

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2021-22

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 70,000 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 58% of students are Hispanic, 12% African American, 12% white, 7% Asian, 6% Multiple Race, 3% Filipino, 1% Pacific Islander, and 0.2% American Indian/Alaskan Native, with the remainder in other categories. Approximately 14% of students are English Learners, 62% socioeconomically disadvantaged, and 9% homeless/foster youth.

Key to the district's success is its work with community, higher education, and industry partners. LBUSD, Long Beach City College, and California State University, Long Beach, 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 workforce. 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.

Despite unprecedented circumstances due to the COVID-19 pandemic, LBUSD established its “Excellence and Equity” initiative this school year, laying out the following priorities:

Equity Initiative	Goal	Lead	Milestones
Student Voice and Participation Supt. Goal Areas: 1, 2, 3, & 4	The goal of student voice and participation is to actively include student voice in decisions related to students’ classroom experience, school experience and the district curriculum as measured on surveys, student focus groups and analysis of student representation.	Office of the Deputy Superintendent	<ul style="list-style-type: none"> ● Implement a Student Equity Leadership Team ● Implement a four part series of “Town Hall Meetings” ● Video messaging directly to students that supports our district’s excellence and equity agenda ● Site based engagement for student feedback through focus group and participation in student led activities
Principal Supervision and Support Supt. Goal Areas: 1, 2, 3 & 4	The goal of equity centered principal supervision is to equip principals with skills and hold them accountable for ensuring that student outcomes reflect success for all students.	Office of the Superintendent	<ul style="list-style-type: none"> ● Principals and Assistant Principals will self-assess on the revised domains and dimensions as a baseline for continuous improvement ● Principal supervisors will assess Principals on the revised domains and dimensions & Principals will assess Assistant Principals on the revised domains and dimensions as a baseline for continuous improvement ● Principals and Assistant Principals will know the characteristics of and be able to identify culturally relevant and responsive classrooms ● Principals and Assistant Principals will demonstrate their school's progress on their Building Equity Audit action plan
Social Emotional Learning and Supports Supt. Goal Areas: 1, 2, 3 & 4	The goals of social emotional learning and supports are to promote an understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.	Office of School Support Services	<ul style="list-style-type: none"> ● Teachers and administrators will develop a working knowledge of the CASEL Competencies & SEL Student Outcomes through professional development ● A continuum of integrated levels of support will be initiated with resources for Tier I-III discipline practices, restorative justice and identity development ● SEL objectives will be integrated into core and elective content and instruction ● Adult SEL supports will be designed and deployed
Community Engagement Supt. Goal Areas: 1,2 & 5	The goals of community engagement are to develop and build trusting relationships with all stakeholders, create systems that provide opportunities for diverse perspectives to be shared and to enhance district methods for interacting with parents.	Office of Organizational Equity and Engagement	<ul style="list-style-type: none"> ● Support the development and approval of the Learning Continuity and Attendance Plan and Local Control Accountability Project by developing an Engagement Process Framework ● Assist in the development and support the work of the Equity Leadership Team

			<ul style="list-style-type: none"> Engage with all community stakeholder groups during the Budget Engagement Process Maintain community engagement data, feedback and recommendations Parent University Offerings that align with key initiatives described in this document, including Canvas training, social-emotional learning support for families, etc.
Curriculum & Professional Development Supt. Goal Areas: 1, 2, 3 & 4	The goals of curriculum and professional development are to support teacher and leader development in the eight competencies for culturally responsive teaching and ensure a culturally relevant curriculum.	Office of Curriculum, Instruction & Professional Development	<ul style="list-style-type: none"> Define what a culturally relevant and responsive classroom looks like Establish a set of recommendations for curriculum changes based on a district curriculum audit Create and deploy a professional development plan that incorporates training for principals and teachers around culturally relevant and sustaining practices centering on academic success, cultural competence, and critical consciousness and their relationship to students' social-emotional learning and well-being
Equity Leadership & Talent Development Development Supt. Goal Areas: 2, 3 & 5	The goal of equity leadership and talent development is to support teacher and administrator growth and development in the 7 domains and 21 dimensions of our administrator standards.	Office of Equity Leadership & Talent Development	<ul style="list-style-type: none"> Expansion and implementation of pipeline programs (14) from teacher leader through new director Creation of equity centered curriculum for each program Ensure equity focused recruitment and retention efforts (i.e. application, questions, writing task) Expand partnerships with community organizations to support equity centered pipeline
Budget Engagement Supt. Goal Areas: 1 & 5	The goal of the Budget Engagement process is to solicit recommendations for the budget utilizing community engagement processes for recommendations for a budget that is transparent, equity driven and addresses the needs of the District.	Fiscal Services Branch	<ul style="list-style-type: none"> Develop processes for public engagement into budget priorities Create foundational knowledge of district budget among stakeholders so that they can provide relevant feedback Create opportunities for cross departmental collaboration for projected enrollment, staffing and allocation of discretionary resources to sites Develop capacity for multi-year plan for supplemental resources that reflects current priorities
Workforce Diversity & Human Resource Practices Supt. Goal Areas: 2 & 3	The goals of workforce diversity and human resource practices are to develop a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community; sustain and increase the percentage of highly qualified K-12 certificated candidates by 10% in under-represented groups and to develop	Human Resource Services	<ul style="list-style-type: none"> Analyze hiring practices, interview scores, and new hire survey data and create an annual report that measures diversification data and progress, and data repository Partner with community college, key higher education institutions to develop a campaign to increase the need for teacher prep programs to raise the profile of the educator profession to recruit a future diverse workforce

	improved organizational structures to promote equity and excellence organizational objectives while creating an environment that promotes employee engagement and retention.		<ul style="list-style-type: none"> • Continue anti-racist and anti-bias HR training/professional development • Develop preliminary teacher contracts and establish a criteria for identifying students recipients based on teacher elective courses • Establish stakeholder equity focus groups and incorporate feedback and suggestions into the interview process while standardizing interviews at the site level to increase equity
Metrics and Opportunity Gaps Supt. Goal Areas: 1, 2, & 3	The goals of Research and School Improvement are to identify and define an equity dataset and visualization paradigm that is aligned to district equity priorities and initiatives. Site leaders and teachers will consistently use the equity centered data to drive programmatic decisions and interventions that increase access, opportunity, and success for students.	Office of Research and School Improvement	<ul style="list-style-type: none"> • Develop a clear LBUSD definition of the equity measures that we intend to focus on and support sites in using • Create a detailed plan for building data systems' architecture that supports shifting data use models • Implement a protocol for site data and systems enhancement requests that builds capacity to ask data-driven equity research questions
Business Engagement and Strategic Partnerships Supt. Goal Areas: 1 & 5	The goals of Business Engagement and Strategic Partnerships are to foster partnerships and connect LBUSD students to businesses and organizations through inspiring work-based learning opportunities.	Office of Business Engagement & Strategic Partnerships	<ul style="list-style-type: none"> • Provide and facilitate equitable Internship opportunities through established business partnerships • Develop and outreach to new partnerships to support student success and district initiatives • Diversify advisory council members • Create opportunities and processes to engage business partners with K-12 students
Learning Acceleration, Support & Enrichment Supt. Goal Areas: 1, 3 & 5	The goal of Learning Acceleration, Support & Enrichment is to ensure that every student has access to academic and social emotional supports that ensure student success and well-being.	Early Learning & Elementary Schools Office; Middle & K-8 Schools Office; High Schools Office	<ul style="list-style-type: none"> • Develop a Learning Acceleration, Support & Enrichment Plan to address students' academic learning and social emotional/well-being needs through research based targeted intervention classes and programs, online and in person tutoring, Saturday School, credit recovery and other extended learning opportunities (from the Learning Continuity and Attendance Plan) • Develop during school day intervention models for literacy and math to support students (elementary literacy programs, middle school math intervention courses)

These equity initiatives aimed to accelerate gains that LBUSD had made prior to the pandemic. The following sections highlight patterns of progress over the past several years, including analyses that were intended to appear in the 2020-21 LCAP before its cancellation. The district believes that there is value in reporting long-term trends, since they help provide a solid foundation for future planning.

As reported in the [Dashboard District Graduation Rate Report](#) for 2019-20, LBUSD reached its goal of 90%, an increase from 87% the prior

year and 85% two years beforehand. Socioeconomically disadvantaged students were right around the district average (89.5%), while Hispanic (89.2%) and African American (87.9%) students surpassed not just their peers in California, but also the overall state average (86.6%).

As the graduation rate has increased, so has student preparation for postsecondary opportunities. The percentage of graduates who are ready for college and careers, as defined by the [California School Dashboard](#), rose from 40% to 43% between the 2019 and 2020 reporting years. African Americans, Hispanics, English Learners, Foster Youth, Homeless Students, and the Socioeconomically Disadvantaged all saw growth. Hispanic and Foster Youth students also outperformed their state counterparts. More specifically, the proportion of LBUSD graduates who complete minimum eligibility requirements for California State University admission (the “a-g completion rate”) met the 60% target in 2019-20. This milestone represented an improvement from 59% in 2018-19 and 56% in 2017-18. LBUSD made some progress in narrowing the achievement gap over the past three years, with African Americans going from 43% to 50%, Pacific Islanders from 41% to 49%, English Learners from 6% to 12%, and Reclassified Fluent English Proficient (RFEP) students from 58% to 61%.

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 [2019 California School Dashboard](#) (the most recent version of this report), LBUSD has attained a “Green” performance level in both ELA and Mathematics. African Americans, Hispanics, English Learners, Foster Youth, Students Experiencing Homelessness, Students with Disabilities, and the Socioeconomically Disadvantaged have all had gains. Moreover, LBUSD has reached the “Green” performance level for suspensions. In terms of specific subgroups, the Socioeconomically Disadvantaged and Hispanics have made it to “Green,” and African Americans, Foster Youth, and Students with Disabilities have seen their suspension rates decline.

To build upon these successes, LBUSD plans to:

- Conduct detailed analyses of student needs upon their full return to school campuses and adjust the equity initiatives based on these assessments;
- Deliver targeted student supports revolving around the pillars of (1) academic acceleration and support; (2) social-emotional well-being; and (3) engagement and voice; and
- Implement a districtwide professional development plan that incorporates training for principals and teachers around culturally relevant and sustaining practices centering on academic success, cultural competence, and critical consciousness and their relationship to students’ social-emotional learning and well-being.

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.

Throughout the country, COVID-19 has had a substantial impact on students, particularly unduplicated pupils and other historically marginalized groups. It is no different in LBUSD. This section provides an overview of the challenging educational experiences of our students

and how, in many areas, the needs are inequitably distributed.

As detailed during the March 16, 2021, Board Workshop, when we compare key indicators from March 2020 with those from March 2021, we see the following trends:

- The percentage of high school students who are on track to graduate has declined from 74% to 66%. Ninth and tenth graders have been impacted the most, with their rates sliding by 12 percentage points. All subgroups have seen declines, including African Americans (6 percentage points), Hispanics (9 percentage points), the Socioeconomically Disadvantaged (8 percentage points), and English Learners / Reclassified Fluent English Proficient students (10 percentage points).
- The percentage of high school students who are on track to complete the a-g requirements has slipped from 59% to 53%. Ninth graders have been affected the most (16 percentage-point reduction). All subgroups have regressed, and the patterns have been comparable to the graduation figures above.
- The percentage of middle school students who are ready for high school has gone down from 74% to 57%. The decline has been pronounced among sixth and seventh graders (19 percentage points). All subgroups have been negatively impacted, most notably English Learners / Reclassified Fluent English Proficient students (23 percentage points) and Foster Youth / Students Experiencing Homelessness (21 percentage points).
- The decrease in high school readiness has been particularly evident when looking at student grades. The percentage of middle school students who meet the grade-point average standard has shrunk by 19 percentage points. Looking specifically at English Language Arts and Mathematics grades, the reductions are 13 and 9 percentage points, respectively.
- The percentage of elementary students who are on or above level in their Achievement Reports has dropped from 57% to 42%. While the kindergarten figures are comparable year to year, other grades have seen double-digit declines, including 23 percentage points for fifth graders. English Learners / Reclassified Fluent English Proficient students (17 percentage points), Foster Youth / Students Experiencing Homelessness (17 percentage points), and the Socioeconomically Disadvantaged (15 percentage points) have had the largest decreases.
- The percentage of elementary students who are on or above level in informational reading has shrunk by 14 percentage points, with the most severe reductions in fourth grade (18 percentage points) and fifth grade (25 percentage points). Similar trends exist in writing (13 percentage points for the district overall). The decrease in math has been even sharper at 21 percentage points, including 23 and 26 percentage points for fourth and fifth grades.
- The percentage of D or F grades in the Fall Semester has risen from 14% to 28%. The percentage of students with at least one D or F grade has also jumped from 37% to 48%, with Foster Youth / Students Experiencing Homelessness (63%), Students with Disabilities (62%), African Americans (57%), Pacific Islanders (56%), English Learners / Reclassified Fluent English Proficient students (56%), the Socioeconomically Disadvantaged (55%), and Hispanics (55%) all above the district average.

Beyond academic indicators, student engagement has been a priority area, as noted during stakeholder consultations throughout the school

year. This issue accentuates the most critical gap in the 2019 California School Dashboard: the “Orange” performance level for chronic absenteeism. The district average was 12.5%, up by 1.7 percentage points from the prior year. African Americans, Foster Youth, Students Experiencing Homelessness, and Native Americans were all in the “Red” level, while all other subgroups were in the “Orange” level.

LCAP Highlights

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

LBUSD has adopted an “Excellence and Equity” agenda that governs the work of the entire school system and that has a specific definition in our local context:

Equity is our moral imperative to create a student-centered and anti-racist school experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. We achieve this imperative by eliminating individual and institutionally biased / racist practices.

Diversity, including race, culture, ethnicity, gender, gender identity and/or expression, sexual orientation, socioeconomic status, religion, ability level, age, citizenship status, language, and an openness to other identifiers, is viewed as an asset to a dynamic learning experience.

Our work is driven by consideration of those who are being left out in traditional school practices and operations. With all students in mind, we uplift groups of students that have been historically marginalized. We amplify the voices of our students and embrace our community as true partners in education. The results create academic, social, and emotional growth.

In translating this aspiration to LCAP goals, actions, and services, LBUSD has drawn from stakeholder recommendations that revolve around three guiding questions:

- What practices would be most effective in addressing **academic support**?
- What practices would be most effective in addressing **social-emotional learning**?
- What practices would be most effective in addressing **student engagement and motivation**?

These guiding questions resulted from foundational surveys toward the end of the prior school year, when LBUSD engaged families on (a) their experiences with distance / home learning and (b) their needs for Fall 2020 and beyond. Academic support, social-emotional learning, and student engagement and motivation emerged as the most important themes from over 13,800 student responses, nearly 28,000 parent responses, and approximately 2,700 teachers. The themes were subsequently reinforced in follow-up consultations with stakeholders, including a Thoughtexchange® survey that reached nearly 5,000 participants, yielded over 4,000 comments, and generated more than 118,000 ratings.

To honor community feedback, LBUSD has put together its LCAP in a way that addresses the three guiding questions through an “Excellence and Equity” lens. Actions and services reflect both districtwide and schoolwide approaches. A districtwide approach is a proven strategy for

large urban systems where students and families have high rates of mobility and school choice, as it ensures equity across a diverse community and enables efficiencies that maximize the use of public funds. A schoolwide approach allows for the unique needs of students to be met when they are concentrated in specific campuses. It facilitates targeted supports while retaining economies of scale and site flexibility. Overall, the balance between districtwide and schoolwide approaches ultimately benefits “unduplicated pupils” -- i.e., low-income students, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth.

Academic Support

LBUSD strives to ensure that student outcomes reflect success for all students. This means that every student has access to academic supports that address their unique needs, as captured by a Learning Acceleration, Support, and Enrichment Plan that includes research-based targeted intervention classes and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Even more fundamentally, it entails intervention models during the school day for literacy and math. It also involves developing a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community; supporting teacher and administrator growth; and consistently using equity-centered data to drive programmatic decisions and interventions that increase access, opportunity, and success.

Social-Emotional Learning

At its core, LBUSD’s social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It implements a continuum of integrated levels of support that is initiated with resources for Tier I-III discipline practices, restorative justice, and identity development. It also embeds social-emotional learning objectives alongside core and elective content and instruction.

Student Engagement and Motivation

LBUSD strives to include student voices in decisions related to their education, specifically through the implementation of a Student Equity Leadership Team. This means learning opportunities that reflect their needs and lived experiences. For example, the district supports teacher and leader development in the eight competencies for culturally responsive teaching, and it has a professional development plan that incorporates training around culturally relevant and sustaining practices centered on academic success, cultural competence, critical consciousness, and social-emotional learning and well-being. It also connects students to businesses and organizations through inspiring work-based learning opportunities.

In developing initiatives across these three themes, LBUSD utilizes a budget development process that is transparent, equity-driven, and addresses student needs. This process is rooted in stakeholder recommendations that capture diverse perspectives and honor trusting relationships with every student, parent, employee, and community member.

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.

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 district's Understandings Continuum framework. Since 2014, LBUSD 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. Comprehensive Support and Improvement (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 help CSI schools develop their plans:

- 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. In light of the COVID-19 pandemic, distance learning participation, learning loss, and other similar issues were also explored.
- 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, particularly in a distance-learning environment.

- 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. 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.

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 to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

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, 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 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.

LBUSD's community engagement framework involves a triangulation approach that helps ensure authentic and deliberate dialogue with a broad cross-section of students, parents, staff, community members, and other stakeholders. Our intended outcomes include:

- Engage in meaningful and productive discussions;
- Create an environment of collaboration and trust; and
- Provide input that will generate recommendations for the school district to consider.

To achieve these outcomes, LBUSD uses a comprehensive set of engagement methods that systematically guides stakeholders from high-level perspectives to targeted recommendations. As described during the July 20, 2020, Board Workshop, there are three main streams of input:

- Surveys / Thoughtexchange®
- Community Forums
- District / Community Group Meetings

These methods are detailed below, but they ultimately provide multiple entry points for all residents, communities, and sectors of LBUSD to participate in community-based conversations. They are specifically designed to capture input from stakeholders of diverse backgrounds and those for whom English is a second language.

Community Engagement Process

In the 2020-21 school year, LBUSD's community engagement process has focused on three guiding questions:

- What practices would be most effective in addressing academic support?
- What practices would be most effective in addressing social-emotional learning?
- What practices would be most effective in addressing student engagement and motivation?

These guiding questions resulted from foundational surveys toward the end of the prior school year, when LBUSD engaged families on (a) their experiences with distance / home learning and (b) their needs for Fall 2020 and beyond. Academic support, social-emotional learning, and student engagement and motivation emerged as the most important themes from over 13,800 student responses, nearly 28,000 parent responses, and approximately 2,700 teachers.

Between August and November 2020, LBUSD launched a Thoughtexchange® survey on each guiding question. These surveys were administered electronically and distributed via large-scale district communication systems, including SchoolMessenger (voice and text messages), SchoolLoop (email messages and school websites), lbschools.net (district website), and various social media outlets. They were translated in English, Spanish, and Khmer. Based on feedback from community members, who sought to reach stakeholders beyond electronic formats, LBUSD also established an Engagement Hotline that mirrored Thoughtexchange®. This Hotline asked the same guiding

questions and enabled voice participation in callers' preferred language. For consistency and accessibility, LBUSD followed the same public notification and outreach protocols throughout the entire engagement process.

Moreover, Thoughtexchange® was the main platform used in community forums and district / community group meetings. District staff typically started these sessions with a brief description of the engagement framework and the three guiding questions. They then guided participants through Thoughtexchange®. This interactive exercise allowed stakeholders to read, reflect on, and rate each other's responses in real time. It encouraged different types of engagement and invited diverse voices to be heard. Because it was aligned to the broader Thoughtexchange® survey, all of the submissions were seamlessly collected and aggregated.

The results of these stakeholder activities flowed to the Superintendent's Advisory Committee (SAC), whose purpose is to analyze the feedback and ultimately develop recommendations for the Superintendent's and the Board of Education's consideration. The SAC is composed of representatives from the following stakeholder groups:

- Association of Long Beach Education Managers (includes principals and administrators)
- Assistance League
- Black Lives Matter - Long Beach
- Board of Education District Representatives
- California Conference for Equity and Justice
- California State University, Long Beach
- Californians for Justice
- Classified School Employees Association
- Coalition of Involved African American Parents
- District Community Advisory Committee
- District English Learner Advisory Committee
- Khmer Parents' Association
- The LGBTQ Center - Long Beach
- Latinos in Action
- Long Beach Council Parent-Teacher Association
- National Association for the Advancement of Colored People
- Pacific Islander Education Voyage
- Special Education Community Advisory Committee
- Superintendent's Student Advisory Group
- Teachers Association of Long Beach

SAC recommendations were derived from all of the stakeholder feedback. In addition to this report, they were shared with the same district / community groups in follow-up meetings, presented at the March 2021 Board of Education Workshop, and incorporated into the LBUSD Local Control and Accountability Plan.

Community Engagement Timeline

The following table summarizes the timeline of key engagement activities in Fall 2020. The average attendance was approximately 20 per

session, and attendees represented all five district areas of LBUSD.

Audience	Date*	Time(s)
District English Learner Advisory Committee (DELAC)**	Tue., Aug. 25	1:00 p.m.
District Community Advisory Committee (DCAC)**	Thu., Aug. 27	1:00 p.m.
Long Beach Council Parent Teacher Association (LBCPTA)	Tue., Sep. 8	9:00 a.m.
Community Forum**	Mon., Sep. 21	10:00 a.m.
Khmer Parent Association**	Sat., Sep. 26	9:00 a.m.
Superintendent Student Advisory Group	Thu., Oct. 1	3:30 p.m.
Special Education: Community Advisory Committee (CAC)**	Wed., Oct. 14	6:00 p.m.
Community Forum**	Tue., Oct. 20	5:00 p.m.
Coalition of Involved African American Parents (CIAAP)	Thu., Oct. 22 Mon., Nov. 2	6:00 p.m. 5:00 p.m.
Pacific Islander Education Voyage (PIEV)	Thu., Oct. 29	6:30 p.m.
Superintendent's Advisory Committee (SAC)**	Thu., Sep. 17 Mon., Nov. 9	3:00 p.m. 3:00 p.m.

* Dates and times were provided by each stakeholder group.

** Interpretation services were provided by LBUSD staff, as requested.

In the aftermath of these meetings, LBUSD collaborated with Children's Defense Fund - California, Public Advocates, Latinos in Action, and other stakeholders to convene a Community Education Forum on December 5, 2021 ([English](#) | [Spanish](#) | [Khmer](#)). This event was designed to foster partnerships and communication between families, district leaders, and staff to ensure that students' needs are met. Discussions centered around the academic supports, social-emotional learning, and student and parent engagement, so community feedback was incorporated into this report.

Furthermore, there was an increased emphasis on student engagement as part of LBUSD's equity work. These efforts coincided with our broader community engagement activities and utilized a comparable approach to the framework described above:

- Deploy a survey that gathers a wide range of student thoughts on equity.
- Gather a representative group of student voices to contribute to LBUSD's ongoing equity work and policy development.

- Support students in engaging young voices in a “town hall” meeting as another avenue for dialogue.

Engagement activities continued throughout the Spring semester, focusing on specific LCAP plan components. Based on stakeholder feedback, LBUSD began with a two-part series on the district budget in [English](#), [Spanish](#), and [Khmer](#). These “Budget 101” workshops on February 25, 2021, and March 18, 2021, provided background information on the Local Control Funding Formula and fiscal resources at both the district and site levels. They laid the foundation for committee consultations on March 4, 2021, and March 8, 2021, with the District Community Advisory Committee and the District English Learner Advisory Committee (the required “Parent Advisory Committee” and “EL Parent Advisory Committee,” respectively, per the *Education Code*), which received a summary of the LCAP timeline and the main stakeholder recommendations that would be embedded in the plan. Additional information was gathered and shared at the Board Workshop on March 17, 2021 ([English](#) | [Spanish](#) | [Khmer](#)). To honor public involvement throughout this process, LBUSD released a [Budget Engagement Community Report](#), describing how the district has responded to suggestions.

On April 15, 2021, the first draft of the LCAP was posted on [lbschools.net](#) in [English](#), [Spanish](#), and [Khmer](#). This posting, which came with a public notification (see the outreach protocols in the previous section) and an online form for written public comments, allowed stakeholders to review a preliminary version of the plan and offer concrete feedback on specific actions and services. It served as the basis for consultations with the District English Learner Advisory Committee (April 19, 2021) and the District Community Advisory Committee (April 29, 2021). It also informed of the dialogue at the Community Education Forum on April 24, 2021 ([English](#) | [Spanish](#) | [Khmer](#)). In collaboration with the Children’s Defense Fund - California, Public Advocates, Latinos in Action, Parent Organization Network, and Dr. Tyrone C. Howard of the UCLA Graduate School of Education, this event focused on ensuring that student needs are met in the LCAP, as schools transition from distance learning to in-person instruction. Participants had an opportunity to share specific recommendations on how LBUSD can improve its goals, metrics, and investments around social-emotional learning; Black and Pacific Islander student achievement; and supports for English Learners and their families.

In May 2021, LBUSD aggregated all of the stakeholder feedback and administered a follow-up Thoughtexchange®. This survey synthesized the main actions and services that stakeholders recommended, then asked: “What other ideas do we need to consider? What is missing from the draft LCAP?” The district received close to 2,000 responses and 57,000 ratings from nearly 3,500 participants. Their comments helped shape the subsequent draft of the LCAP for the public hearing on June 2, 2021.

On June 14, 2021, the Special Education Local Plan Area (SELPA) administrator consultation formally took place. 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, the following feedback was provided:

- Goal 3, Action 3, includes Instructional Aides who help support students with disabilities. LBUSD has developed a series of learning modules that enhance their professional development, focusing on behavior, independent living, and other skills, particularly for unduplicated pupils.
- Goal 3, Action 11, includes Learning Acceleration Programs such as Saturday School, and LBUSD plans to implement 10-week intervention clinics that provide enhanced support for students with disabilities. Scheduled to start around October 2021, these clinics have elementary and secondary versions that address English Language Arts, Mathematics, and additional academic services.

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 voted for LCAP adoption on June 23, 2021.

Community Engagement Highlights

- The community engagement process built off of two districtwide surveys, which helped narrow the focus on three main themes related to academic supports, social-emotional learning, and student engagement and motivation.

K-12 Distance / Home Learning Survey

Objective	Timeframe	Participation
Collect stakeholder feedback on distance / home learning experiences.	May - June 2020	- 13,647 student responses - 21,277 parent responses - 2,736 teacher responses

LBUSD Family Needs Survey*

Objective	Timeframe	Participation
Collect student and parent feedback on their needs for Fall 2020 and beyond.	June 2020	216 student responses 6,642 parent responses

* Co-developed with Californians for Justice, Public Advocates, and Children’s Defense Fund - California.

LBUSD framed the three themes as guiding questions, which became the foundation for a Thoughtexchange® survey:

Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange®

Objective	Timeframe	Participation
Collect stakeholder feedback on issues that relate to the district budget and this document.	August - November 2020	4,967 total participants 4,068 total responses 118,241 ratings / engagement

Budget Engagement / Local Control and Accountability Plan Thoughtexchange®

Objective	Timeframe	Participation
Collect stakeholder feedback on issues that relate to the district budget and this document.	May 2021	3,472 total participants 1,936 total responses

- The Thoughtexchange® survey engaged a diverse group of respondents who expressed their views in a variety of different ways.

**Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange®
Breakdown by Group**

Group	Count	% of Total
LBUSD Student	172	3%
Parent / Guardian of LBUSD Student	3,456	70%
LBUSD Teacher	583	12%
LBUSD Staff Member	220	4%
LBUSD Administrator	58	1%
Community Member	54	1%
Other	45	1%
No Response	379	8%
Total	4,967	100%

**Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange®
Breakdown by Race / Ethnicity**

Group	Count	% of Total
African American or Black	375	8%
Asian	176	4%
Cambodian	73	1%
Latino/a or Latinx	1,149	23%
Filipino	117	2%
Native American	17	0%
Pacific Islander	44	1%
Two or More Races	360	7%

White	1,388	28%
Decline to State	376	8%
Other	108	2%
No Response	784	16%
Total	4,967	100%

**Budget Engagement / Local Control and Accountability Plan Thoughtexchange®
Breakdown by Group**

Group	Count	% of Total
LBUSD Student	209	6%
Parent / Guardian of LBUSD Student	2,075	60%
LBUSD Teacher	564	16%
LBUSD Staff Member	323	9%
LBUSD Administrator	61	2%
Community Member	32	1%
Other	34	1%
No Response	174	5%
Total	3,472	100%

**Budget Engagement / Local Control and Accountability Plan Thoughtexchange®
Breakdown by Race / Ethnicity**

Group	Count	% of Total
African American or Black	294	8%
Asian	154	4%
Cambodian	67	2%
Latino/a or Latinx	875	25%
Filipino	87	3%

Native American	8	0%
Pacific Islander	30	0%
Two or More Races	304	9%
White	929	27%
Decline to State	314	9%
Other	117	3%
No Response	293	8%
Total	3,472	100%

- Recognizing the challenges of engagement in virtual meetings, LBUSD experimented with different formats. Some sessions were broadcast via YouTube livestream, while others took place over Zoom video conferencing. Some meetings were small enough to enable verbal discussions, while others had to use either Thoughtexchange® or Google Forms to collect participant feedback.
- LBUSD sought to accommodate as many different stakeholder needs as possible. For example, individual YouTube live streams were established for English, Spanish, and Khmer speakers, allowing for real-time translation and language support. Videos were archived, which gave viewers a chance to watch meetings at their own convenience. In some cases where Thoughtexchange® or Google Forms were used, links were kept open for a period of time after the meetings so that participants have multiple opportunities to share their ideas.

A summary of the feedback provided by specific stakeholder groups.

LBUSD recognizes that stakeholder feedback represents the community's expressed needs, aspirations, and visions. In this spirit, survey responses, community forum ideas, and meeting notes were collected, analyzed, and themed by district staff in preparation for the Superintendent's Advisory Committee (SAC) to review. All input was made available to SAC members and, during a work session, they developed the following recommendations for each guiding question. (Note: Recommendations are presented as they were provided to LBUSD.)

Academic Supports

Theme	Stakeholder Recommendations
Clear Assignments /	<ul style="list-style-type: none"> ● Provide clear instructions for student work assignments by teachers.

Expectations	<ul style="list-style-type: none"> • Weekly check-ins with parents. • We need to take care of the teachers. Provide them with mental health, work/life balance support.
Technology	<ul style="list-style-type: none"> • Set up technical support (FAQ page) for parents and students to access digital devices. • Internet access for ALL students.
Professional Development	<ul style="list-style-type: none"> • Teachers should participate in more professional training to learn how to keep students engaged in lessons while also making it fun for them to learn. • Additional teacher training days. Should be ongoing professional development. • Provide more asynchronous days for teacher training.
Health & Safety	<ul style="list-style-type: none"> • Set up a team for cleaning, especially ventilation, before students return.
Interactive / Personalized Instruction & Structure	<ul style="list-style-type: none"> • Provide after school homework help support to students. • Smaller Zoom classes for more student involvement and visibility. • Peer tutoring. • Smaller class size. • Shorter school day during distance learning.
Other	<ul style="list-style-type: none"> • Review best practices from other school districts.

Social-Emotional Learning (SEL)

Theme	Stakeholder Recommendations
Counseling / Mental Health Services	<ul style="list-style-type: none"> • Provide counseling support to students and encourage counselors to take a more proactive approach by rotating into student classes and checking in on them. • Counselors should lead healthy discussions and help students learn new strategies and ways to cope with difficult situations (perhaps during students' PE class time). • Counselor visiting the Zoom class and engaging in the social-emotional learning and icebreakers to encourage the kids to share and build trust. • Make counseling available daily. • Additional small group counseling sessions in person or online. • More counselors available online. • Streamlining the referral process from the Family Resource Centers. • Parent support is connected to the kids' wellbeing. Classes for parents and support groups.
SEL Activities	<ul style="list-style-type: none"> • Activities to encourage the kids to open up and share.
Relationships / Connections	<ul style="list-style-type: none"> • School support for students via Social Media not reaching the majority of students.

	<ul style="list-style-type: none"> • How do we ensure that the majority of students are reached in these efforts to support students? • How do we ensure that young students are given a sufficient amount of interaction?
Other	<ul style="list-style-type: none"> • Develop an online support community for students and parents where they can share their thoughts and concerns.

Student Motivation and Engagement

Theme	Stakeholder Recommendations
Professional Development	<ul style="list-style-type: none"> • Teachers need more professional training to engage students in a virtual environment.
Class Size	<ul style="list-style-type: none"> • Create a smaller class size of fewer than 25 students so that it's manageable and students can easily engage with their teachers & build community. • Smaller class sizes
Relationships / Connections	<ul style="list-style-type: none"> • Provide students with incentives to motivate them to engage in classes. • Getting to know each other as students and people through more cultural representation in class. • Re-evaluate how to approach teaching young students culturally.
Meaningful / Engaging Learning	<ul style="list-style-type: none"> • Evaluating how we give assignments. • We need to find a way to make assignments meaningful and show students how they are directly related to the subject. • Many students don't feel motivated to do or complete work. • Engaging activities that extend beyond screen time.
Social Interactions	<ul style="list-style-type: none"> • Emphasis on small group work in breakout rooms. Break-out rooms should be more intentional for peer collaboration.

Understandably, because the SAC consists of representatives from district committees, community partners, and other stakeholder groups, their recommendations were largely reinforced when LBUSD conducted formal consultations on the LCAP draft in Spring 2021. Specifically, during its April, May, and June 2021 meetings, the District Community Advisory Committee stressed the importance of expanded learning opportunities such as tutoring, summer programs, and enrichment supports in which students are proactively exposed to academic content that they will encounter in future lessons (an idea that was also later discussed by the Pacific Islander Education Voyage). The District English Learner Advisory Committee made similar points while stressing the need for enhanced language accessibility.

The Community Education Forum on December 5, 2021, resulted in another set of recommendations. Children's Defense Fund - California, Public Advocates, Latinos in Action, and other co-organizers of the event documented stakeholder feedback and identified the top ten issues (note that the following bullet points are presented as they were provided to LBUSD):

- Grading policies should be fair, equitable, and account for the context of the global pandemic.
- Screen time and homework should be decreased.
- Students’ mental health has suffered because children and youth need more positive interactions with teachers, friends, peers, and other adults.
- Families need access to tutoring.
- Schools have different policies, resources, and programming that make it hard for families with children at different schools.
- Chronic absenteeism and learning loss are complex issues that should be addressed considering student wellness.
- Some families can’t access learning because they continue to lack working devices and reliable high speed internet.
- Families need special interventions for middle school students.
- More disaggregated data is needed to offer differentiated and targeted services to students based on need.
- Families need different kinds of support in order to help their children learn.

Based on these ideas, the group developed recommendations around three areas: student social-emotional health; student learning and grades; and meaningful parent engagement. The recommendations included goals, metrics, and actions / services. To ensure some consistency with other stakeholder input in this section, the actions / services are the main focus of the summary tables below, and they are presented as they were provided to LBUSD:

Student Social-Emotional Health

Goal: “Ensure students feel supported social-emotionally at school by adult staff.”

Theme	Stakeholder Recommendations
Expand access to mental health and social emotional counseling for students at the Family Resource Centers (FRC).	<ul style="list-style-type: none"> ● Improve and invest in targeted outreach to high-need students, including Black students, students with disabilities, English Learners, Foster Youth, and Homeless Youth by hiring outreach coordinators for each FRC, with at least one outreach worker who speaks each major language represented in LBUSD. Direct and targeted outreach to schools should occur on a weekly basis. ● Eliminate the referral form to increase accessibility and provide a hotline, direct sign-up system, and/or walk-in options instead. ● Double the staff at each FRC to serve more students, increase outreach, and staff hotline and/or walk-in hours. Hire at least one therapist who is certified to provide Tier 3 services to students with mental health needs who cannot bill Medi-Cal. Prioritize diverse counselors and psychologists that have lived experiences similar to high-need students they will serve. ● Maintain telehealth services for students in distance learning.
Increase student support staffing over the next 3-5 years . . .	<ul style="list-style-type: none"> ● . . . To reach the recommended ratio for counselors (250:1), psychologists (approx. 600:1), social workers (250:1), and nurses (750:1).

Extend the High School Readiness Pilot Program . . .

- . . . That is meant to enhance social emotional support and readiness for middle school students and called for in the 2018 Settlement with community partners by 3 school years as part of a restorative return to school.

Student Learning and Grades

Goal: “Support students improve their learning and grades as demonstrated by equitable grading practices that are asset and growth-based.”

Theme	Stakeholder Recommendations
Equitable grading policy implementation.	<ul style="list-style-type: none"> • Consistently implement the Office of Curriculum, Instruction, and Professional Development’s Grading For Equity Policy across all LBUSD schools. • Moratorium on Fs during the 2021-22 school year.
Fully staff intervention support.	<ul style="list-style-type: none"> • Hire additional instructional aides who can offer one-on-one (for high need students who need the most support) and small group instruction to more students who need academic interventions on both an in-person and virtual basis.
High-quality, frequent tutoring in small groups available in-person and virtually for Black, Latinx and other students of color.	<ul style="list-style-type: none"> • Tutors will be certified teachers, paraprofessionals, teacher candidates, or another well-trained tutor who is well prepared and compensated. • Students will receive at least three days of tutoring per week, for at least 30 minutes during the regular school day in groups of 5 or fewer.
Provide all resources necessary for high quality distance and hybrid learning.	<ul style="list-style-type: none"> • Replace all the 5th generation Chromebooks with the newer 8th generation Chromebooks to prevent technical issues during both distance and in-person learning. • Distribute high quality noise-canceling headphones to high need students including Native American, Black, Latinx, Pacific Islander, Cambodian, low-income, English Learners, Foster Youth, Homeless, special education, and multi-racial students. • Provide every teacher with a document camera. • Extend tech support hours into the evening and weekend when families are off work. Invite families to attend tech clinics to troubleshoot technology.
Realize Black student achievement . . .	<ul style="list-style-type: none"> • . . . By supporting high academic performance, strong social-emotional awareness and management, and a positive cultural identity. Co-create a Black Student Achievement Steering Committee with our parent group to convene key community partners for continued oversight, and regular report back to the school board.

Meaningful Parent Engagement

Goal: “Ensure parents have a strong voice by systematically improving engagement strategies and enabling better two-way communications in English, Spanish, and Khmer across school and district stakeholder groups.”

Theme	Stakeholder Recommendations
Ensure all families have access to engagement opportunities and two-way communication.	<ul style="list-style-type: none"> • Training for interpreters and families on how to enable two-way communication and simultaneous translation on virtual platforms (like Zoom). • Ensure families have a device that will provide them access and the ability to participate in school and district meetings.
Train and audit School Site Councils . . .	<ul style="list-style-type: none"> • . . . To monitor implementation of programs and services, assess parent input into budget decisions, and conduct workshops to build parent capacity. Stipend parents to conduct observations of School Site Council meetings, and make recommendations and provide training on how to improve engagement and shared decision-making.
Develop a district-wide task force . . .	<ul style="list-style-type: none"> • . . . That includes diverse parents and is predominantly comprised of parents to hire and work alongside an independent consultant to establish a structure for measuring progress on family engagement and developing a process for continuing improvement that is based on the California Department of Education’s five action areas of the <u>Family Engagement Framework</u>: building capacity, demonstrating leadership, allocating resources, monitoring progress, achieving access and equity.

After the subsequent Community Education Forum on April 24, 2021, Children’s Defense Fund - California, Public Advocates, Latinos in Action, Black Lives Matter Long Beach, and other co-organizers of the event provided additional recommendations. Again, to ensure some consistency with other stakeholder input in this section, the actions / services are the main focus of the summary tables below, and they are presented as they were provided to LBUUSD:

Theme	Stakeholder Recommendations
Prioritize LBUUSD’s highest-need schools for enrichment programming that supports social-emotional health and is also culturally relevant and responsive to LBUUSD’s diverse student population.	<ul style="list-style-type: none"> • Create a strategic plan on whole child enrichment that is culturally responsive, which could include an equitable formula for allocating funding to school sites (i.e. more money for higher-need school sites) and guidelines and accountability around using the funding to provide culturally relevant programming for students as part of the regular school day. • Fund at least one Visual and Performing Arts (VAPA) staff and physical education (PE) teacher for highest need schools, as defined by income, race, and attendance. Or enter into contracts with arts, music, drama, and recreation providers for services equivalent to full-time VAPA and PE staffing. • Invest in professional development to integrate culturally relevant art and physical education activities into language arts and social studies instruction. • Include the almost \$11 million investment in restorative justice, currently in the Expanded Learning Opportunities (ELO) plan, in the LCAP for the 2021-22 school year.
Provide relationship-centered, culturally	<ul style="list-style-type: none"> • Three or more sessions per week that last 30-60 minutes for at least 10 weeks. • One-to-one tutoring or small groups of up to four students, with a consistent and qualified

<p>responsive, and high-dosage tutoring that is available in-person and virtually for Black, Pacific Islander, and Latinx students, English Learners, students with disabilities, foster youth, and students experiencing homelessness.</p>	<p>tutor (teachers, paid college students, teaching assistants, service fellows).</p> <ul style="list-style-type: none"> ● Tutoring should happen during the school day or immediately after and be aligned with classroom instruction (i.e. through a school-based coordinator that connects tutors with teachers). ● Targeted recruiting of tutors of color and strategic assignment of tutors to students who share similar backgrounds (i.e. former English Learners who are now college students or teaching assistants assigned to English Learners). ● Formal training for all tutors in strategies for bonding and relationship-building, and built-in time for relationship-building and mentoring between tutors and students, similar to Experience Corps. ● Tutoring curriculum should be individualized and culturally responsive; for example, a reading tutor can find standards-aligned materials by and about Black women to support students identifying as Black girls to develop their reading skills. ● High-dosage tutoring should be available in-person and online to serve the disproportionately high-need students who are not comfortable or cannot return to campus yet.
<p>Develop and Memorialize LBUSD's Planned Black Student Achievement Program.</p>	<ul style="list-style-type: none"> ● Create a quarterly report on outcomes of African American students district-wide, which also includes school-specific data for sites with 30% or more African American students. ● Employ eight African American male literacy mentors to build foundational literacy skills. ● Engage in targeted outreach efforts to ensure the Black Student Achievement Program Advisory Committee adheres to the following recommendations that emphasize equity: <ul style="list-style-type: none"> ○ Reserve space for at least one non-district Black education expert. ○ Reserve space for at least one current Black classroom teacher. ○ Reserve space for at least five parents or guardians of current LBUSD students. ○ Reserve at least two extra spaces for parents or guardians of current LBUSD students from the two poorest performing Board Districts. ○ Reserve space for at least five current LBUSD students who identify as Black. ○ Recruit parents or guardians of students with average or below average academic performance for this Advisory Committee. ○ Exclude any person currently holding political office. ○ Require that all members of the Advisory Committee do not actively campaign for political office during their tenure on the Advisory Committee nor for six months after their official severance from the Advisory Committee.

At the LCAP public hearing on June 2, 2021, Children's Defense Fund - California, Public Advocates, Latinos in Action, Black Lives Matter - Long Beach, and parent / community leaders presented further recommendations. Their summary slide is provided verbatim below:

- Add specialized outreach strategies for ELs to access behavioral and mental health services, and differentiated interventions that are specifically designed for ELs, especially long-term ELs. (3.7)

- Explicitly reference parents in the description of the **Black Student Achievement Initiative**. (Action 3.13)
- Reflect the ELO investment in **restorative justice** in the related LCAP action and increase to cover all schools and not just elementary schools. (Action 2.4)
- Add a specific action for **enrichment curriculum at highest-need school sites** that includes additional arts and PE teachers and other enrichment programming.
- Add a specific action in the LCAP for a relationship-centered, culturally responsive, and high-dosage tutoring program that is available online and in-person and prioritizes the highest-need students and school communities.

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

The LCAP takes into special consideration the general sentiments expressed by students, parents, teachers, administrators, staff, and community members. The following summarizes the actions and services that have been influenced by specific stakeholder input, categorized by the three “guiding questions” on academic support, social-emotional learning, and student engagement and motivation.

Academic Support

Action / Service	LCAP Section
LBUSD has made efforts to expand the distribution of Chromebooks, hotspots, and other technology tools, particularly among families with the greatest needs. A coordinated system of student and parent supports has been set up to remove technical barriers.	<ul style="list-style-type: none"> ● Goal 1, Action 2 ● Annual Update, “Analysis of the Distance Learning Program”
To help clarify student assignments, schedules, technical requirements, and other expectations, LBUSD has implemented Canvas as its learning management system. Canvas supports high-quality engagement, collaboration, and feedback processes between students and teachers. It also serves as a communication hub for students, parents, and teachers. Throughout the school year, teachers and administrators receive ongoing professional development on the LMS and other technology tools.	<ul style="list-style-type: none"> ● Goal 1, Action 2 ● Annual Update, “Analysis of the Distance Learning Program”
LBUSD provides comprehensive professional development for teachers, administrators, and other staff. It aims to support teacher and leader development in the eight competencies for culturally responsive teaching and ensure a culturally relevant curriculum. The district’s professional development plan incorporates training around culturally relevant and sustaining practices centering on academic success, cultural competence, and critical consciousness, as well as their relationship to students’ social-emotional learning and well-being.	<ul style="list-style-type: none"> ● Goal 1, Action 1 ● Goal 2, Action 4 ● Goal 3, Action 2, 3 ● Annual Update, “Analysis of the Distance Learning Program”
LBUSD’s Learning Acceleration, Support, and Enrichment Plan includes intervention models for literacy and math during the school day. It also encompasses research-based targeted intervention	<ul style="list-style-type: none"> ● Goal 3, Action 3, 5, 6, 7, 8, 10, 11, 12, 13

classes and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Site leaders and teachers strive to use equity-centered data to drive programmatic decisions that increase access, opportunity, and success for students, particularly unduplicated pupils and those with significant academic needs.	<ul style="list-style-type: none"> Annual Update, “Pupil Learning Loss”
LBUSD provides enhanced tutoring support at 30 high-need schools with significant concentrations of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth. These tutorials establish extended hours of English Language Arts and Mathematics tutoring sessions provided by classroom teachers on an additional hourly basis, teachers on special assignment, program specialists, or other certificated staff. Students who are not meeting ELA and Math standards (i.e., “Not Met” or “Nearly Met”, or the equivalent thereof) should receive the highest priority for scheduling. Tutoring times are established based on consultation with School Site Councils.	<ul style="list-style-type: none"> Goal 3, Action 12
LBUSD has rolled out the Office of Curriculum, Instruction, and Professional Development’s <u>Grading for Equity guidelines</u> . The implementation includes training for teachers and administrators. It aligns with the district’s broader equity initiative to foster culturally responsive teaching and establish a culturally relevant curriculum.	<ul style="list-style-type: none"> Goal 3, Action 1, 2

Social-Emotional Learning (SEL)

Action / Service	LCAP Section
<p>LBUSD’s social-emotional learning initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It includes the following milestones:</p> <ul style="list-style-type: none"> Teachers and administrators will develop a working knowledge of the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies & SEL Student Outcomes through professional development. The “CASEL 5” focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. A continuum of integrated levels of support will be initiated with resources for Tier I-III discipline practices, restorative justice, and identity development. SEL objectives will be integrated into core and elective content and instruction. Adult SEL supports will be designed and deployed. <p>LBUSD has prioritized the centralization of its SEL systems and structures districtwide to support greater fidelity and infuse SEL across all content areas and throughout the day.</p>	<ul style="list-style-type: none"> Goal 2, Action 1, 2, 3, 4 Goal 4, Action 1 Goal 5, Action 1, 2, 3, 4, 5, 6, 7 Annual Update, “Analysis of Mental Health and Social and Emotional Well-Being”
Counseling, nursing, psychological, school safety therapist, community, and ancillary services are part	<ul style="list-style-type: none"> Goal 2, Action 1, 2

<p>of LBUSD’s holistic approach to wellness, and their work has a specific emphasis on connecting with families who are experiencing trauma like never before. This process includes not just reaching out to unduplicated pupils (particularly those who have been disengaged), but also identifying the social-emotional resources that they and their parents need. They coordinate with the School-Based Mental Health Collaborative and other partners (both internal and external) to support families.</p>	<ul style="list-style-type: none"> ● Goal 4, Action 1 ● Goal 5, Action 1, 2 ● Annual Update, “Analysis of Mental Health and Social and Emotional Well-Being”
<p>The high school readiness program, designed for at-risk sixth through eighth graders, is located at sites with high concentrations of unduplicated pupils. It provides mentorship that enhances social-emotional well-being, thereby helping to address trauma and other hindrances to academic growth.</p>	<ul style="list-style-type: none"> ● Goal 4, Action 2 ● Annual Update, “Analysis of Mental Health and Social and Emotional Well-Being”
<p>High School Wellness Centers provide students with a safe place on campus where they can drop in to receive social-emotional support during the school day. Wellness Centers can be of assistance and support with conflict resolution, short-term individual/group counseling, stress management, and more.</p>	<ul style="list-style-type: none"> ● Goal 5, Action 3
<p>The enhancement of foster youth support includes additional social workers who will provide social-emotional learning interventions, academic/attendance tracking, intensive case management, and referrals. These services are intended to address the unique needs of a student subgroup that has generally experienced greater trauma during the pandemic.</p>	<ul style="list-style-type: none"> ● Goal 5, Action 5
<p>The expansion of English Learner support is part of a broader effort to establish the “LBUSD Multilingual Office.” This office merges World Language, English Learner, and Dual Immersion services, providing greater support to both students and families. One of its top priorities is to strengthen the home-school connection and enhance current parent engagement efforts by, for example, increasing access to behavioral and mental health services. Additionally, the Multilingual Office plans to collaborate with school-based intervention coordinators, who can help deliver differentiated interventions for ELs, particularly long-term ELs.</p>	<ul style="list-style-type: none"> ● Goal 3, Action 7
<p>LBUSD plans to develop schoolwide use of restorative practices to increase relationships between adults and students; shift schoolwide disciplinary practices; and decrease student suspension rates with a focus on decreasing overrepresentation of students of color and unduplicated pupils. Actions and services include modeling and coaching of restorative justice practices in classrooms to increase students’ sense of belonging and shift overall school culture. They also provide staff members with release time and technical expertise to support teacher learning and schoolwide implementation.</p>	<ul style="list-style-type: none"> ● Goal 2, Action 4

Student Motivation and Engagement

Action / Service	LCAP Section
<p>As part of its “Excellence and Equity” agenda, LBUSD seeks to ensure a culturally relevant curriculum, one that helps create a student-centered and anti-racist school experience and that amplifies student voices. This initiative involves defining what a culturally relevant and responsive classroom looks like. It</p>	<ul style="list-style-type: none"> ● Goal 3, Action 1, 2, 3 ● Goal 4, Action 2

<p>also involves a district curriculum audit, with an eye toward academic success, cultural competence, and critical consciousness, as well as social-emotional learning and well-being. The Ethnic Studies Program is one example of a course that aims to uphold these principles.</p>	
<p>To promote a greater sense of engagement, belonging, and school connectedness, LBUSD has an equity initiative around the incorporation of student voices in decisions related to students' classroom experience, school experience, and district curriculum. Related actions and services include restorative justice; Male and Female Leadership Academies; and Linked Learning, which strive to connect learning opportunities with the lived experiences of students. In addition, the elementary music program uses structured, standards-based music instruction for engagement. It responds to stakeholder recommendations for non-academic educational experiences that can motivate young children. All of these programs have a social-emotional learning component.</p>	<ul style="list-style-type: none"> ● Goal 2, Action 4 ● Goal 5, Action 4, 6, 7
<p>Additional parent outreach supports include an emphasis on language accessibility, ensuring that all families benefit from engagement opportunities and two-way communication. Such access includes simultaneous translation utilizing Zoom, conference call lines, and other technological tools. This way, Spanish, Khmer, and other non-English speakers can participate fully in dialogue with school and district staff.</p>	<ul style="list-style-type: none"> ● Goal 2, Action 3 ● Goal 3, Action 7
<p>Parent University workshops are designed to align with key initiatives, including learning acceleration, support, and enrichment; social-emotional well-being; etc. Recent workshops include a "Budget 101" series in multiple languages. The first one focuses on how parents and community members can be involved in budget decision-making processes at the school site council level (English Spanish Khmer). The follow-up discusses fiscal resources at the district level (English Spanish Khmer).</p>	<ul style="list-style-type: none"> ● Goal 2, Action 3
<p>The Black Student Achievement Initiative aims to provide additional academic, social-emotional, and other supports for Black students -- above and beyond what they receive from the core instructional program, interventions, and other services that are available to all students. This initiative includes the development and engagement of an advisory committee (including parents and other stakeholders) that will recommend unique supports for Black students.</p>	<ul style="list-style-type: none"> ● Goal 3, Action 13

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 maintained.
- 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.

This LCAP section reflects Goal 1 of LBUSD’s Strategic Plan, which aims to:

Ensure equitable opportunities for every student.

- Provide high-quality academic programs that meet the needs of every student and accelerate the closing of the achievement gap.
- Provide personalized professional development to employees that is built on a shared framework.
- Maintain safe, clean, and inviting schools and facilities that support student learning and employee growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Rate of compliance with the teacher credential and assignment requirements.</p> <p>(School Accountability Report Cards)</p>	<p>99.3% compliance with the teacher credential requirements.</p> <p>100% compliance with the teacher assignment requirements.</p> <p>(2021-22)</p>				<p>100% compliance with the teacher credential requirements.</p> <p>100% compliance with the teacher assignment requirements.</p>
<p>Rate of compliance with the instructional materials requirements.</p> <p>(Resolution on the Sufficiency of Textbooks)</p>	<p>100% compliance with the instructional materials requirements.</p> <p>(2021-22)</p>				<p>100% compliance with the instructional materials requirements.</p>
<p>Percentage of schools in “good” or “exemplary” repair.</p> <p>(Facility Inspection Tool)</p>	<p>100% of schools in “good” or “exemplary” repair.</p> <p>(2021-22)</p>				<p>100% of schools in “good” or “exemplary” repair.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assistance to Teachers	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. 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.	\$5,568,962	Y
2	Technology Infrastructure and Support Services	<p>Enhance LBUSD's technology infrastructure and support services. This enhancement builds on student, family, and staff experiences during distance learning and ensures that online / digital resources are integral to the educational process.</p> <p>As expressed by stakeholders, many students have struggled either to access their classes or to remain engaged academically due to inadequate devices and/or poor internet services. Such technical challenges have disproportionately impacted unduplicated pupils. This action/service helps replace outdated Chromebooks, document cameras, and related equipment like noise-cancelling headphones. It also enhances technology support throughout the district, with an emphasis on sites with high concentrations of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth.</p>	\$1,430,594	Y
3	Plant/Maintenance Services (Base)	<p>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.</p> <p>Supplementary services are directed to LBUSD's largest</p>	\$84,630,703	N

		schools, where a substantial proportion of students are unduplicated pupils. These resources are intended to expedite repairs in high-need areas and contribute to the culture/climate of the sites.		
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Goal Analysis [LCAP Year]

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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	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 promote student growth, LBUSD must create a student-centered and anti-racist school experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. The culture and climate of schools must be conducive to learning, embrace diversity as an asset, and encourage social-emotional development.

Specifically:

- While LBUSD has generally seen favorable responses in the Social-Emotional Learning Survey, it must be an area of focus as the pandemic has taken a toll on students and families, particularly unduplicated pupils.
- LBUSD has received positive marks in the School Culture and Climate Survey over the years, but the idea of safe, inviting, engaging, and supportive campuses must be prioritized as students transition from distance learning to in-person instruction.
- Parent participation in school decision-making processes and programs must continue to improve, especially among the families of unduplicated pupils.

This LCAP section reflects Goal 2 of LBUSD’s Strategic Plan, which aims to:

Provide a safe, welcoming, respectful, and rigorous learning environment for every member of the school community.

- Cultivate an atmosphere where every student feels physically safe, emotionally supported, and academically challenged.
- Promote positive and respectful relationships with students, parents, employees, and other members of the school community.
- Provide opportunities for employees to develop meaningful relationships that positively impact their ability to serve students and grow professionally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percentage of favorable responses in the Social-Emotional Learning Survey. (District Data)	73% favorable responses in the Social-Emotional Learning Survey. (2019-20)				79% favorable responses in the Social-Emotional Learning Survey.
Percentage of favorable responses in the School Culture and Climate Survey. (District Data)	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 75% Students ● 93% Parents ● 78% Staff (2019-20)				Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 81% Students ● 99% Parents ● 84% Staff
Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey (CORE District Data)	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 65% Students ● 93% Parents ● 81% Staff (2019-20)				Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 71% Students ● 99% Parents ● 87% Staff
Percentage of favorable responses in the Safety (School Connectedness) Survey (CORE District Data)	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 76% Students ● 93% Parents ● 82% Staff (2019-20)				Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 82% Students ● 99% Parents ● 88% Staff

Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. (District Data)	94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs. (2019-20)				100% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.
Average number of views for each Parent University online workshop in English, Spanish, and Khmer. (District Data)	946.7 average views for each Parent University online workshop in English, Spanish, and Khmer. (2020-21)				1,000 average views for each Parent University online workshop in English, Spanish, and Khmer.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community and Ancillary Services (Base)	<p>As stated in the district's equity definition, LBUSD strives to uplift groups that have been historically marginalized, amplifying student voices and embracing the community as true partners in education. Community and ancillary services support this vision. They offer targeted supports – in group or individual settings -- that relate to academic, behavioral, social-emotional, health, psychological, and other needs.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> • Community and Ancillary Services (Recreation Aides, etc.); and • Administrative services and contracts (e.g., Most Inspiring Students, etc.). 	\$9,007,587	N

		<p>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.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the social-emotional learning initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. There is an emphasis on cultivating the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making among students. Moreover, community and ancillary services are part of a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development.</p>		
2	Community and Ancillary Services (Supplemental/ Concentration)	<p>As stated in the district’s equity definition, LBUSD strives to uplift groups that have been historically marginalized, amplifying student voices and embracing the community as true partners in education. Community and ancillary services support this vision. The particular actions/services supported here are Student Advisory resources at the high school level.</p> <p>Specifically, LBUSD has allocated funds to develop student-led projects that address academic, behavioral, social-emotional, health, psychological, and other needs. These projects are</p>	\$227,225	Y

		<p>expected to align with the State Priority Areas, LBUSD equity initiatives, and other local efforts, with an emphasis on low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth to close opportunity gaps. Actions and services can be provided in school, group, or individual settings. They include academic interventions outside the regular day (above and beyond other planned expenditures elsewhere in the LCAP), social-emotional supports, and programs to engage students based on their unique needs.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students’ classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It initiates a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development. 		
3	Parent Engagement / Outreach	<p>Provide additional parent engagement / outreach supports to schools. These services include traditional and electronic parent communications, as well as different types of Parent University assistance, particularly those that are technology-based. Altogether, they are aligned with the recommendations from the National School Public Relations Association’s recent communications audit, whose core message is to “expand LBUSD’s inclusive culture for diverse families.”</p> <p>A critical part of these services is ensuring that all families have access to engagement opportunities and two-way communication. Such access includes simultaneous translation utilizing Zoom, conference call lines, and other technological</p>	\$939,291	Y

		<p>tools. This way, Spanish, Khmer, and other non-English speakers can participate fully in dialogue with school and district staff.</p> <p>Numerous equity initiatives drive the actions and services in this section. One of the most critical is the community engagement initiative, which seeks to develop and build trusting relationships with all stakeholders; create systems that provide opportunities for diverse perspectives to be shared; and enhance district methods for interacting with parents. Moreover, Parent University workshops and other family offerings are designed to align with key initiatives, including learning acceleration, support, and enrichment; social-emotional well-being; etc.</p>		
4	Restorative Justice	<p>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. It also includes district efforts to promote relationship-centered schools through its Equity Leadership Team.</p> <p>LBUSD plans to develop schoolwide use of restorative practices to increase relationships between adults and students; shift schoolwide disciplinary practices; and decrease student suspension rates with a focus on decreasing overrepresentation of students of color and unduplicated pupils. Actions and services include modeling and coaching of restorative justice practices in classrooms to increase students' sense of belonging and shift overall school culture. They also provide staff members with release time and technical expertise to support teacher learning and schoolwide implementation.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to 	\$1,123,993	Y

		<p>actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum.</p> <ul style="list-style-type: none"> • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It initiates a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development. • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. 		
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Goal Analysis [LCAP Year]

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.

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.

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.

Not applicable. According to the California Department of Education, the "Goal Analysis" section will be implemented in the 2022-23 LCAP.

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

Goal

Goal #	Description
3	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
- While redesignation rates have continued to improve, overall progress for LBUSD’s English Learners still has room for growth.
- Inequities have been exacerbated during the pandemic, so LBUSD must focus on learning recovery, particularly for unduplicated pupils.

This LCAP section reflects Goal 3 of LBUSD’s Strategic Plan, which aims to:

Promote academic growth for every student.

- Increase the number of students who meet or exceed standards in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percentage of students who meet or exceed standards in	Percentage of students who meet or exceed standards in				Percentage of students who meet or exceed standards in

<p>English Language Arts.</p> <p>(Smarter Balanced Assessments)</p>	<p>English Language Arts.</p> <ul style="list-style-type: none"> ● 54% All Students ● 47% Economically Disadvantaged ● 40% African Americans ● 48% Hispanics ● 10% English Learners ● 25% Students with Disabilities <p>(2018-19)</p>				<p>English Language Arts.</p> <ul style="list-style-type: none"> ● 63% All Students ● 62% Economically Disadvantaged ● 55% African Americans ● 63% Hispanics ● 25% English Learners ● 40% Students with Disabilities
<p>Percentage of students who meet or exceed standards in Mathematics.</p> <p>(Smarter Balanced Assessments)</p>	<p>Percentage of students who meet or exceed standards in Mathematics.</p> <ul style="list-style-type: none"> ● 46% All Students ● 39% Economically Disadvantaged ● 28% African Americans ● 40% Hispanics ● 12% English Learners ● 22% Students with Disabilities <p>(2018-19)</p>				<p>Percentage of students who meet or exceed standards in Mathematics.</p> <ul style="list-style-type: none"> ● 55% All Students ● 54% Economically Disadvantaged ● 43% African Americans ● 55% Hispanics ● 27% English Learners ● 37% Students with Disabilities
<p>Redesignation rate to a level above the state average.</p> <p>(DataQuest)</p>	<p>24% District 14% State</p> <p>(2020-21)</p>				<p>Increase the redesignation rate to a level above the state average.</p>
<p>Percentage of English Learners</p>	<p>41% of English Learners making</p>				<p>50% of English Learners making</p>

making progress towards English language proficiency (i.e., progressed at least one level or maintained a level 4 result from the prior year on the English Language Proficiency Assessments for California) (California SchoolDashboard)	progress towards English language proficiency. (2018-19)				progress towards English language proficiency.
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction	<p>Classroom instruction is vital to student achievement. At LBUSD, it is anchored in the “<u>Understandings Continuum</u>,” a planning tool that helps educators to integrate key teacher practices as part of daily instruction, builds collective efficacy, promotes caring relationships with students, and inspires reflection throughout the instructional process. The Understandings include:</p> <p>U1. A thorough understanding of standards provides a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach.</p> <p>U2. Providing all learners with cognitively demanding tasks and complex text with the goal of making meaning is essential in order for students to build conceptual understanding of content and transfer</p>	\$305,937,331	N

their learning to new contexts.

- U3. Orchestrating opportunities for technical and academic discourse including collaborative conversations allows students to develop a deeper understanding of content and support a point of view in varied contexts.
- U4. The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps.
- U5. Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) embody a culture of collective efficacy leading to a focus on improving common instructional practice resulting in increased student achievement for all.
- U6. Cultivating a classroom atmosphere, where teachers deliberately balance caring relationships with high expectations and supports for student success, provides a foundation for a safe learning environment that values diversity, trust, and respectful communication.

LBUSD strives for “Excellence and Equity” in classroom instruction. This means creating a student-centered and anti-racist school experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. Diversity is an asset to a dynamic learning experience. With all students in mind, teachers uplift groups of students that have been historically marginalized and, in the process, cultivate academic, social, and emotional growth.

One important equity initiative centers on workforce diversity. LBUSD’s goal is to develop a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified

		<p>workforce that is reflective of our students and community; sustain and increase the percentage of highly qualified K-12 certificated candidates by 10% in under-represented groups and to develop improved organizational structures to promote equity and excellence organizational objectives while creating an environment that promotes employee engagement and retention. Among the key actions is anti-racist and anti-bias human resources training/professional development. In addition, LBUSD has Grading for Equity guidelines that focus on how student performance is assessed through an equity lens.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> • Teachers • Alternative Settings • Student Testing 		
2	Instruction-Related Services (Base)	<p>The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of teachers. Such teacher characteristics are developed through a wide array of instruction-related services, which span from pre-service preparation programs, through induction processes, through curricular support, through ongoing professional development, through regular collaboration with colleagues. They also involve instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports that enable differentiation, particularly for unduplicated pupils.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The goals of the curriculum and professional development initiative are to support teacher and leader development in the eight competencies for culturally responsive teaching and ensure a culturally relevant curriculum. LBUSD aims to create and deploy a professional development plan that incorporates training for principals and teachers around culturally relevant and sustaining practices centering on academic success, 	\$51,826,289	N

		<p>cultural competence, and critical consciousness, as well as their relationship to students' social-emotional learning and well-being.</p> <ul style="list-style-type: none"> • The goal of the equity leadership and talent development initiative is to support teacher and administrator growth and development in the 7 domains and 21 dimensions of LBUSD's administrator standards. District staff focus on the creation of an equity-centered curriculum for each program; the implementation of equity-focused recruitment and retention efforts; and the expansion of partnerships with community organizations to support an equity-centered pipeline of talent. <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> • Teachers on Special Assignments, Trainers and Coaches- Provide collaborative, collegial support through the induction process, as well as site curriculum support. This includes training work with the Equity and Excellence Policy. • Basic Library Services- Provides teacher librarians and library materials. • Principals- Provides professional development to staff, along with leading the Instructional Leadership Teams with walk-through and data analysis protocols. • Site Staff (non-academic)- Training in equity and bias will provide for a more empathetic and positive climate. • Supplemental Educational Supports for Unduplicated Pupils- provides training for Tier 1 interventions for students, such as in-class differentiation techniques. Also provides for expertise on data analysis. <p>Additional actions and services include:</p> <ul style="list-style-type: none"> • Professional Development for Certificated and Classified Staff • Leadership Development 		
3	Instruction-Related Services (Supplemental/Concentration)	The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of	\$18,669,203	Y

teachers. Such teacher characteristics are enhanced by a wide array of supplemental instruction-related services, including:

- Professional Development for Certificated and Classified Staff
- Supplemental Educational Supports for Unduplicated Pupils
- Gifted and Talented Education

As part of its “Excellence and Equity” agenda, LBUSD seeks to ensure a culturally relevant curriculum, one that helps create a student-centered and anti-racist school experience and that amplifies student voices. This initiative involves defining what a culturally relevant and responsive classroom looks like. It also involves a district curriculum audit, with an eye toward academic success, cultural competence, and critical consciousness, as well as social-emotional learning and well-being. LBUSD then plans to support teacher and leader development in the eight competencies for culturally responsive teaching and other areas that promote equitable educational experiences. Comprehensive training is planned for every certificated staff member in the district, with special emphasis on supporting unduplicated pupils.

Instruction-related services additionally include Instructional Aides, who are tasked to work with teachers in classrooms where the achievement gap is the hardest to close (i.e., where English Language Arts and Mathematics performance on the Smarter Balanced or comparable assessments are low). 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

		<p>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. More generally, the emphasis on supporting the neediest students reflects the district’s “Excellence and Equity” agenda. One of the key initiatives is for staff to use equity-centered data to drive programmatic decisions and interventions that increase access, opportunity, and success for students.</p>		
4	General Administration and Other Services	<p>LBUSD’s departments exist to support schools in providing a student-centered and anti-racist educational experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. They are structured to enhance the instructional services, with clear lines of authority, accountability, transparency, and equity. LBUSD employs more than 12,000 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.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> - General Administration - Enterprise (Health Benefit Administration) - Other Outgo (Insurance) - Contributions (Special Education Support, etc.) <p>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 efforts can positively impact the neediest students.</p>	\$162,979,128	N

		<p>Reaching unduplicated pupils requires staffing capacity to focus on their unique needs. The teacher shortage is an ongoing concern not only in California but across the nation. LBUSD is acting proactively both to attract and to retain high-quality, equity-driven teachers. As education professionals consider coming to or staying in Long Beach, 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 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 disadvantage unduplicated pupils. At the same time, they help create an environment of short- and long-term fiscal stability.</p> <p>More broadly, the actions and services in this section reflect the district's equity initiative on workforce diversity. The goal is to develop a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community. It includes both refining internal human resource practices and engaging external partners to raise the profile of the educator profession to recruit a future diverse workforce.</p>		
5	Literacy Support	<p>Expand literacy support in elementary and K-8 schools. This expansion includes the deployment of research-based, consistent literacy interventions across all sites (principally for those with high concentrations of unduplicated pupils) through the allocation and ongoing training of literacy teachers, as well as the purchase of intervention materials.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. It includes the development of intervention models for literacy and math to support students during the school day, which is then</p>	\$14,926,120	Y

		supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Students with substantial need in English Language Arts, including unduplicated pupils, principally benefit from these academic supports, as staff use equity-centered data to drive programmatic decisions.		
6	Library Education Program	Enhance the library education program. This enhancement includes both teacher librarian and library media assistant support, as appropriate, based on site and student needs (with priority placed on schools with low English Language Arts scores and high concentrations of unduplicated pupils). Teacher librarians and library media assistants augment core literacy instruction, as they provide digital instructional resources to accelerate learning, help students with their research skills for class projects, and collaborate with classroom teachers on delivering academic interventions. Overall, the program is part of the learning acceleration, support, and enrichment initiative, which includes the development of intervention models for literacy and math as well as other extended learning opportunities. Students with substantial need in English Language Arts, including unduplicated pupils, principally benefit from these academic supports, as staff use equity-centered data to drive programmatic decisions.	\$4,738,938	Y
7	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. In particular, LBUSD aims to build a responsive language accessibility unit to enhance translation, interpretation, and stakeholder support. The expansion of EL support is part of a broader effort to establish the “LBUSD Multilingual Office.” This office merges World Language, English Learner, and Dual Immersion services, providing greater support to both students and	\$2,523,395	Y

families. One of its top priorities is to strengthen the home-school connection and enhance current parent engagement efforts by, for example, increasing access to behavioral and mental health services. Additionally, the Multilingual Office plans to collaborate with school-based intervention coordinators, who can help deliver differentiated interventions for ELs, particularly long-term ELs.

A cohort of school sites with the highest EL populations are prioritized for additional professional learning under the supervision of a Director/Principal-Supervisor who collaborates with the English learner specialists to provide targeted support designed to address disparities in EL student achievement by increasing the subject matter knowledge and teaching skills of both the teachers and administrators at these sites to accelerate English learners' language acquisition and grade-level achievement. EL coaches and curricula specialists provide on-site training for school sites to address school-specific needs related to ELs, including primary/heritage language instruction strategies and curricula. These additional professional learning activities, including the assignment of coaches, are provided as differentiated resources for high need schools.

Beginning this school year (2021-22), a new support structure is being implemented as a systems approach to enhance the way in which we support schools and English Learner Services. A new Multilingual Office has been initiated, hiring experts in English Learners, ELD, Coaching, Parent Engagement, World Languages and Dual Immersion. For English Learner services they are charged with the following: Transparency of Data (regular reporting of data and regular progress monitoring); Update Reclassification Criteria; Strengthen Home/School Connections; Provide support to sites to increase EL parent engagement; and Provide PD with an asset based approach, including robust training and coaching in designated and

		<p>integrated ELD. This new office is an attempt to consolidate expertise into one place- not a scattered approach that may have hindered progress in this area.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goals of the community engagement initiative are to develop and build trusting relationships with all stakeholders; create systems that provide opportunities for diverse perspectives to be shared; and enhance district methods for interacting with parents. The latter objective includes ensuring that all families have access to engagement opportunities and two-way communication, particularly when it comes to language. Moreover, from the standpoint of academic growth, the learning acceleration, support, and enrichment initiative focuses on the development of intervention models for literacy and math as well as other extended learning opportunities.</p> <p>Note that, in the spirit of local control and accountability, most English Learner services are determined at the school level. 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, LBUUSD equity initiatives, and other local efforts.</p> <p>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.</p>		
8	Mathematics Support	<p>Provide math interventions and enrichments to extend learning opportunities for students. These programs include:</p> <ul style="list-style-type: none"> ● Math interventions/tutorials, particularly in Algebra; ● Math instructional software; and 	\$1,365,532	Y

		<ul style="list-style-type: none"> • The Urban Math Collaborative. <p>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.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. The equity initiatives include the development of intervention models for literacy and math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Students with substantial need in Mathematics, including unduplicated pupils, principally benefit from these academic supports, as staff use equity-centered data to drive programmatic decisions.</p>		
9	Early Learning Initiative	<p>Provide early learning opportunities to expand school readiness and equip young children with a solid foundation for immediate and long-term academic success. These services include:</p> <ul style="list-style-type: none"> • Transitional Kindergarten is the first year of a two-year program that provides children, with birthdays between September 2 and December 2, a curriculum that is age and developmentally appropriate, taught by credentialed teachers. 	\$9,280,006	Y

- Early Transitional Kindergarten is for students turning five years of age after the eligibility date for Transitional Kindergarten.
- Expansion of CDC/preschool programs by adding general education teachers to increase early learning school access, particularly for low-income students. This expansion of early learning programs leads to greater participation among low-income preschoolers in a structured, developmentally appropriate program. There is a focus on Social-emotional Learning and Reading/Literacy skills to build the educational foundation for early learners. English-Language Arts and Math achievement are expected to improve, particularly for low-income, foster and English Learners.
- Educare is formed through a public-private partnership between Head Start/Early Head Start, State Preschool, LBUSD, Los Angeles Chamber of Commerce, private donations, families, community, and staff. This collaboration is committed to all its enrolled children and their families as they receive high quality care and education from the moment they are born to the day they enter kindergarten.

These programs are part of LBUSD’s broader Early Learning Systems, which also include Child Development Centers and Head Start/Early Head Start. They are grounded in research-based best practices, most notably social-emotional development, integrated learning, partnerships with families, language development, and responsive instruction.

Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. Moreover, the social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural

		relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.		
10	School-based Student Support	<p>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, LBUSD equity initiatives, and other local efforts, with an emphasis on low income pupils, English Learners and foster youth to close opportunity gaps. Details of these site expenditures are available at lbschools.net.</p> <p>The allocations to school sites uses School Site Council (SSC) to make recommendations about interventions, materials and professional development that enhance classroom instruction. The actions and services are determined by each SSC, based on the SSC's Student Need Assessment as laid out in the SPSA. Although LCFF services are not required to be in the SPSA, LBUSD uses the same transparent process by involving all stakeholders/voices thought the elected SSC representatives. In looking at some of the 2021-22 SPSAs, here is a sampling of activities that are focused on English Learners, Low-income, Foster and Homeless Youth:</p> <ul style="list-style-type: none"> ● FTEs for personnel, such as health assistant and counseling to provide social-emotional & health support as schools reopen ● EL Support: classroom reading materials in the primary language and primary language support aides. ● Saturday School: to provide struggling students extended day opportunities in a tutorial. ● Aides: to provide tech and/or 1:1 instructional support in classrooms or on the playground. ● Collaboration Time: to provide for teachers to collaborate to analyze learning data, plan common lessons, including infusing equity initiatives. ● Professional development: Work and training to support culturally relevant instruction. 	\$10,050,039	Y

		<p>Each activity included in the SPSA has a description of the needs of students, data related to the need, description of activity, funding source and projected cost, duration of services and how the activity is monitored/measured for effectiveness.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It initiates a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development. • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. • The learning acceleration, support, and enrichment initiative enables the development of intervention models for literacy and math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. 		
11	Learning Acceleration Programs	<p>Provide research-based, targeted, and tiered academic interventions to accelerate student learning, particularly for unduplicated pupils. These services include:</p> <ul style="list-style-type: none"> • Tutoring and/or other extended learning opportunities 	\$5,185,275	Y

		<p>that augment the core academic program;</p> <ul style="list-style-type: none"> ● Curriculum and instructional materials to implement the interventions; and ● Professional development for and coordination of staff who deliver the interventions. <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. It includes the development of intervention models for literacy and math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Students with substantial need in English Language Arts and Mathematics principally benefit from these academic supports, as staff use equity-centered data to drive programmatic decisions.</p>		
12	Tutoring Support	<p>Provide enhanced tutoring support at 29 high-need schools with significant concentrations of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth. These tutorials are based on the following guidelines:</p> <ul style="list-style-type: none"> ● Establish extended hours of English Language Arts and Mathematics tutoring sessions provided by classroom teachers on an additional hourly basis, teachers on special assignment, program specialists, or other certificated staff. ● Students who are not meeting ELA and Math standards (i.e., “Not Met” or “Nearly Met”) should receive the highest priority for scheduling. ● Tutoring times are established based on consultation 	\$2,250,000	Y

		<p>with School Site Councils.</p> <p>These guidelines were developed collaboratively between LBUSD and community partners to provide additional services to high-need students at the following sites: King, Smith, Edison, Addams, Robinson, Garfield, Willard, Roosevelt, Lincoln, Dooley, McKinley, Powell, Oropeza, Whittier, Barton, Washington, Franklin, Lindbergh, Stephens, Lindsey, Hamilton, Jefferson, Nelson, Hoover, Educational Partnership High School, Long Beach Learning Center, Jordan, Renaissance, and Cabrillo. The tutoring sessions in this section go above and beyond other planned tutorials elsewhere in the LCAP.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. Moreover, the social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p>		
13	Black Student Achievement Initiative	<p>Develop and engage a Black student achievement advisory committee (including parents and other stakeholders) to recommend additional supports for Black students -- above and beyond other planned programs elsewhere in the LCAP. The recommended supports would align with numerous equity initiatives, specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive 	\$750,000	N

		<p>school communities. It initiates a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development.</p> <ul style="list-style-type: none"> • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. • The learning acceleration, support, and enrichment initiative enables the development of intervention models for literacy and math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. 		
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Goal Analysis [LCAP Year]

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Goal

Goal #	Description
4	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, the pandemic has slowed or reversed recent progress in college and career readiness. Between March 2020 and March 2021:

- The percentage of middle school students who are ready for high school has gone down from 74% to 57%.
- The percentage of high school students who are on track to complete the a-g requirements has slipped from 59% to 53%.
- Throughout the K-12 system, the percentage of students with at least one D or F grade has jumped from 37% to 48%, with Foster Youth / Students Experiencing Homelessness (63%), Students with Disabilities (62%), African Americans (57%), Pacific Islanders (56%), English Learners / Reclassified Fluent English Proficient students (56%), the Socioeconomically Disadvantaged (55%), and Hispanics (55%) all above the district average. The decline in student grades ultimately affects the percentage of 12th grade students who demonstrate college and career readiness and the percentage of high school graduates who enroll in a two- or four-year college.

This LCAP section reflects Goal 4 of LBUSD’s Strategic Plan, which aims to:

Establish college and career readiness for every student.

- Increase high school, college and career readiness for every student.
- Promote the development of social-emotional skills in every student.
- Increase the number of high school pathway programs that address the core components of Linked Learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
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					for 2023-24
Percentage of 8th grade students who demonstrate high school readiness based on multiple measures. (District Data)	56% of 8th grade students demonstrate high school readiness based on multiple measures. (2018-19)				65% of 8th grade students demonstrate high school readiness based on multiple measures.
Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – English. (Smarter Balanced Assessments)	23% of 11th graders achieve “Ready for College” in the Early Assessment Program – English. (2018-19)				29% of 11th graders achieve “Ready for College” in the Early Assessment Program – English.
Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – Mathematics. (Smarter Balanced Assessments)	10% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics. (2018-19)				16% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics.
Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures. (California School Dashboard)	40% of 12th grade students demonstrate college and career readiness based on multiple measures. (2018-19)				49% of 12th grade students demonstrate college and career readiness based on multiple measures.
Percentage of high	60% of high school				66% of high school

<p>school graduates who complete the a-g requirements.</p> <p>(DataQuest)</p>	<p>graduates complete the a-g requirements.</p> <p>(2018-19)</p>				<p>graduates complete the a-g requirements.</p>
<p>Percentage of high school graduates who complete a Career Technical Education (CTE) pathway.</p> <p>(College/Career Indicator)</p>	<p>18% of high school graduates complete a Career Technical Education (CTE) pathway.</p> <p>(2018-19)</p>				<p>24% of high school graduates complete a Career Technical Education (CTE) pathway.</p>
<p>Percentage of high school graduates who complete the A-G Requirements <u>and</u> a Career Technical Education (CTE) pathway.</p> <p>(Local data)</p>	<p>11% of high school graduates complete the A-G Requirements <u>and</u> a Career Technical Education (CTE) pathway</p> <p>(2018-19)</p>				<p>17% of high school graduates complete the A-G Requirements <u>and</u> a Career Technical Education (CTE) pathway</p>
<p>Percentage of high school graduates who enroll in a two- or four-year college.</p> <p>(National Student Clearinghouse)</p>	<p>66% of high school graduates enroll in a two- or four-year college.</p> <p>(2018-19)</p>				<p>72% of high school graduates enroll in a two- or four-year college.</p>
<p>Percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course.</p>	<p>51% of 11th and 12th grade students enroll in at least one Advanced Placement course.</p> <p>(2018-19)</p>				<p>57% of 11th and 12th grade students enroll in at least one Advanced Placement course.</p>

(College Board)					
Passing rate of 11th and 12th grade Advanced Placement exams. (College Board)	46% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher. (2018-19)				52% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Support	<p>Expand counseling support and other services related to social-emotional learning (SEL) and mental health. The counseling support targets high-need sites first, followed by other significant areas where student priorities remain. Direct outreach efforts are primarily geared toward underrepresented students, including low income pupils, English Learners, and foster youth.</p> <p>As part of LBUUSD’s holistic approach to wellness, counselors play a pivotal role in coordinating social-emotional supports and mental health referrals for families. They are available to support families at every school site, but the aspect of their work that contributes to increased and improved services for unduplicated pupils concerns specific connections with disengaged families who are experiencing trauma like never before. This process includes more personalized and targeted supports for low-income families, English learners, and foster youth who are otherwise unresponsive to traditional means of communication. It also involves more specialized coordination with the School-Based Mental Health Collaborative and other community partners due to their socioeconomic challenges, language barriers, and unstable home environments.</p>	\$10,670,839	Y

		<p>The SEL initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It includes the following milestones:</p> <ul style="list-style-type: none"> • Teachers and administrators will develop a working knowledge of the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies & SEL Student Outcomes through professional development. The “CASEL 5” focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. • A continuum of integrated levels of support will be initiated with resources for Tier I-III discipline practices, restorative justice, and identity development. • SEL objectives will be integrated into core and elective content and instruction. • Adult SEL supports will be designed and deployed. <p>LBUSD has prioritized the centralization of its SEL systems and structures districtwide to support greater fidelity and infuse SEL across all content areas and throughout the day. Our vision is “to teach all students that everyone has feelings and is able to respond to them in productive ways by using problem-solving skills and mindfulness strategies so that they can maintain positive relationships, value diversity in others, and show empathy and compassion for different perspectives in order to be caring humans who make positive changes in our communities and make the world a better place.”</p>		
2	College and Career Readiness	<p>Expand college and career readiness efforts by providing additional support for the Long Beach College Promise, including:</p> <ul style="list-style-type: none"> • College visits to Long Beach City College for fourth graders and California State University, Long Beach, for 	\$4,864,392	Y

fifth graders. These tours promote a college-going culture starting in elementary school, which is principally beneficial to unduplicated pupils who lack exposure to postsecondary opportunities.

- A high school readiness program that prepares at-promise sixth through eighth graders for high school. This program -- which provides additional counseling sessions for unduplicated pupils in support of students' communication, coping, and social skills -- focuses on sites with high concentrations of unduplicated pupils (Washington, Franklin, and Hamilton middle schools) and aligns with LBUSD's social-emotional learning equity initiative.
- Advancement Via Individual Determination (AVID), a program that strives to close the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.
- The establishment of a partnership with the University of Southern California to place near-peer college advisors at our high schools. College advisors focus on supporting first-generation, low-income, and underrepresented students.
- Dual enrollment opportunities such as the Ethnic Studies Program with the California State University, Long Beach.
- Free PSAT and SAT exams to ensure that students, principally those from low-income backgrounds, can meet college requirements.

Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being.

3	Advanced Placement Support	<p>Expand college and career readiness efforts by providing additional support for Advanced Placement (AP) courses and exams. Specifically, these resources provide teachers to increase the number of AP classes and pay for nearly the entire cost of AP exam fees. They principally benefit unduplicated pupils who have historically lacked access to college-level courses due to financial barriers.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. Moreover, the curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum.</p>	\$5,000,559	Y
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Goal Analysis [LCAP Year]

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Goal

Goal #	Description
5	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 achievement gaps, and improving college and career readiness.

Specifically:

- Chronic absenteeism has increased over the past few years, and the pandemic’s negative effect on student engagement nationwide threatens to exacerbate this issue.
- Suspension and expulsion rates have either improved or maintained over the past few years, but inequities persist, and they should be an area of focus as students return to in-person instruction.
- Between March 2020 and March 2021, the percentage of high school students who are on track to graduate declined from 74% to 66%, with ninth graders, tenth graders, and unduplicated pupils among the most adversely impacted. Historically, this metric correlates with the graduation and dropout rates.

This LCAP section reflects Goal 3 of LBUSD’s Strategic Plan, which aims to:

Promote academic growth for every student.

- Improve the high school graduation rate on an annual basis.
- Reduce the absenteeism, suspension, expulsion and dropout rates on an annual basis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Attendance Rate (CALPADS)	Elem / Middle / K-8 95.8% High School 95.5% (2019-20)				Elem / Middle / K-8 97.0% High School 96.5%
Graduation Rate (DataQuest)	90% Graduation Rate (2019-20)				90% Graduation Rate
Chronic Absenteeism Rate (California School Dashboard)	12.5% District 10.1% State (2019-20)				Decrease the chronic absenteeism rate to a level below the state average.
Suspension Rate (DataQuest)	3.5% District 3.4% State (2019-20)				Decrease the suspension rate to a level below the state average.
Expulsion Rate (DataQuest)	0.02% District 0.06% State (2019-20)				Decrease the expulsion rate to a level below the state average.
Middle School Dropout Rate (DataQuest)	0.1% District N/A State (2019-20)				Decrease the middle school dropout rate to a level below the state average.
High School Dropout Rate (DataQuest)	7.1% District 7.0% State (2019-20)				Decrease the high school dropout rate to a level below the state average.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Pupil Services (Base)	<p>As stated in the district’s equity definition, LBUSD strives to uplift groups that have been historically marginalized, amplifying student voices and embracing the community as true partners in education. Pupil services support this vision. They offer targeted supports – in group or individual settings -- that relate to academic, behavioral, social-emotional, health, psychological, and other needs. Enhancements include nursing and psychological services.</p> <p>As part of LBUSD’s holistic approach to wellness, nurses provide in-service training to teachers, administrators, and staff, particularly on COVID-19 and related issues, while helping to conduct outreach that connects families with community resources. Similarly, psychologists lend their expertise to social-emotional learning efforts while helping to coordinate school-based mental health services. Both nursing and psychological services play integral roles in LBUSD’s multi-tiered re-engagement process, which affirms the importance of regular daily participation among students. They strive to ensure that parent communications and home visits show care and concern rather than being perceived as punitive. They are intended to be a very personal way to connect with families while recognizing and respecting appropriate boundaries.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the SEL initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p>	\$24,425,927	N
2	Pupil Services (Supplemental/Concentration)	Pupil services include nursing and psychological services, as well as school safety therapist support, which go above and beyond the basic program with targeted individual or small-	\$6,213,089	Y

		<p>group sessions on health / mental health problems that interfere with unduplicated pupils' academic, behavioral, or social-emotional growth. Nurses, psychologists, and school safety therapist staff connect families, especially those of unduplicated pupils who are experiencing trauma like never before, with appropriate resources. This process includes more personalized supports for low-income families, English Learners, and foster youth who are otherwise unresponsive to traditional means of communication. It also involves more specialized coordination with the School-Based Mental Health Collaborative and other community partners due to their socioeconomic challenges, language barriers, and unstable home environments.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the SEL initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p>		
3	High School Wellness Centers	<p>Establish Wellness Centers at each high school so that students have a safe place on campus where they can drop in to receive social-emotional support during the school day. Wellness Centers can be of assistance and support with conflict resolution, short-term individual/group counseling, stress management, and more.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <p>The student voice and participation initiative seeks to actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum.</p> <p>The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school</p>	\$1,633,588	Y

		communities. It integrates SEL objectives into core and elective content and instruction.		
4	Male and Female Leadership Academies	<p>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 Leadership Academies, which help to steer students away from gangs and build leadership by improving self-respect and cultural awareness. Academy participants receive culturally relevant and responsive mentorship; attend workshops and events that build their leadership skills; engage in community service projects; and benefit from individualized academic support.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It integrates SEL objectives into core and elective content and instruction. • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. 	\$576,215	Y
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. Additional social workers will provide social-emotional learning interventions, academic/attendance tracking, intensive case management,	\$769,804	Y

and referrals for students identified as foster youth.

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.

Numerous equity initiatives drive the actions and services in this section. Specifically, the goals of the social-emotional learning initiative are to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. Moreover, from the standpoint of academic growth, the learning acceleration, support, and enrichment initiative focuses on the development of intervention models for literacy and math as well as other extended learning opportunities.

Note that, in the spirit of local control and accountability, most foster youth services are determined at the school level. Sites have the flexibility to construct plans – with approval from the School Site Council -- that address the unique needs of their

		<p>students. These plans are expected to align with the State Priority Areas, LBUSD equity initiatives, and other local efforts.</p> <p>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.</p>		
6	Linked Learning Initiative	<p>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:</p> <ul style="list-style-type: none"> • Allocates resources for work-based learning activities; • Provides pathway program incentives; and • Expands pathway program staff support <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It integrates SEL objectives into core and elective content and instruction. • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. • The learning acceleration, support, and enrichment initiative, which focuses on research-based targeted 	\$8,687,937	Y

		intervention classes and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities.		
7	Elementary Music Program	<p>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.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. • The learning acceleration, support, and enrichment initiative, which focuses on research-based targeted intervention classes and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. 	\$3,979,719	Y

Goal Analysis [LCAP Year]

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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.

Not applicable. According to the California Department of Education, the “Goal Analysis” section will be implemented in the 2022-23 LCAP.

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.47%	\$120,824,715

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 following actions are (1) being provided districtwide and (2) principally directed to and effective in meeting the needs of low-income students, English Learners, and foster youth. The actions are categorized by LCAP goals. For each action, LBUSD describes (a) the relevant needs, conditions, or circumstances of its unduplicated pupils; (b) the design, content, methods, or location of the service; and (c) how the service meets student needs.

Goal 1

Assistance to Teachers

- During stakeholder consultations, the District Community Advisory Committee, the District English Learner Advisory Committee, and other groups emphasized the importance of ongoing training for educators (from new to experienced teachers) so that they can be specifically equipped to support the needs of unduplicated pupils. They called for professional development in social-emotional learning, English Language Development, and culturally responsive pedagogy that accelerates learning for low-income students, English Learners, and foster youth.
- LBUSD orients its Beginning Teacher Support and Assessment (BTSA) and National Board Certification programs toward coaching both new and experienced educators on differentiating instruction for unduplicated pupils. In addition, Teachers on Special Assignment deliver training on ensuring positive relationships with low-income students, communicating with hard-to-reach families (particularly foster families), and supporting English Learners with language development.
- Research from *Educational Leadership* (among many other publications) indicate that consistent, integrated teacher supports on social-emotional learning, English Language Development, and culturally responsive pedagogy have positive benefits on student achievement. These benefits should translate to improved Smarter Balanced results in English Language Arts and Mathematics for low-income students, English Learners, and foster youth.
- Growth in ELA and Math scores since 2017 suggests that these actions and services have been part of an effective strategy to support unduplicated pupils.

Technology Infrastructure and Support Services

- Even when students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from getting the most out of distance learning or otherwise completing their work outside the classroom. Many supplemental educational resources are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners. Unduplicated pupils face this barrier more severely than their peers do. For example, in the LBUSD Family Needs Survey, approximately 26% of low-income parents expressed a need for hotspots -- 11 percentage points higher than the overall district average. Similar discrepancies exist for English Learners and foster youth.
- LBUSD has distributed hotspots and other materials to families, with an emphasis on providing the technology to unduplicated pupils and other high-need students. In general, these tools have been deployed in larger numbers to schools where low-income students, English Learners, and foster youth are located. Additional outreach has been conducted to students experiencing homelessness, migrant families, foster youth, and newcomers in the form of direct, personal contact with families and/or targeted coordination with organizations that serve them (for example, working closely with local shelters so that students can use hotspots, if internet access is ordinarily prohibited).
- LBUSD's distribution approach is principally directed to unduplicated pupils by locating the hotspots and other materials where the neediest families, as determined by survey results, can readily access them. Since low-income students, English Learners, and foster youth tend to be among the hardest to reach, additional outreach helps ensure that they can benefit from more reliable internet connectivity.
- The deployment of thousands of devices and technology tools during the pandemic reflects the general effectiveness of these actions and services.

Goal 2

Community and Ancillary Services (Supplemental/ Concentration)

- Additional adult-to-student connections are critical for unduplicated pupils. Stakeholder feedback has consistently called for proactive measures to engage low-income students, English Learners, and foster youth, whose sense of belonging in school has historically been lower than their peers and affected their academic performance. In the School Culture and Climate Survey, for example, unduplicated pupils have tended to provide relatively fewer positive responses when asked whether they “feel close to people at school” or “feel like [they] are part of the school.”
- Community and ancillary service staff help provide mentorship, serve as an outlet for students, principally unduplicated pupils, to discuss personal circumstances, and make referrals to counseling centers and other experts, as necessary. In general, such staff have been assigned in larger numbers to schools where low-income students, English Learners, and foster youth are concentrated. They utilize strategies that address the unique needs of unduplicated pupils and their families (including home visits), enhancing LBUSD's liaison work between schools, homes, and communities in matters of health, welfare, attendance, and educational needs.
- The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers. Additionally, the emphasis on enhancing liaison work between schools, homes, and communities directly addresses a priority that low-income students, English Learners, foster youth, and their families have identified.
- LBUSD's ability to reach unduplicated pupils and their families during the pandemic -- a concerted districtwide effort to provide differentiated support for those who need to be engaged in distance learning -- suggests the general effectiveness of these actions and services.

Parent Engagement / Outreach

- Low-income students, English Learners, and foster youth have historically experienced significant trauma and had limited access to social, emotional, and behavioral health-related services in their communities. Their families have also had the greatest needs in terms of engagement, particularly when it comes to language access.
- Additional parent engagement and outreach efforts include home visits and other methods that go beyond traditional mass communications, which tend to be insufficient for families of low-income students, English Learners, and foster youth. A critical part of these services is ensuring that all families have access to engagement opportunities and two-way communication. Such access includes simultaneous translation utilizing Zoom, conference call lines, and other technological tools. This way, Spanish, Khmer, and other non-English speakers can participate fully in dialogue with school and district staff.
- Additional parent engagement and outreach efforts principally benefit the neediest families, who require extra support to overcome challenging circumstances, particularly when it comes to language access. LBUSD anticipates that, with these services, low-income students, English Learners, foster youth, and their families will express a greater sense of belonging in the School Culture and Climate Survey.
- LBUSD's ability to reach unduplicated pupils and their families during the pandemic -- a concerted districtwide effort to provide differentiated support for those who need to be engaged in distance learning -- suggests the general effectiveness of these actions and services.

Restorative Justice

- Insofar as the sense of belonging and school connectedness of unduplicated pupils is lower than those of their peers, it often stems from the fact that their learning opportunities are disconnected from their lived experiences. Low-income students, English Learners, and foster youth also encounter approaches that view diversity as a deficit rather than an asset, which hinders academic achievement, student agency, and advancement.
- Restorative justice workshops encourage conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions. They help address the unique needs of unduplicated pupils, who have generally been left out in traditional school practices and operations.
- Restorative justice workshops facilitate services that uplift unduplicated pupils and other students who have been historically marginalized. They provide a forum that amplifies student voices and embraces the community as true partners in education. They also have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers.
- Improved suspension, expulsion, and dropout rates over the past several years suggest that a districtwide emphasis on prevention, early intervention, and intensive intervention is generally effective in supporting unduplicated pupils.
- Like most school districts, unfortunately, LBUSD data suggests that males of color, including low income, foster and EL students are referred, suspended and expelled at a higher rate than their peers. Preventative measures, such as Restorative Justice, aims to promote bias, cross-cultural and linguistic relationship and create more inclusive school communities, which, in turn, will reduce suspension and expulsion for males of color, including low-income, foster and EL students.

Goal 3

Instruction-Related Services (Supplemental/Concentration)

- In general, LBUSD's achievement gap has negatively impacted low-income students, English Learners, and foster youth -- something

that has been exacerbated by the pandemic. Learning opportunities during standard instruction are insufficient in closing the gap. Extended, targeted supports are necessary. In stakeholder surveys, committee meetings, and community forums, the services provided by Instructional Aides and other in-class staff members have been identified as important resources principally for unduplicated pupils and other high-need students.

- Instructional Aides and other instruction-related staff members are tasked to work with teachers in classrooms where the achievement gap is the hardest to close. They 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. In targeting foster, EL and low income students who are struggling to meet standards, instructional aides provide a small group and/or 1:1 support. For EL students, primary language support from aides assist the student to understand the academic language of the classroom, which is often a barrier to learning.
- The placement of Instructional Aides and other instruction-related staff members in classrooms with substantial academic needs and high concentrations of unduplicated pupils ensures that the supports are individualized and targeted. The enhanced instruction that their contributions unlock helps accelerate learning for low-income students, English Learners, foster youth, and others who are struggling.
- Growth in ELA and Math scores since 2017 suggests that these actions and services have been part of an effective strategy to support unduplicated pupils.

Literacy Support / Library Education Program / Mathematics Support / School-based Student Support / Learning Acceleration Programs / Tutoring Support

- Unduplicated pupils have generally fallen behind their peers in English Language Arts and Mathematics -- an issue that tends to persist throughout the TK-12 system. Low-income students, English Learners, and foster youth require not just additional time to achieve grade-level standards, but also individualized support from highly trained teachers. Furthermore, they need extended learning opportunities beyond the school day to accelerate academic progress, especially after the challenges of the pandemic. Such interventions have been among the top priorities for stakeholders.
- Literacy support, library education, and mathematics support address the needs of unduplicated pupils in several ways. First, highly trained teachers who are skilled in research-based instructional practices and programs can help reteach ELA and math content in different ways, accounting for the experiences of low-income students, English Learners, and foster youth. They can deliver coaching and professional development sessions that assist other teachers in acquiring such skills. Moreover, tutoring and other such interventions outside the regular day -- i.e., before school, after school, on weekends, or during intersession -- are designed to prioritize the highest-need students. They also often utilize materials that are particularly effective in engaging and supporting unduplicated pupils. Beyond these districtwide, subject-specific interventions, school-based student support, learning acceleration programs, and tutoring support for 29 high-need sites create an additional layer of academic services that deepen engagement with unduplicated pupils at specific campuses.
- Literacy support, library education, and mathematics support employ instructional strategies and approaches that are tailored to the needs of unduplicated pupils. They are also structured and scheduled in ways that extend learning opportunities beyond the school day, which respond to stakeholder feedback and reflect research-based methods that have proven to accelerate progress for low-income students, English Learners, and foster youth. Many of the services are also concentrated in high-need schools, where those who have historically struggled get the highest priority for support. School-based student support, learning acceleration programs, and tutoring support further enhance the academic services that unduplicated pupils receive at specific campuses.
- Growth in ELA and Math scores since 2017 suggests that these actions and services have been part of an effective strategy to support

unduplicated pupils.

Early Learning Initiative

- According to the First Five Years Fund, less than half of low-income children have access to high-quality early learning programs. Such limited access affects their cognitive and social-emotional development; their school readiness; and their long-term economic prospects.
- Early Transitional Kindergarten, Transitional Kindergarten and Educare substantially expands early learning opportunities for low-income students and other unduplicated pupils, as they provide more options for families throughout the district. These programs are aligned with elementary schools, ensuring smoother transitions to kindergarten and enhancing school readiness.
- The expansion of early learning services generally leads to greater participation among young children in structured, developmentally appropriate programs. English Language Arts and Mathematics achievement at the early grades are expected to improve, particularly for low-income students, English Learners, and foster youth.
- ELA and Math scores have increased in the early grades. For example, between 2017-18 and 2018-19, the percentage of third graders who met or exceeded standards in ELA rose from 52% to 56%. In Math, test scores improved from 57% to 60%.

Goal 4

Counseling Support

- Due to their limited access to social-emotional and mental health services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. More than ever, they require coordinated mental health assistance, family outreach, and referrals to district and community resources. In the LBUSD Family Needs Survey, 100% of low-income parents said that “opportunities to talk to a counselor” are among the social-emotional supports that their children need. English Learner and foster youth families similarly select this resource at higher rates than others do.
- Counseling services are part of LBUSD’s holistic approach to wellness, and their work has a specific emphasis on connecting with families who are experiencing trauma like never before. This process includes not just reaching out to unduplicated pupils (particularly those who have been disengaged), but also identifying the social-emotional resources that they and their parents need. Counselors coordinate with the School-Based Mental Health Collaborative and other partners (both internal and external) to support families.
- The emphasis on reaching students and parents who have struggled to remain engaged principally benefits unduplicated pupils, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Moreover, the emphasis on connecting low-income, English Learner, and foster youth families with social-emotional and mental health resources directly respond to a priority that they have articulated.
- LBUSD’s ability to reach unduplicated pupils and their families during the pandemic -- a concerted districtwide effort to provide differentiated support for those who need to be engaged in distance learning -- suggests the general effectiveness of these actions and services.
- Counselors will provide SEL support in a targeted manner for foster, EL and Low income students with best practices, as mentioned above. The outcome will be measured on the Sense of Belonging/Connectedness data from the CORE District Survey with a 2% per year increase in positive responses for each targeted group.

College and Career Readiness

- Unduplicated pupils have historically seen lower rates of high school, college, and career readiness. In part, this opportunity gap stems from financial barriers confronted by low-income students, English Learners, and foster youth. But, perhaps just as importantly during the COVID-19 pandemic, it is tied to their social-emotional well-being, whereby trauma and other such issues significantly hinder their preparation for rigorous learning.
- LBUSD's high school readiness program, which prepares at-risk sixth through eighth graders for high school, focuses on sites with high concentrations of unduplicated pupils and aligns with the social-emotional learning equity initiative. The college advisor program, coordinated in partnership with the University of Southern California, places a specific emphasis on supporting first-generation, low-income, and underrepresented students. Its near-peer model helps bridge the gap between the students and the advisors, who typically have the same background. The Ethnic Studies Program with the California State University, Long Beach, aligns with LBUSD's efforts toward culturally responsive teaching and culturally relevant curricula.
- Unduplicated pupils have less access to preparatory programs that open up opportunities to high school pathway programs, college, and careers. The needs of low-income students, English Learners, and foster youth are particularly acute in the midst of trauma exposure, necessitating direct services that account for their unique lived experiences.
- Over the past several years, LBUSD's a-g completion rate, college enrollment rate, and college readiness rate have generally improved, especially for unduplicated pupils.
- The outcome will be measured on the A-G completion rate for foster, EL and low-income students for a 2% increase for each targeted group per year.

Advanced Placement Support

- The cost of Advanced Placement participation, especially the fees associated with exams, serves as a substantial financial barrier for low-income students. It limits their access to AP courses and prevents them from potentially earning college credits.
- LBUSD allocates funds to increase the number of AP courses that are available to students, thereby expanding opportunities for unduplicated pupils to challenge themselves academically. By subsidizing AP exam fees, the district significantly lowers the financial barrier and allows students to get the most out of their courses.
- Expanded course offerings and exam fee subsidies are expected to boost AP enrollment and test taking. In turn, college-going rates should increase, particularly for low-income students, English Learners, and foster youth.
- Over the past several years, AP enrollment and exam participation have increased among unduplicated pupils, leading to higher a-g completion and college enrollment rates.

Goal 5

Pupil Services (Supplemental/Concentration)

- Due to their limited access to health-related services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. More than ever, they require coordinated mental health assistance, family outreach, and referrals to district and community resources. In the LBUSD Family Needs Survey, 100% of low-income parents said that "opportunities to talk to a counselor" are among the social-emotional supports that their children need, and English Learner and foster youth families expressed similar sentiments. Additional stakeholder consultations revealed that this need went beyond counselors and included access to other trained professionals in SEL and health.
- Like counseling support, psychological and nursing services are part of LBUSD's holistic approach to wellness, and their work has a

specific emphasis on connecting with families who are experiencing trauma like never before. This process includes not just reaching out to unduplicated pupils (particularly those who have been disengaged), but also identifying the social-emotional resources that they and their parents need. Psychologists and nurses coordinate with the School-Based Mental Health Collaborative and other partners (both internal and external) to support families.

- The emphasis on reaching students and parents who have struggled to remain engaged principally benefits unduplicated pupils, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Moreover, the emphasis on connecting low-income, English Learner, and foster youth families with social-emotional and mental health resources directly respond to a priority that they have articulated.
- LBUSD's ability to reach unduplicated pupils and their families during the pandemic -- a concerted districtwide effort to provide differentiated support for those who need to be engaged in distance learning -- suggests the general effectiveness of these actions and services.
- The results will be an increase for Tier 2 and 3 responses to interventions for foster, EL and low-income youth.

High School Wellness Centers

- Due to their limited access to health-related services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. In addition to structured services from psychologists, nurses, mental health professionals, and counselors, students need a place on campus where they can receive immediate support, as needed.
- High School Wellness Centers provide a safe space on campus where students can drop in to receive social-emotional support during the school day. These centers can be of assistance and support with conflict resolution, short-term individual/group counseling, stress management, and more.
- High School Wellness Centers are expected to address social-emotional needs that would otherwise prevent students from being actively engaged in their learning. Attendance rates should improve, and suspensions, expulsions, and dropouts should decrease.
- This action / service is new for the 2021-22 LCAP.

Male and Female Leadership Academies

- Insofar as the sense of belonging and school connectedness of unduplicated pupils is lower than those of their peers, it often stems from the fact that their learning opportunities are disconnected from their lived experiences. Low-income students, English Learners, and foster youth also encounter approaches that view diversity as a deficit rather than an asset, which hinders academic achievement, student agency, and advancement.
- 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 -- all of which align with LBUSD's "Excellence and Equity" agenda.
- Male and Female Leadership Academies provide learning opportunities that uplift unduplicated pupils and other students who have been historically marginalized. They provide a forum that amplifies student voices and embraces the community as true partners in education. They also have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers.
- Improved suspension, expulsion, and dropout rates over the past several years suggest that a districtwide emphasis on prevention, early intervention, and intensive intervention is generally effective in supporting unduplicated pupils.
- In targeting foster, EL and low income students in the Male and Female Leadership Academies, a reduction in suspensions and

expulsions will result for each group.

Linked Learning Initiative

- Insofar as the sense of belonging and school connectedness of unduplicated pupils is lower than those of their peers, it often stems from the fact that their learning opportunities are disconnected from their lived experiences. Low-income students, English Learners, and foster youth also encounter approaches that view diversity as a deficit rather than an asset, which hinders academic achievement, student agency, and advancement.
- At the high school level, Linked Learning provides rigorous coursework, technical training, work-based learning, and related student services, the latter of which is the main point of emphasis when it comes to unduplicated pupils. Pathway programs ensure that student voices are incorporated in decisions related to their classroom experience, school experience, and the district curriculum. Social-emotional learning is a key priority, especially in building cross-cultural relationships and cultivating adult and student practices that create more inclusive school communities. SEL objectives are integrated into core and elective content and instruction, which reflect culturally responsive teaching.
- Linked Learning pathway programs create educational experiences that uplift unduplicated pupils and other students who have been historically marginalized. They provide a forum that amplifies student voices and social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience both academic and non-academic challenges at higher rates than their peers. These programs will increase the graduation rate for foster, EL and low income students by enhancing the connection between the course objectives and life application, thus increasing engagement, growth mindset and self-efficacy.
- In 2019-20, LBUUSD reached its graduation rate goal of 90%, an increase from 87% the prior year and 85% two years beforehand. Socioeconomically disadvantaged students were right around the district average (89.5%), while Hispanic (89.2%) and African American (87.9%) students surpassed not just their peers in California, but also the overall state average (86.6%).

Elementary Music Program

- Unduplicated pupils have historically seen lower rates of engagement and fewer opportunities to participate in enrichment activities that ultimately lead to improved academic performance. These challenges are linked to social-emotional learning, since music, art, and other such endeavors can enhance the well-being of low-income students, English Learners, and foster youth. Stakeholder recommendations have highlighted these non-academic educational experiences as a way to address chronic absenteeism and disengagement.
- Elementary music teachers deliver 10 to 16 sequential standards-based general-vocal music lessons for all kindergarten through fifth grade classrooms, 16 weeks of recorder lessons for all third grade classrooms, weekly violin instruction for fourth and fifth grade, and weekly wind instrument instruction (flute, clarinet, and trumpet) for fifth grade. The objective is to support low-income and other unduplicated pupils who would otherwise have no access to a rigorous music program.
- Unduplicated pupils have fewer opportunities to participate in non-academic programs that support their overall well-being, so elementary music creates experiences that principally benefit them. It promotes the healthy growth and development of children through the study, practice, and performance of music, and develops motor skills, brain functions, study habits, self-esteem, and teamwork – all at a time when they are enduring trauma at higher rates than their peers.
- Improved suspension, expulsion, and dropout rates over the past several years suggest that a districtwide emphasis on prevention, early intervention, and intensive intervention is generally effective in supporting unduplicated pupils. A reduction in suspensions, expulsions and dropout rates will result for each group because of the increased engagement and connection to school via music programs.

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

LBUSD has adopted an “Excellence and Equity” agenda, prioritizing the creation of a student-centered and anti-racist school experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all, principally unduplicated pupils and others who have been historically marginalized. In translating this aspiration to LCAP goals, actions, and services, the district has drawn from stakeholder recommendations that revolve around three guiding questions:

- What practices would be most effective in addressing **academic support**?
- What practices would be most effective in addressing **social-emotional learning**?
- What practices would be most effective in addressing **student engagement and motivation**?

These guiding questions have emerged from thousands of stakeholder responses. At a base level, the LCAP outlines how they are addressed for the entire school system, describing foundational systems for instruction, district curriculum, assessments, professional development, materials, and technology.

Even with this base intact, however, low-income students, English Learners, and foster youth face substantial hurdles. They remain at great risk of suffering learning loss and academically falling further behind their peers; experiencing social-emotional trauma; and becoming disengaged. The District Community Advisory Committee, the District English Learner Advisory Committee, and other stakeholders have provided ideas on how these unique needs can be met, and LBUSD has strategically aligned its resources to increase or improve services for unduplicated pupils.

Goal 1
Assistance to Teachers

The Beginning Teacher Support and Assessment (BTSA) and National Board Certification programs, alongside the Teachers on Special Assignment, augment the foundational professional development received by LBUSD educators in a way that improves academic support for unduplicated pupils. With their core skills intact, new and veteran teachers gain additional capacity building opportunities on social-emotional learning, English Language Development, and culturally responsive pedagogy that accelerates learning for low-income students, English Learners, and foster youth, and these opportunities are tailored to the experience level of the educator.

Technology Infrastructure and Support Services

The distribution of hotspots and other technological materials helps increase the number of unduplicated pupils who can fully participate in educational activities, as limited resources would ordinarily prevent them from accessing the Canvas learning management system and web-based instructional resources. Indeed, according to the LBUSD Family Needs Survey, low-income, English Learner, and foster youth families identified additional devices and internet connectivity as concerns at relatively higher rates than their counterparts.

Additional outreach defines the way in which services to unduplicated pupils are improved. For example, school and district staff have specifically contacted newcomer students, who are predominantly English Learners, about hotspots and related supplies, making arrangements for unique distribution methods that reflect their needs for a more personalized approach. There has also been direct

coordination with local shelters that have strict technology use policies. LBUSD has made arrangements for hotspot usage or otherwise approved internet connectivity so that students experiencing homelessness can fully participate in learning opportunities. Such services extend beyond the base level of support.

Goal 2

Community and Ancillary Services (Supplemental/ Concentration)

School staff outreach and the coordination of community and ancillary services help form a supportive approach that principally benefits low-income students, English Learners, and foster youth, whose struggles can often lead to disengagement and a limited sense of belonging in school. Personal calls and/or home visits help forge a connection with unduplicated pupils and their families. In particular, home visits deepen empathy for the lived experiences of those who are in greatest need, which ultimately improves re-engagement efforts.

Parent Engagement / Outreach

Additional parent outreach and services also utilize home visits and other methods that go beyond traditional mass communications, which tend to be insufficient for families of low-income students, English Learners, and foster youth. They also improve the coordination of mental health resources between school staff and community partners. The intensity of trauma-related, depressive, disruptive, and anxious behaviors experienced by unduplicated pupils necessitates an integrated set of supports rather than isolated approaches. This integration improves upon what low-income students, English learners, and foster youth might otherwise receive.

Restorative Justice

The limited sense of belonging and school connectedness that unduplicated pupils experience stems at least partly from the dissonance between their learning opportunities and their lived experiences. Restorative justice workshops encourage conflict resolution, cultural awareness, positive behavior supports, and other approaches that are rooted in student voices. They view diversity as an asset, embrace the community as true partners in education, and have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers.

Goal 3

Instruction-Related Services (Supplemental/Concentration)

The placement of Instructional Aides and other instruction-related staff members in high-need classrooms increases the opportunities that unduplicated pupils have to receive academic interventions, particularly in English Language Arts and Mathematics. The quality of educational services for low-income students, English Learners, and foster youth improves, as well. With support staff providing assistance, teachers have the ability to assess the needs of struggling students with greater precision, so instruction can be differentiated and interventions can be targeted. Social-emotional learning can also be tailored to those who require additional attention.

Literacy Support / Library Education Program / Mathematics Support / School-based Student Support / Learning Acceleration Programs / Tutoring Support

By focusing on high-need schools with substantial concentrations of unduplicated pupils, literacy support, library education, and math support help increase access to structured interventions for low-income students, English Learners, and foster youth. They expand opportunities to address learning loss. In particular, highly trained teachers who are skilled in research-based instructional practices and programs can help

reteach ELA and math content in different ways, accounting for the experiences of unduplicated pupils. On top of these services, school-based student supports, learning acceleration programs, targeted tutorials, English Learners, and foster youth. Through their establishment outside the regular day -- i.e., before school, after school, on weekends, or during intersession -- they are, by definition, designed to extend learning opportunities. These types of structures are conducive to unduplicated pupils, who are often the principal beneficiaries of interventions that are tailored to their specific gaps in knowledge.

Early Learning Initiative

The Early Learning Initiative establishes the Early Transitional Kindergarten, Transitional Kindergarten and Educare programs, which expand early learning opportunities, particularly in communities with high concentrations of unduplicated pupils. This expansion increases the access that low-income students, English Learners, and foster youth have to structured, developmentally appropriate educational services. It also enhances their school readiness and improves their transition to kindergarten in ways that help close achievement gaps with their peers.

Goal 4

Counseling Support

Additional counseling services help form a supportive approach that principally benefits low-income students, English learners, and foster youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Personal calls and/or home visits from school staff help forge a connection with unduplicated pupils and their families. In particular, home visits deepen empathy for the lived experiences of those who are in greatest need, which ultimately improves re-engagement efforts. Similarly, the delivery of targeted social-emotional and mental health support -- either directly by counselors or through the School-Based Mental Health Collaborative and other partnerships -- addresses the challenges of unduplicated pupils, whose access to such resources is generally limited.

College and Career Readiness

Targeted 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. They address higher education access issues that go beyond what most of their classmates receive, including the California Dream Act and family support for first-generation college students. Similarly, the high school readiness program, which is designed for at-promise sixth through eighth graders, is located at sites with high concentrations of unduplicated pupils. It provides mentorship that enhances social-emotional well-being, thereby helping to address trauma and other hindrances to academic growth. Moreover, the Ethnic Studies Program not only provides culturally relevant curricula for unduplicated pupils, but it also gives them a chance to earn college-level courses that they might otherwise be unable to access.

Advanced Placement Support

By investing in greater numbers of Advanced Placement courses and reducing the cost of exam fees by 95%, LBUSD substantially lowers financial barriers for low-income students and increases their opportunities to earn college credits. These services ensure greater access to higher education.

Goal 5

Pupil Services (Supplemental/Concentration)

As with additional counseling supports above, psychological and nursing services form a supportive approach that principally benefits low-income students, English learners, and foster youth, whose struggles can often lead to disengagement. Their coordination of targeted social-emotional and mental health resources, particularly with the School-Based Mental Health Collaborative, enhances the assistance to unduplicated pupils. Not only do high-need students lack access to such resources, but they require integrated support services because their personal circumstances put them at greater risk of trauma.

High School Wellness Centers

Because low-income students, English Learners, and foster youth lack access to drop-in social-emotional learning and mental health services, the establishment of High School Wellness Centers substantially increases the supports that they receive beyond academics. The Wellness Centers are also strategically located on campus so that transportation issues, which serve as barriers for unduplicated pupils, are addressed.

Male and Female Leadership Academies

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. Their emphasis on culturally responsive teaching and student voices improve the educational experiences of unduplicated pupils at a time when they need more authentic and restorative engagement.

Linked Learning Initiative

Linked Learning interventions and student support services reflect the LBUSD equity initiatives that principally benefit unduplicated pupils, who express a sense of belonging and school connectedness at lower rates than their peers. Social-emotional learning is a key priority, especially in building cross-cultural relationships and cultivating adult and student practices that create more inclusive school communities. SEL objectives are integrated into core and elective content and instruction, which reflect culturally responsive teaching. These attributes enhance the educational experiences of low-income students, English Learners, and foster youth, who experience both academic and non-academic challenges at higher rates than their peers. Personal connection with and outreach to high-needs students are integral to Linked Learning.

Elementary Music Program

The elementary music program increases the opportunities for unduplicated pupils to participate in enrichment activities that ultimately lead to improved academic performance. According to stakeholder feedback, low-income students, English Learners, and foster youth can benefit from non-academic ways to engage in school. Structured, standards-based music instruction provides this type of engagement, and it aligns with much-needed social-emotional learning that enhances student well-being.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$752,370,740	\$7,110,940	-	-	\$759,481,680	\$678,952,230	\$73,418,510

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Assistance to Teachers	Low Income, English Learners, Foster Youth	\$5,568,962	-	-	-	\$5,568,962
1	2	Technology Infrastructure and Support Services	Low Income, English Learners, Foster Youth	\$1,430,594	-	-	-	\$1,430,594
1	3	Plant/Maintenance Services (Base)	All	\$84,630,703	-	-	-	\$84,630,703
2	1	Community and Ancillary Services (Base)	All	\$9,007,587	-	-	-	\$9,007,587
2	2	Community and Ancillary Services (Supplemental / Concentration)	Low Income, English Learners, Foster Youth	\$227,225	-	-	-	\$227,225
2	3	Parent Engagement / Outreach	Low Income, English Learners, Foster Youth	\$939,291	-	-	-	\$939,291
2	4	Restorative Justice	Low Income, English Learners, Foster Youth	\$1,123,993	-	-	-	\$1,123,993
3	1	Instruction (Base)	All	\$298,826,391	\$7,110,940	-	-	\$305,937,331
3	2	Instruction-Related Services (Base)	All	\$51,826,289	-	-	-	\$51,826,289
3	3	Instruction-Related Services (Supplemental / Concentration)	Low Income, English Learners, Foster Youth	\$18,669,203	-	-	-	\$18,669,203

3	4	General Administration and Other Services (Base)	All	\$162,979,128	-	-	-	\$162,979,128
3	5	Literacy Support	Low Income, English Learners, Foster Youth	\$14,926,120	-	-	-	\$14,926,120
3	6	Library Education Program	Low Income, English Learners, Foster Youth	\$4,738,938	-	-	-	\$4,738,938
3	7	English Learner Support	English Learners	\$2,523,395	-	-	-	\$2,523,395
3	8	Mathematics Support	Low Income, English Learners, Foster Youth	\$1,365,532	-	-	-	\$1,365,532
3	9	Early Learning Initiative	Low Income, English Learners, Foster Youth	\$9,280,006	-	-	-	\$9,280,006
3	10	School-based Student Support	Low Income, English Learners, Foster Youth	\$10,050,039	-	-	-	\$10,050,039
3	11	Learning Acceleration Programs	Low Income, English Learners, Foster Youth	\$5,185,275	-	-	-	\$5,185,275
3	12	Tutoring Support	Low Income, English Learners, Foster Youth	\$2,250,000	-	-	-	\$2,250,000
3	13	Black Student Achievement Initiative	African American students	\$750,000	-	-	-	\$750,000
4	1	Counseling Support	Low Income, English Learners, Foster Youth	\$10,670,839	-	-	-	\$10,670,839
4	2	College and Career Readiness	Low Income, English Learners, Foster Youth	\$4,864,392	-	-	-	\$4,864,392
4	3	Advanced Placement Support	Low Income, English Learners, Foster Youth	\$5,000,559	-	-	-	\$5,000,559

5	1	Pupil Services (Base)	All	\$24,425,927	-	-	-	\$24,425,927
5	2	Pupil Services (Supplemental / Concentration)	Low Income, English Learners, Foster Youth	\$6,213,089	-	-	-	\$6,213,089
5	3	High School Wellness Centers	Low Income, English Learners, Foster Youth	\$1,633,588	-	-	-	\$1,633,588
5	4	Male and Female Leadership Academies	Low Income, English Learners, Foster Youth	\$576,215	-	-	-	\$576,215
5	5	Foster Youth Services	Foster Youth	\$769,804	-	-	-	\$769,804
5	6	Linked Learning Initiative	Low Income, English Learners, Foster Youth	\$8,687,937	-	-	-	\$8,687,937
5	7	Elementary Music Program	Low Income, English Learners, Foster Youth	\$3,979,719	-	-	-	\$3,979,719

Contributing Expenditures Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$120,674,715	\$120,674,715
LEA-wide Total:	\$72,146,362	\$72,146,362
Limited Total:	\$3,293,199	\$3,293,199
Schoolwide Total:	\$45,235,154	\$45,235,154

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Assistance to Teachers	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$5,568,962	\$5,568,962
1	2	Technology Infrastructure and Support Services	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$1,430,594	\$1,430,594
2	2	Community and Ancillary Services (Supplemental / Concentration)	Schoolwide	Low Income, English Learners, Foster Youth	High Schools	\$227,225	\$227,225
2	3	Parent Engagement / Outreach	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$939,291	\$939,291
2	4	Restorative Justice	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$1,123,993	\$1,123,993
3	3	Instruction-Related Services (Supplemental / Concentration)	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$18,669,203	\$18,669,203
3	5	Literacy Support	Schoolwide	Low Income, English Learners, Foster Youth	Elementary & K-8 Schools	\$14,926,120	\$14,926,120
3	6	Library Education Program	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$4,738,938	\$4,738,938
3	7	English Learner Support	Limited	English Learners	All Schools	\$2,523,395	\$2,523,395
3	8	Mathematics Support	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$1,365,532	\$1,365,532
3	9	Early Learning Initiative	Schoolwide	Low Income, English Learners,	Elementary & K-8	\$9,280,006	\$9,280,006

				Foster Youth	Schools		
3	10	School-based Student Support	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$10,050,039	\$10,050,039
3	11	Learning Acceleration Programs	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$5,185,275	\$5,185,275
3	12	Tutoring Support	Schoolwide	Low Income, English Learners, Foster Youth	King, Smith, Edison, Addams, Robinson, Garfield, Willard, Roosevelt, Lincoln, Dooley, McKinley, Powell, Oropeza, Whittier, Barton, Washington, Franklin, Lindbergh, Stephens, Lindsey, Hamilton, Jefferson, Nelson, Hoover, Educational Partnership High School, Long Beach Learning Center, Jordan, Renaissance, Cabrillo	\$2,250,000	\$2,250,000
4	1	Counseling Support	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$10,670,839	\$10,670,839
4	2	College and Career Readiness	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$4,864,392	\$4,864,392
4	3	Advanced Placement Support	Schoolwide	Low Income, English Learners, Foster Youth	High Schools	\$5,000,559	\$5,000,559
5	2	Pupil Services (Supplemental / Concentration)	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$6,213,089	\$6,213,089
5	3	High School Wellness Centers	Schoolwide	Low Income, English Learners, Foster Youth	High Schools	\$1,633,588	\$1,633,588
5	4	Male and Female Leadership Academies	LEA-wide	Low Income, English Learners, Foster Youth	All Schools	\$576,215	\$576,215
5	5	Foster Youth Services	Limited	Foster Youth	All Schools	\$769,804	\$769,804

5	6	Linked Learning Initiative	Schoolwide	Low Income, English Learners, Foster Youth	High Schools	\$8,687,937	\$8,687,937
5	7	Elementary Music Program	Schoolwide	Low Income, English Learners, Foster Youth	Elementary & K-8 Schools	\$3,979,719	\$3,979,719

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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:
 - 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)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- 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 2021–22, 2022–23, and 2023–24 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 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 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 2021–22. 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 2022–23, 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 2023–24, 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 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023-24:** 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 2023–24 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 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	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 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 2021–24 LCAP from the 2017–2020 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:
 - **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.
 - **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.
 - **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:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **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.