English Language Proficiency Assessments for California)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") met or exceeded English Language Arts standards.	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") met or exceeded English Language Arts standards.	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") met or exceeded English Language Arts standards.	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") met or exceeded English Language Arts standards.	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") met or exceeded English Language Arts standards.
	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made above-target scaled-score growth in English Language Arts. (Increased)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made above-target scaled-score growth in English Language Arts. (Increased)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made above-target scaled-score growth in English Language Arts. (Increased)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made above-target scaled-score growth in English Language Arts. (Increased)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made above-target scaled-score growth in English Language Arts. (Increased)
	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made at least average growth in English Language Arts. (Decreased)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made at least average growth in English Language Arts. (Decreased)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made at least average growth in English Language Arts. (Decreased)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made at least average growth in English Language Arts. (Decreased)	##% of English Learners / Reclassified Fluent English Proficient Students ("Ever EL") made at least average growth in English Language Arts. (Decreased)
	##% of students exhibited well developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 4)	##% of students exhibited well developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 4)	##% of students exhibited well developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 4)	##% of students exhibited well developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 4)	##% of students exhibited well developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 4)
	##% of students exhibited moderately developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 3)	##% of students exhibited moderately developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 3)	##% of students exhibited moderately developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 3)	##% of students exhibited moderately developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 3)	##% of students exhibited moderately developed English skills in the English Language Proficiency Assessments for California (ELPAC Level 3)

Actions

Action #	Title	Description	Total Funds	Contributing
1	<mark>Instruction</mark>	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 Note that this action/service will also incorporate expenditures from Goal 1, Action 2, along with the efforts that are described below. The expected annual measurable outcomes, the metrics, and the general structure of the actions/services will be unchanged: 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 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.	<mark style="background-color:magenta">[$ 0.00]</mark>	<mark style="background-color:magenta">[Y/N]</mark>

Action #	Title	Description	Total Funds	Contributing
2	Instructional-Related Services (Base)	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. The actions and services in this section include: • Teachers on Special Assignments • Trainers • Coaches • Basic Library Services • Principals • Site Staff (Non-Academic) • Supplemental Educational Supports for Unduplicated Pupils Additional actions and services include: • Professional Development for Certificated and Classified Staff • Leadership Development • Gifted and Talented Education	[$ 0.00]	[Y/N]
3	Instructional-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 • 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.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
4	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 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, 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.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
5	School Allocations	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 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.	[$ 0.00]	[Y/N]
6	Strategic and Systematic Assistance to Schools	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. Note that the budgetary change between 2018-19 and 2019-20 reflects the expansion of LBUSD's Early Learning programs. Such growth necessitates additional certificated staff and contributes to the increase in salaries and benefits.	[$ 0.00]	[Y/N]
7	Literacy Support	Expand literacy support in elementary and K-8 schools. This expansion includes: • The use of literacy classrooms or specialist support; • Tutorial services in literacy; and • Intensive Reading Clinic Instructional Aides.	[$ 0.00]	[Y/N]
8	Library Education	Enhance the library education program. This enhancement includes both teacher librarian and library media assistant support, as appropriate, based on site and student needs.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
9	English Learner Support	Provide support to English Learners and their families. These efforts include translation/interpretation services, English Language Proficiency Assessments for California (ELPAC) administration beyond reimbursable costs, 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.	[$ 0.00]	[Y/N]

Goal Analysis [2019-20]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

> This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Goal

Goal #	Description
3	Students will succeed in Algebra to ensure high school graduation and expand college and career opportunities.

An explanation of why the LEA has developed this goal.

Algebra is a "gatekeeper" to future success. Early exposure to and immediate success in this course increases the likelihood of high school graduation and college and career readiness.

Specifically:

- Even as LBUSD has seen increases in participation rates, 52% of 8th grade students are enrolled in Algebra.

- Even as LBUSD has made progress in Algebra completion, 88% of 8th grade Algebra students and 59% of 9th grade Algebra students earn a C grade or higher.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Percentage of 8th grade students who enroll in Algebra. (District Data)	##% of 8th grade students enroll in Algebra.	##% of 8th grade students enroll in Algebra.	##% of 8th grade students enroll in Algebra.	##% of 8th grade students enroll in Algebra.	##% of 8th grade students enroll in Algebra.
Percentage of Algebra students who earn a C grade or higher. (District Data)	##% of 8th grade Algebra students earn a C grade or higher. ##% of 9th grade Algebra students earn a C grade or higher.	#% of 8th grade Algebra students earn a C grade or higher. ##% of 9th grade Algebra students earn a C grade or higher.	#% of 8th grade Algebra students earn a C grade or higher. ##% of 9th grade Algebra students earn a C grade or higher.	#% of 8th grade Algebra students earn a C grade or higher. ##% of 9th grade Algebra students earn a C grade or higher.	#% of 8th grade Algebra students earn a C grade or higher. ##% of 9th grade Algebra students earn a C grade or higher.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math Interventions and Enrichments	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). Building upon prior work, LBUSD plans to expand middle school math interventions that seek to help struggling learners build their conceptual understanding of the standards while practicing necessary fundamental skills. These supports incorporate opportunities for students to engage in structured mathematical conversations and articulate their reasoning – pedagogical strategies that have proven to be effective, particularly with unduplicated pupils, leading up to Algebra success.	[$ 0.00]	[Y/N]

Goal Analysis [2019-20]

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Goal

Goal #	Description
4	Students will participate and excel in rigorous coursework, including Advanced Placement.

An explanation of why the LEA has developed this goal.

Successful participation in college-level coursework prepares students for the rigors of higher education and the demands of the workplace.

Specifically:

- Even as LBUSD has seen growth in Advanced Placement participation rates, 46% of 11th and 12th grade students enroll in at least one Advanced Placement course.

- Even as LBUSD has seen growth in Advanced Placement passing rates, 42% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course. (College Board)	##% of 11th and 12th grade students enroll in at least one Advanced Placement course.	##% of 11th and 12th grade students enroll in at least one Advanced Placement course.	##% of 11th and 12th grade students enroll in at least one Advanced Placement course.	##% of 11th and 12th grade students enroll in at least one Advanced Placement course.	##% 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)	##% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.	##% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.	##% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.	##% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.	##% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Support for Advanced Placement and Career Technical Education Courses	Expand college and career readiness efforts by providing additional support for Advanced Placement and Career and Technical Education courses.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	<mark>Additional Support for Advanced Placement Exams</mark>	Expand college and career readiness efforts by providing additional support for Advanced Placement exams. Note that, while LBUSD plans to continue this action/service, it intends to use other funding sources to pay for Advanced Placement exams. The AP Initiative remains the same despite the funding change. Altogether, LBUSD's use of both LCFF and non-LCFF funding sources to support AP expansion enables it to address the full needs of low-income students, English learners, and foster youth.	[$ 0.00]	[Y/N]

Goal Analysis [2019-20]

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Goal

Goal #	Description
5	Students will demonstrate readiness for college and careers.

An explanation of why the LEA has developed this goal.

To ensure that students can access and succeed in as many postsecondary opportunities as possible, they must demonstrate sufficient academic progress at critical junctures.

Specifically:

- 54% of 8th graders demonstrate high school readiness – similar to prior years, but can be improved.

- 43% of 12th grade students demonstrate college and career readiness – an area that LBUSD hopes to continue to improve to prepare students for postsecondary success.

- 21% of 11th graders achieve "Ready for College" in the Early Assessment Program – English – an area that should be improved to reduce remediation.

- 10% of 11th graders achieve "Ready for College in the Early Assessment Program – Mathematics – an area that should be improved to reduce remediation.

- 56% of high school graduates complete the a-g requirements – an increasing rate, but still short of the district goal.

- 72% of high school graduates who enroll in a two- or four-year college – similar to prior years, but can be improved.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Percentage of 8th grade students who demonstrate high school readiness based on multiple measures. (District Data)	The baseline for this new metric will be established next year.	Baseline + 1%	Baseline + 2%	Baseline + 3%	Baseline + 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures, including the Early Assessment Program. (District Data)	The baseline for this new metric will be established next year. ##% of 11th graders achieve "Ready for College" in the Early Assessment Program – English. ##% of 11th graders achieve "Ready for College in the Early Assessment Program – Mathematics.	Baseline + 1% ##% of 11th graders achieve "Ready for College" in the Early Assessment Program – English. ##% of 11th graders achieve "Ready for College in the Early Assessment Program – Mathematics.	Baseline + 2% ##% of 11th graders achieve "Ready for College" in the Early Assessment Program – English. ##% of 11th graders achieve "Ready for College in the Early Assessment Program – Mathematics.	Baseline + 3% ##% of 11th graders achieve "Ready for College" in the Early Assessment Program – English. ##% of 11th graders achieve "Ready for College in the Early Assessment Program – Mathematics.	Baseline + 3% ##% of 11th graders achieve "Ready for College" in the Early Assessment Program – English. ##% 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)	##% of high school graduates complete the a-g requirements.	#% of high school graduates complete the a-g requirements.	#% of high school graduates complete the a-g requirements.	#% of high school graduates complete the a-g requirements.	#% 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)	##% of high school graduates who enroll in a two- or four-year college.	##% of high school graduates who enroll in a two- or four-year college.	##% of high school graduates who enroll in a two- or four-year college.	##% of high school graduates who enroll in a two- or four-year college.	##% of high school graduates who enroll in a two- or four-year college.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Support and Advanced Placement Outreach	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. Based on feedback from community organizations and other stakeholders, LBUSD has identified 30 high-need schools where unduplicated students make up a large share of the population, and these sites will receive greater resources. Specifically, five high schools with the most significant needs will maintain a 250:1 ratio of student to counselor. This is part of LBUSD's enhanced efforts to deliver mental health / social-emotional support services.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Long Beach College Promise	Expand college and career readiness efforts by providing additional support for the Long Beach College Promise, most notably: • 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. Based on feedback from community organizations and other stakeholders, LBUSD has identified 30 high-need schools where unduplicated students make up a large share of the population, and these sites will receive greater resources. Specifically: • Three high-need middle schools will implement a high school readiness pilot program. This program will deliver counseling, mentorship, and support to students, with an emphasis on their social-emotional preparedness for high school. • With clear district guidelines, the 30 high-need schools will either establish or maintain extended hours of in-school tutoring that shall address the English Language Arts and Mathematics standards. The highest-need students will receive the highest priority for scheduling in such tutorials. The work above is part of LBUSD's enhanced efforts to deliver mental health / social-emotional support services.	[$ 0.00]	[Y/N]

Goal Analysis [2019-20]

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Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Regular attendance and engaged learning are vital to raising academic success, reducing the achievement gap, and improving college and career readiness.

Specifically:

- Attendance rates are at 95.6% in Elementary / Middle / K-8 Schools and 95.1% in High Schools – similar to prior years and can be improved.

- The graduation rate is at 84.6% -- a rate that has been improving, but still short of the district goal.

- The chronic absenteeism rate is at 10.8% -- higher than the state average.

- The suspension rate is at 4.0% -- higher than the state average.

- The high school dropout rate is at 9.7% -- higher than the state average.

- The expulsion rate is at 0.02% and the middle school dropout rate at 0.1% -- results that LBUSD hopes to continue to lower.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Attendance Rate (CALPADS)	##% Elementary / Middle / K-8 ##% High Schools	##% Elementary / Middle / K-8 ##% High Schools	##% Elementary / Middle / K-8 ##% High Schools	##% Elementary / Middle / K-8 ##% High Schools	##% Elementary / Middle / K-8 ##% High Schools
Graduation Rate (DataQuest)	##% Graduation Rate	##% Graduation Rate	##% Graduation Rate	##% Graduation Rate	##% Graduation Rate
Chronic Absenteeism Rate (District Data)	##% Chronic Absenteeism Rate	Decrease the chronic absenteeism rate to a level below the state average.	Decrease the chronic absenteeism rate to a level below the state average.	Decrease the chronic absenteeism rate to a level below the state average.	Decrease the chronic absenteeism rate to a level below the state average.
Suspension Rate (DataQuest)	##% Suspension Rate	Decrease the suspension rate to a level below the state average.	Decrease the suspension rate to a level below the state average.	Decrease the suspension rate to a level below the state average.	Decrease the suspension rate to a level below the state average.
Expulsion Rate (DataQuest)	##% Expulsion Rate	Decrease the expulsion rate to a level below the state average.	Decrease the expulsion rate to a level below the state average.	Decrease the expulsion rate to a level below the state average.	Decrease the expulsion rate to a level below the state average.
Middle School Dropout Rate (DataQuest)	##% LBUSD ##% State	Decrease the middle school dropout rate to a level below the state average.	Decrease the middle school dropout rate to a level below the state average.	Decrease the middle school dropout rate to a level below the state average.	Decrease the middle school dropout rate to a level below the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
High School Dropout Rate (DataQuest)	##% LBUSD ##% State	Decrease the high school dropout rate to a level below the state average.	Decrease the high school dropout rate to a level below the state average.	Decrease the high school dropout rate to a level below the state average.	Decrease the high school dropout rate to a level below the state average.

Actions

Action #	Title	Description	Total Funds	Contributing
1	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.	[$ 0.00]	[Y/N]
2	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.	[$ 0.00]	[Y/N]
3	Summer Programs and Expanded Learning Opportunities	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.	[$ 0.00]	[Y/N]
4	Male and Female Leadership Academies	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.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
5	Foster Youth Services	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.	[$ 0.00]	[Y/N]
6	Linked Learning Initiative	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.	[$ 0.00]	[Y/N]
7	Additional Supports for Secondary Schools	Provide additional support services for secondary schools to cultivate student engagement. These services include middle school sports.	[$ 0.00]	[Y/N]
8	Enhanced Elementary Music Program	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.	[$ 0.00]	[Y/N]

Goal Analysis [2019-20]

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Goal

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

An explanation of why the LEA has developed this goal.

To ensure that students grow and be prepared for college and careers, the culture and climate of schools must be conducive to learning, promote a sense of belonging, and encourage social-emotional development.

Specifically:

- LBUSD has earned 70% favorable responses in the Social-Emotional Learning Survey – an area that has increasingly become a high priority for stakeholders, who hope to see this rate continue to improve.

- While the student results (73%) for the School Culture and Climate Survey have met expected annual measurable outcomes, parent and staff results (94% and 82%, respectively) are still short of district goals, even as these areas have generally seen progress through the years.

- 94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs – a high rate, but still short of district goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Percentage of favorable responses in the Social-Emotional Learning Survey. (District Data)	##% favorable responses in the Social-Emotional Learning Survey.	##% favorable responses in the Social-Emotional Learning Survey.	##% favorable responses in the Social-Emotional Learning Survey.	##% favorable responses in the Social-Emotional Learning Survey.	##% favorable responses in the Social-Emotional Learning Survey.
Percentage of favorable responses in the School Culture and Climate Survey. (District Data)	##% Students ##% Parents ##% Staff	##% Students ##% Parents ##% Staff	##% Students ##% Parents ##% Staff	##% Students ##% Parents ##% Staff	##% Students ##% Parents ##% Staff
Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. (District Data)	##% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.	##% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.	##% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.	##% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.	##% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	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.).	[$ 0.00]	[Y/N]
2	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 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.	[$ 0.00]	[Y/N]

Action #	Title	Description	Total Funds	Contributing
3	Parent Engagement / Outreach Supports	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. Based on feedback from community organizations and other stakeholders, LBUSD has identified 30 high-need schools where unduplicated students make up a large share of the population, and these sites will receive greater resources. Specifically: • Twenty-five high-need schools will establish regional mental health and social-emotional services in Family Resource Centers accessible to the students. These centers will be funded by the district and supplement existing counseling and psychological supports at the sites. The work above is part of LBUSD's enhanced efforts to deliver mental health / social-emotional support services.	[$ 0.00]	[Y/N]
4	Restorative Justice	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.	[$ 0.00]	[Y/N]

Goal Analysis [2019-20]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

An explanation of how effective the specific actions were in making progress toward the goal.

This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section is not required during the 2019-20 LCAP, per slide 89 of the Los Angeles County Office of Education's Winter Workshop.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2019-20]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The text in this and the subsequent section comes from the 2018-19 LCAP and will be revised in future drafts.

LBUSD plans to provide a comprehensive series of "increased or improved services" that raise student performance, close achievement gaps, and expand college and career readiness for unduplicated pupils. These programs are rooted in extensive education research, as synthesized by the January 2014 White House publication, "Increasing College Opportunity for Low-Income Students: Promising Models and a Call to Action." In this document, the Executive Office of the President identifies several major barriers facing low-income students (and, by extension, other unduplicated pupils), then proposes "promising interventions" that have proven to enhance educational benefits and postsecondary opportunities for these specific groups. LBUSD puts the model programs into practice.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Technology-based Learning, Increased Instructional Time, and Personalized Approaches
"Increasing College Opportunity" states that "technology-based learning, increased instructional time, and personalized approaches have been shown to improve high school algebra scores, including for students who enter high school underprepared in math." LBUSD's math interventions and enrichments have these features (Goal 3, Action 1). In the high school algebra program, course grades and assessments are frequently monitored (e.g., upon the conclusion of three textbook chapters), and struggling learners are given additional opportunities to make up work or enroll in support classes, which effectively increase instructional time. The more targeted Urban Math Collaborative combines external partnerships with ongoing school-based academic services to address the achievement gap, particularly among African American and Hispanic males. The program is based in the two areas of the district with the highest concentration of economically disadvantaged families, and there is an emphasis on creating opportunities for low-income students, English Learners, and foster youth. Collaborators include Elevate Your G.A.M.E., the Early Academic Outreach Program at the University of California, Irvine, and California State University, Long Beach, where participants spend two intensive summer weeks engaging in college preparatory math activities. During the school year, students receive tutoring a few days each week from teachers, college aides, and/or peers. Parents are contacted regularly so that they are kept in the loop. Overall, the recent success of this program has been recognized by, among other organizations, Southern California Edison with its community partnership award.

The Urban Math Collaborative and numerous other LBUSD programs make extensive use of technology-based learning services that address math achievement. For example, the MIND Research Institute's online Spatial Temporal (ST) Math tutorials use a visual approach and games to teach concepts aligned with Common Core. The emphasis on innate spatial-temporal reasoning ability means that students with language and other skill deficits benefit principally from the innovative delivery of content. LBUSD's partnership with Khan Academy provides certificated trainings so that the organization's repository of free videos can be seamlessly integrated into lessons. Beyond math, Lexia Core5, which had been successfully piloted at four local elementary schools since 2015, is now rolled out districtwide to all teachers and students

from transitional kindergarten through grade 5. This computer-adaptive program emphasizes individual student growth in reading and is particularly beneficial for English learners. Altogether, technology-based programs have the advantage of giving students immediate feedback and collecting performance data that teachers can promptly use to adjust their lesson plans. They also often enable efficient communication between the school and the home, which engages parents in the learning process, as well as between teachers, which facilitates cross-sharing of best practices that benefit unduplicated pupils (Goal 1, Action 4). To promote broad-based access to these resources, LBUSD plans to continue its investments in various technology devices, moving toward ensuring a one-to-one ratio between students and devices.

More broadly, this type of targeted support for high-need students is a driving force for supplementary instructional materials (Goal 1, Action 3). In English Language Arts, for instance, leveled texts equip teachers with the necessary resources for small-group instruction, thereby allowing "personalized approaches" based on current student skills. Multiple companions facilitate the integration of ELA and English Language Development, which directly supports English learners. Other supplementary resources help bridge the gap to rigorous coursework such as Advanced Placement and Science, Technology, Engineering, and Mathematics so that unduplicated pupils can have success in them. (Note that such investments, while aligned with LCAP goals, are funded outside of LCFF. Basic school site supply allocations, including unrestricted lottery, come from base funds. In addition, one-time funds are budgeted for technology improvements.)

Enhanced College and Career Readiness Services
According to "Increasing College Opportunity," "students from low-income families and disadvantaged backgrounds have few experts or mentors to turn to for support and advice," thereby creating "inequalities in college advising and test preparation." The research paper suggests that "more counselors, advisors, and near-peer mentors" can improve outcomes for unduplicated pupils. LBUSD's college and career readiness efforts follow this model. They expand counseling support so that targeted outreach can be implemented to encourage unduplicated pupils to enroll in a-g courses and take advantage of College Promise opportunities. In cases where students have academic, behavioral, or social-emotional struggles, counseling staff coordinate individual or small-group sessions to address unique circumstances. In accordance with stakeholder feedback, LBUSD dedicates extra counseling staff to five high schools with the most significant needs, allowing unduplicated pupils to receive greater attention via a 250:1 ratio of student to counselor personnel. At the high school level, these staff members collaborate with Advanced Placement coordinators, college advisors, job developers, and other colleagues to communicate directly with unduplicated pupils and their families, urging them to enroll in college-level classes and connecting them with appropriate supports (Goal 5, Action 1).

The remaining 25 high-need schools offer regional mental health and social-emotional services in Family Resource Centers accessible to the students. These centers are funded by the district and supplement existing counseling and psychological supports at the sites. Through a collaborative effort, they connect families with agencies that can help address a wide range of needs beyond academics, and they deliver parent education workshops as well as short-term individual and/or small-group support.

Tutoring
With clear district guidelines, the 30 high-need schools maintain extended hours of in-school tutoring that addresses the English Language Arts and Mathematics standards. The highest-need students receive the highest priority for scheduling in such tutorials.

The same goes for high school staff associated with Linked Learning pathways: they facilitate interdisciplinary educational experiences, work-based learning opportunities, internships, and other projects aligned with major industry sectors, which keeps students engaged through career interests. Based on research cited by the James Irvine Foundation, this approach has disproportionate benefits for unduplicated pupils and other historically underrepresented subgroups (Goal 6, Action 6).

At LBUSD, targeted college planning services come in the form of college advisors provided by a partnership with the University of Southern California and the Southern California College Advising Corps. These staff members focus on low-income students, who receive assistance with college applications, financial aid forms, campus visits, and other postsecondary issues. The same mission is shared by the Advancement Via Individual Determination (AVID) program and the Long Beach College Preparatory Academy, the latter of which uses a cohort model whose benefits are enhanced for unduplicated pupils. In terms of mental health and social-emotional services, three high-need middle schools plan to implement a high school readiness pilot program, which promises to deliver counseling, mentorship, and support to students. (Goal 5, Action 2).

"Increasing College Opportunity" promotes the use of "early-intervention programs . . . that identify students early and follow them through high school and college, providing a suite of student supports [such as] tutoring, mentoring, college visits, summer programs, and scholarship funding." LBUSD agrees with the finding that such services principally benefit unduplicated pupils and therefore incorporates them into the LCAP. The College Promise includes elementary student visits to Long Beach City College and California State University, Long Beach (Goal 5, Action 2). The Young Achievers Program specifically focuses on supporting African American fourth and fifth graders with enrichment activities on Sundays that enhance not just their academic and study skills, but also their preparations for rigorous secondary pathway programs and, equally importantly, their cultural understandings. On top of important credit recovery options, high schools have summer bridge programs and

orientations, which strive to give unduplicated pupils a head start on upcoming college preparatory classes, new Advanced Placement courses, and Linked Learning pathway expectations (Goal 6, Action 3).

Most notably, to reduce financial barriers to college and career readiness, LBUSD pays for a sizable portion of Advanced Placement exam fees. While each AP test typically costs $93, the district covers $88 so that students only bear a $5 burden (Goal 4, Action 1, and Goal 4, Action 2). The PSAT is offered free of charge to all 8th, 9th, and 10th graders, and the SAT to all 11th graders (as well as select 12th graders who need an extra opportunity). A free 38-hour SAT preparatory program is also available districtwide (Goal 5, Action 2). More broadly, LBUSD sends a customized "College Readiness Guide" to every high school student, detailing grade-point averages, SAT scores, higher education institutions for which he or she is competitive, action steps, and contact information for district alumni who can serve as potential college mentors. A comparable "High School Readiness Guide" is in development to accomplish similar objectives for middle school students. All of these services have tangible benefits to those from low-income backgrounds, who would otherwise have limited or no access to program prerequisites even if they have the interest and qualifications.

Furthermore, in a related 2016 study titled "Closing the Opportunity Gap" by the Saguaro Seminar at Harvard University, the authors conclude that low-income children have limited access to early developmental experiences, enrichment programs (i.e., "summer camp, piano lessons, trips to the zoo . . ."), and extracurricular activities. This "opportunity gap" has long-term implications for their educational outcomes, so LBUSD has services to address it. For example, early learning programs like transitional kindergarten, early transitional kindergarten, and Educare are located in some of the poorest communities in the district and specifically aid unduplicated pupils with school readiness. These programs are slated to expand based on stakeholder feedback. (Goal 2, Action 6). The elementary music program provides them access to vocal and instrumental lessons, with the Harmony Project adding an additional layer of ensemble playing opportunities on Saturdays for low-income students (Goal 6, Action 8). Middle school sports offer a structured extracurricular environment for those who have athletic interests (Goal 6, Action 7). Collectively, these programs help narrow the opportunity gap that disproportionately afflicts unduplicated pupils.

Comprehensive System of Supports
Beyond the programs prescribed by "Increasing College Opportunity" and "Closing the Opportunity Gap," LBUSD has a comprehensive system of supports that principally benefit unduplicated pupils. There is a specific set of services addressing the unique needs of English learners, their language acquisition, and their mastery of the Common Core State Standards (Goal 2, Action 9). It includes translation/interpretation services, English Language Proficiency Assessments for California (ELPAC) administration, parent involvement, and technical assistance to schools regarding English Language Development, appropriate interventions, and home-school communications, among many others. To enhance these services, LBUSD deploys teacher trainings on the "designated English Language Development" model, convenes a K-12 English Learner Leadership Institute, creates new curricular materials aligned to the language arts textbook, and facilitates sharing between sites of promising practices related to English learner support.

Similarly, there is a specific set of services for foster youth (Goal 6, Action 5). It focuses on community outreach to organizations that serve this student population, advocacy work with sites, and direct supports in the form of individual student assessments, home visits, and ongoing intensive case management. Specifically, LBUSD provides professional development on trauma-informed practices to elementary, middle, and high school counselors, as well as technical assistance to school support staff, nurses, and new teachers. Additional services are provided in collaboration with the Los Angeles County Department of Children and Family Services; the Los Angeles County Office of Education; Masters of Social Work programs in various higher education institutions; and group homes and foster family agencies in Long Beach; to name just a few partners.

Other programs are positioned to deliver supplemental services that are principally directed to unduplicated pupils. For instance, Instructional Aides 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 (Goal 2, Action 3). In a similar vein, other instruction-related services, including academic coaches, trainers, professional development, and the like, build educators' capacities to use pedagogical techniques that have a notable impact on struggling learners. The LBUSD Induction Program trains new teachers, who are still developing their skills, on differentiated instruction, collaborative learning, gradual release of responsibility, and English Language Development integration – all areas that have proven to help English learners and their peers (Goal 1, Action 1). Moreover:

- Literacy classrooms and tutorials are designed to provide targeted interventions that address the needs of unduplicated pupils in English Language Arts, specifically in the early elementary years (kindergarten through third grades) when reading skills are important to establish (Goal 2, Action 7).

- Teacher librarians and library media assistants augment the core English Language Arts program by providing supplemental instruction in, for example, close reads, text-dependent questions, note-taking, and other areas where unduplicated pupils have tended to struggle. They also help English learners access online resources that support language acquisition (Goal 2, Action 8).

- Nursing and psychological services include individual or small-group sessions related to health / mental health problems that interfere with specific students' academic, behavioral, or social-emotional growth. They connect families with appropriate agencies and partner organizations like Vision To Learn, which conducts basic eye exams and distributes glasses free of charge to low-income students (Goal 6, Action 2).

- Community and ancillary services include classified staff members who help promote a safe, secure, and inviting campus environment by mentoring students on appropriate behaviors in playgrounds, restrooms, and other common areas. Safety and hospitality on school grounds are important priorities for the District Community Advisory Committee, the District English Learner Advisory Committee, and other stakeholder groups, as a sense of comfort is particularly beneficial for unduplicated pupils who may come from unstable homes (Goal 7, Action 2). Indeed, DCAC has urged the district to "create a more inviting, safe, and welcoming climate/community atmosphere at all sites for all cultures, parents, and students," while DELAC has added to this suggestion by emphasizing the importance of "bilingual office staff who speak the language and understand the services and resources available for parents and English learners." The additional adult-to-student connections that are made possible by these services have benefits for unduplicated pupils. For example, in our most recent Safe and Civil Schools Survey, we asked secondary students whether there was an adult on campus that they can go to for help. Approximately 85% said "yes" overall, with low-income students (85%), English learners (86%), students with disabilities (87%), African Americans (84%), and Hispanics (84%) showing similar rates of positive responses. To be sure, LBUSD believes that these numbers can still improve, and the results cannot be fully attributed to community and ancillary services, but the preliminary data suggest at least some enhancement in support for our neediest students.

- Male and Female Leadership Academies empower unduplicated pupils through academic, cultural, and social-emotional support. They are grounded in customized middle school (The Global Classroom) and high school (Ethnic Studies and Identity) curricula that help students grapple with issues of race, ethnicity, gender, sexuality, and class. Intensive counseling is also provided, and the program is aligned with California State University's Ethnic Studies program (Goal 6, Action 4).

- Restorative justice includes community building efforts within a designated space, leadership circles, appropriate youth development activities, and other responses to the needs and interests of unduplicated pupils (Goal 7, Action 4).

- 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 (Goal 1, Action 6). The Safe and Civil Schools 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 high-60% at some schools – a continuation of trends from the previous year. 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.

- Supplementary parent outreach resources ensure that schools throughout the district provide targeted support for the families of unduplicated pupils, addressing issues like academic standards, social-emotional learning, and other needs. Based on stakeholder feedback, LBUSD provides regional mental health and social-emotional services in Family Resource Centers accessible to the students of 25 high-need sites. These centers are funded by the district and supplement existing counseling and psychological supports at the schools. (Goal 7, Action 3).

Above and beyond all of these programs, LBUSD has site allocations (Goal 2, Action 5), Board Initiatives (Goal 2, Action 6), and student advisory resources (Goal 7, Action 2) that are designed to extend support for unduplicated pupils in truly customized ways. All three of these areas require extensive consultation with site and/or district stakeholders to define a targeted need. They must specify how unduplicated pupils stand to benefit and which LCAP goals are addressed. The Superintendent ultimately approves the plans, which generally provide unique learning opportunities such as innovative online programs, science fairs, and other projects. Moreover, as it specifically relates to Board Initiatives, Level Office Supports, and Early Learning Systems, notable programs include Educare, a high-quality early learning model that is located in an area with a high concentration of low-income families and therefore provide services to unduplicated pupils above and beyond what are typically available. Level Offices Supports focus on intensified coaching to sites with regards to English Learner services in alignment with the English Learner Initiative. These and all other projects under Goal 2, Action 6, follow the same criteria for increasing or improving services to unduplicated pupils: (1) low-income students, English Learners,

Redesignated Fluent English Proficient Pupils, and/or foster youth would serve as the principal beneficiaries because either the communities or the affected sites have a high proportion of such students; (2) the program augments supplemental services in ways that schools or district departments ordinarily cannot easily implement and/or that spur innovation principally benefiting low-income students, English Learners, Redesignated Fluent English Proficient Pupils, and/or foster youth; and (3) the program aligns with a unique Board of Education and/or community priority.

To determine the effectiveness of these actions/services, LBUSD requires site and/or district stakeholders to collect relevant information on the impact to unduplicated pupils, including quantitative data, qualitative observations, and feedback from students, parents, and staff. These analyses of both processes and results are reviewed with the appropriate supervisors. They are then provided to the Board of Education in either a written report or a public presentation. If a program has a demonstrated effect on outcome data related to unduplicated pupils, or if it shows promising signs of helping low-income students, English learners, and foster youth, then it is considered for further support. Otherwise, it is discontinued or reshaped. How stakeholder feedback informs actions/services for all students in general and unduplicated pupils in particular varies by site and program, but common responses include:

- Enhancing or expanding professional development for teachers and staff. For example, in response to stakeholder input, LBUSD now has specific strands of leadership trainings on English Learner supports that builds upon those for teachers.

- Modifying services based on stakeholder needs. For instance, Family Resource Centers were initially opened on Saturdays to accommodate weekend availabilities, but parents later indicated a different preference, so schedules were adjusted. Similarly, some after-school interventions have moved to Saturday School based on feedback from students, who said that weekends would create fewer scheduling conflicts.

- Developing new programs within existing resources. For example, Parent University provided a new set of workshops that specifically addressed requests from the District Community Advisory Committee and the District English Learner Advisory Committee – namely, sessions on "Building Resilience and Growth Mindsets," "Mental Health Awareness and Our Kids," "Technology in the LBUSD Classroom," "Summer in the LBC," and "Resources for Success!"

This approach has proven to be beneficial for unduplicated pupils, because it allows their unique needs to be met within their specific contexts and represents the "finishing touch" to their individualized system of support. LBUSD has numerous districtwide programs (e.g., math interventions, literacy classrooms, etc.) that are well-defined in advance. The site allocations, Board Initiatives, and student advisory resources are focused on the remaining challenges that these programs cannot reach. They target particular and nuanced aspects of unduplicated pupils' gaps in their reading benchmarks, math skills, school connectedness (as measured by the Social-Emotional Learning Survey), and learning experiences (as defined by the School Culture and Climate Survey). For these reasons, they are deemed worthy of continuing to be part of the supplemental services that unduplicated pupils receive.

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.