

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 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Schools in the Long Beach Unified School District are widely recognized for their innovation, academic rigor, educator professional development, and greatness in athletics, the arts and more. A team of more than 12,000 full-time and part-time employees remains deeply committed to building upon those successes, especially for students who, for a variety of reasons, may need extra support. Established in 1885, LBUSD now educates nearly 70,000 students, from preschool to high school, in 85 schools located in the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. LBUSD serves one of the most diverse large cities in the United States. About 58% of students are Hispanic, 13% African American, 13% white, 7% Asian, 4% 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, 63% socioeconomically disadvantaged, and 9% homeless/foster youth. The District has developed a detailed Learning Acceleration & Support Plan that incorporates multiple funding sources and provides for targeted support such as literacy and math specialists, equity training for teachers, expanded tutoring and summer programming, a new way of collecting data to monitor student progress, the opening of wellness centers on every high school campus, and the launch of a Black Student Achievement Initiative. These and many other efforts detailed in this document are designed to help LBUSD maintain its status as a leading school system known for its pursuit of excellence and equity.

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.

Wellness Centers

At the beginning of the school year, LBUSD opened a wellness center at each of its 11 high school sites. The center offered a space for students to drop-in to do a wellness check, engage with a dedicated wellness counselor for deeper intervention and support, and access food to eat at school or take home through their food pantry. Since the opening of the wellness center, there was an average of 5,634 students walking-in to the wellness center for on-demand support, with over 10,000 students walking-in during March 2022. On average, 482 individual counseling sessions were given each month. Other services included individual family/caregiver meetings, individual staff consultations, student presentations and student group presentations, caregiver presentation, staff presentation, and management of referrals from staff and the broader community. The social workers placed in every wellness center engaged with students on a wide range of topics and created a safe space for students to address their mental health needs.

Additional Counselors and Social Workers:

In addition to the social workers at every wellness center, the increase in counselors helped the students' social emotional and academic needs. As part of LBUSD'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 support 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.

Literacy Coaches

The Elementary Literacy Coach trains and supports literacy teachers at high needs Elementary and K-8 schools. The coach supports the implementation of the Leveled Literacy Intervention and WonderWorks intervention programs through curriculum design/development; program implementation; and professional development, including coaching. The work of the coaches helps to strengthen the quality of classroom instruction, and they supplement many other professional development opportunities funded by different federal, state, and foundation sources. Literacy coaches brought a high degree of instructional expertise directly to schools, whereby coaching and professional development were enhanced as a result. The results of the actions translated into better instructional practices in the classroom, including focused differentiation strategies and other best practices for instruction of English Learners.

Restorative Justice

During the 2021-22 school year, LBUSD began its work on the restorative justice program in the middle schools and hired two staff members to facilitate weekly training and calibration around restorative practices and coaching for our 5 district and site-funded Teachers on Special Assignments. Through these investments, hundreds of restorative circles were modeled and facilitated by our coaches and teachers. LBUSD established a partnership with California Conference on Equity and Justice to support virtual RJ training across 6 sites focusing on restorative dialogue, circle processes and community-building activities. Additional partnership with Advanced Harm

and Conflict Training was established for MS/K8 administrators, including how to facilitate re-entry conferences for suspended students. A guide to support the use of Restorative and Safe & Civil practices in building a safe, welcoming and inclusive school culture was developed. The year was filled with opportunities to build a strong foundation around restorative practices in schools, and the goal next year is to increase staff capacity to provide support on the site level towards implementation and focus on both the school community and specialized support for our students.

Black Student Achievement Symposium

On Saturday, April 30, over two-hundred students, parents, guardians, and community members attended this inaugural event, and by all accounts, it was received with positivity, excitement, and appreciation. The goal of the Symposium was to inform, engage, and uplift our Black students, parents, and guardians. With a welcome address from Dr. Tommie Mabry and a keynote from Dr. Pedro Noguera, the symposium featured academic support sessions and panel discussions on social emotional learning and well being. There was an HBCU fair to promote a college-going mindset. The line item in this LCAP that pertains to the Black Student Achievement Symposium (Action 3.13) is one component of a promising effort to uplift our Black students and families and should not be viewed as a singular event, rather an intentional effort to center Black Excellence in Long Beach and to engage the Black community and others in exploring additional ways to support Black students.

Excellence and Equity Policy

In 2021, LBUSD Board of Education unanimously supported and adopted the Excellence and Equity Policy. This policy was first introduced and supported by the Board of Education in August 2021 which set the tone of how our District will shift their instructional, engagement, and operations. It is not only how we invest our funding towards the students needing more support and historically underrepresented but investing in shifting our practices. The Excellence and Equity Policy has allowed district departments to shift their work to be more inclusive of our unduplicated pupils and historically underrepresented students. For example, the Curriculum Departments initiated a shift in their departmental structure to be able to address the structural deficit to meet the needs of our most vulnerable students. The COVID-19 pandemic has shed a spotlight on our areas we had to improve to continue to serve our students.

Definition of Equity in LBUSD:

Equity in LBUSD means that we will take action to end systemic racism and discrimination that harms students because of their race, culture, disability, economic description, immigration status, gender identification, and/or sexual orientation. If LBUSD is acting upon this definition, then the descriptors listed above will not be predictors of success or failure in our system. Equity in LBUSD also means that we center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience to all students.

Equity Policy Purpose:

The purpose of this policy is to establish a common foundation of equity that will be implemented throughout LBUSD. As an organization, we recognize and acknowledge our differences and we commit to authentic, continuous improvement. By design, this policy will establish a standard of humanity, compassion, sensitivity and respect as related to accessibility and care with high expectations for all staff, students, and families. Full implementation of this policy includes celebrating student's unique identities to include race, ethnicity, socio-economic status, disability, language background, foster youth, immigrant children, neurodiversity, religious beliefs, gender identification and/or sexual orientation.

As we center equity, it is important that we also hold responsibility for the ways in which K-12 educational institutions have participated or collaborated in the systemic oppression of Black, Indigenous and People of Color (BIPOC) students and those with disabilities. This policy creates a path forward through informed professional development and a focus on identifying and dismantling practices endemic throughout American society, including large urban school districts like LBUSD, that are racist,

oppressive, and exclusive for specific individuals or groups of students. While this policy reflects our district values, it is designed with the recognition that our work around equity will be guided by the data that we gain through continued engagement with students and families. LBUSD commits to evolving as professional development continues.

Furthermore, as we deepen the work of anti-racism and uncover harmful biases not yet realized, we will grow as a system to meet the needs of our students. This policy reflects this moment in time. Adjustments will occur as needed as we learn more, analyze data differently, and make strides as a unified system. We view this document as a starting point and we expect to update this policy on an annual basis as we evolve in future work around equity

Commitment to Equity as Defined Above:

LBUSD celebrates the unique gifts and cultural experiences that our students bring to school. In our schools, students shall be nurtured and treated with respect. All staff commit to practices that achieve excellence and equity in educational experiences for all students. Additionally, we commit to analyzing historical patterns of data through an equity lens to improve the experience of students who have not been served well in our system.

As we develop our own cultural competence, LBUSD will create an environment in which students' identities build connectedness to one another and honor individual's experiences. As a district, our ultimate goal is to produce graduates who become "college and career ready." (LBUSD Graduate Profile, 2018). We understand our students' success is a collaboration between home and school thus we aim to support all parents, families, and caregivers to eliminate any barrier caused by systemic racism, ableism, classism, sexism, and educational attainment. In doing so, we will strengthen the support network our students have to succeed.

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.

Social-Emotional Toll of the Pandemic

Even with the increased personnel with our students, we have received feedback to increase more personnel around teacher assistance, social workers, and nurses. LBUSD acknowledges that this is a result of welcoming students back to school after close to 2 years of distance learning and isolation for many students. Even with the implementation of the Wellness Centers and other SEL supports, it was clear students came back with much deeper challenges, including teachers engaging with some students developmentally 2 years behind academically and emotionally. This raised concerns to many teachers who might not have had all the proper tools to re-engage students who might have these developmental challenges and often out of their own expertise of their teaching. The beginning of the school year shifted the way we support our students both instructionally and emotionally. Together, as a district, we have challenged ourselves to support our students' academic growth and also social emotional supports to fit the current need of the student. LBUSD is committed to keep most of these services and supports in place to continue the process of supporting the whole child.

LBUSD recognizes that there is a need to embed more social-emotional learning into daily lessons, including the need to explore social fluency. The isolation of the pandemic has shown that students need more support. In addition, schools must acknowledge that social competence in some students has not seen appropriate growth and, as such, there is a need to create an environment that is complete with proactive and restorative tiered supportive practices. Building healthy connections and relationships with students is a continuing effort.

Academic Growth

The results of the state SBAC testing showed a drop in achievement in almost all areas. This comes as no surprise as the 2020-21 school year was mired in mixed results for the distance learning program. Here are some of the data points (also displayed in the Metrics section of Goal 3 in this LCAP) that are most concerning:

Percentage of students who meet or exceed standards in English Language Arts

- 51% All Students (-3%)
- 40% Economically Disadvantaged (-7%)
- 34% African Americans (-6%)
- 44% Hispanics (-4%)
- 7% English Learners (-3%)
- 25% Students with Disabilities (no change)

Percentage of students who meet or exceed standards in Mathematics

- 34% All Students (-12%)
- 25% Economically Disadvantaged (-14%)
- 19% African Americans (-11%)
- 27% Hispanics (-13%)
- 7% English Learners (-5%)
- 13% Students with Disabilities (-9%)

English Learner Redesignation Rate:

2.4% District

6.9% State

LBUSD has responded with a couple of promising initiatives to address and monitor academic performance:

- (1) New system of formative assessments and
- (2) Re-engage in Quality Core Instruction Professional Development.

LBUSD has had a system of formative assessments for years and it has been effective. However, the time it took to administer and receive results became prohibitive to make timely instructional decisions. In the 2021-22 school year, LBUSD implemented the iReady system for formative assessments. This has shown promise in terms of shifting to a focus on growth and acceleration, rather than remediation. Since it is an electronic platform, results for student skill reporting is virtually immediate. LBUSD teachers are learning how this data can inform differentiated instruction. In addition, parent reports throughout the year about their student's results are posted on ParentVue so that parents/guardians can have a sense of growth and targets.

As LBUSD reflects on the summative results of 2020-21, we have recommitted ourselves to quality core instruction in all classrooms. Our "Understandings" continuum describes effective classroom practices and elements of pedagogy that is articulated across all LBUSD classrooms. These "U"s- as commonly known- will be revisited and reignited in summer 2022 training for all teachers with the intent to focus on what we all know is best educational practice: providing quality classroom instruction.

LCAP Highlights

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

Equity

LBUSD has embarked in a historic and important journey in examination of our total system with an eye toward equity. The Board of Education approved a new policy, Board Policy 0415-Equity and Excellence on August 18, 2021. As part of the introduction of the policy, the boldness of this policy is stated as follows, "In order to eradicate institutional bias and to eliminate disparities in educational outcomes for students of color, LBUSD commits to proactively identify and address biases and barriers that negatively influence student learning, perpetuate performance gaps, and impede access to opportunities for all students. While the mission of LBUSD is to provide a high quality education for **all** children, this policy will center the experience of BIPOC (Black, Indigenous, and people of color) and children with disabilities to ensure that groups that have been historically discriminated against by white supremacist laws and systems will be uplifted."

Numerous equity initiatives drive the actions and services in the LCAP. 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.

Local Control

Note that, in the spirit of local control and accountability, there are many services that 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 students. LCFF funds are allocated to school sites in order to meet the needs of their students. Each school has unique needs and allocating LCFF funds directly to schools assists them to determine programs and services that can make positive gains for students. Although not legally required to do so, the School Plans for Student Achievement (SPSA) lists the proposed expenditures of the site allocated LCFF funds. These plans are expected to align with the State Priority Areas, LBUSD equity initiatives, and other local efforts. Furthermore, other resources, particularly Title I federal funds, are used to supplement base programs. 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. More specifically, Action 3.10 in the LCAP addresses this important highlight. Needs assessments written within each site's SPSA dictates the proposed expenditures to emphasize the needs of English Learners, low-income pupils and foster youth to close opportunity and achievement gaps.

Learning Acceleration and Support Plan

In the same vein, LBUSD has created a Learning Acceleration and Support Plan (LASP) which attempts to show the braiding of resources, especially in light of the various COVID-19 relief funds. LBUSD worked with various local advisory groups and national partners to develop the LASP. The school district began this planning based upon students' needs, blending together various resources – including significant and newly available pandemic recovery funding from the state and federal governments – to provide the best possible learning opportunities and related support. The LASP focuses on four “pillars”:

-Pillar I: Academic Acceleration and Support

-Pillar II: Social-Emotional Well-Being

-Pillar III: Engagement and Voice

-Pillar IV: Infrastructure and Capital for the Future

Within each pillar there are several line-itemed programs, funding sources and department leads. The LASP is an important part of the overall LBUSD budget and engagement with the community. When looking at the budget in its entirety, LBUSD emphasizes the need for input for programs and services that meet the needs of students. Programs and services mentioned in community input were reviewed and considered for inclusion in the LCAP or other resources.

Budget Engagement Process

LBUSD has engaged in an ongoing process of Budget Engagement- a strategy that continues to engage educational partners in the development of the LCAP and multiple plans. The thousands of thoughts from the community about programs and services to meet the needs of students have been an important part of LBUSD's budget engagement. These ideas have been reviewed and considered as part of the overall budget. LBUSD has emphasized input in the form of recommended programs and services to help with the coordination of an overall budget. There are many separate funding streams that comprise the overall district budget, such as LCFF, ELO, ESSER I, II, and III. The focus should be on uplifting programs and services that meet student needs. This allows LBUSD to determine a specific fund to use for a chosen program--so long as the program is allowable under the regulations of a particular resource. This strategy has allowed LBUSD to map out a cohesive, multi-year budget plan rather than several distinct plans that may not emphasize student need, nor prevent stand-alone projects that are unsustainable.

LCAP - Continuing to address pandemic's effects

It is of note that many of the actions that were listed in last year's LCAP were also priorities from this year's engagement activities. Much of the landscape that existed as a result of the pandemic continues to be of concern to the community and LBUSD staff, including the profound academic and mental health effects on students from school closures. Mental health of students as they reintegrate into the school has been an ongoing discussion of parents, community and staff. In response to provide continuity and quality of services as we continue to support students with the pandemic's effects on education and mental health, this edition of the LCAP has similar actions as last year's edition.

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.

Barton Elementary School, Education Partnership High School, Franklin Middle School, Lindbergh Middle School, and Reid High School.

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 educational partners. 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 (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.

Classroom Visits: School team members and visitors (Level office staff, curriculum leaders, and other district support departments) 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, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, math facts, course grades, graduation requirements, iReady growth, foundational reading 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.

Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Budget Engagement Process

LBUSD seeks input from its educational partners in a larger process to engage with multiple budgets to accurately pinpoint programs and services that meet the needs of students. This allows for ways to compliantly braid funds to ensure that needs are met using a variety of resources, especially in light of the one-time nature of pandemic relief funding..

The LCAP anchors the entire LBUSD budget as this provides the foundation of funding of the district's base program. In addition, the concentration and supplemental grants (additional parts of the LCFF that are based on unduplicated pupils (EL, Low SES, and Foster Youth) provide for programs and services that are intended to meet the needs of the unduplicated pupils. In the budget planning of other resources, such as ESSER and other one-time funding sources, the LCAP continues to provide the foundation of the budget, while the other resources provide programs and services that augment or supplement the LCAP. The coordination of all these resources through the budget engagement process prevents stand alone/one-time services that are not sustainable.

LBUSD intends to continue this process as engagement on budgets does not end. Since there are multiple budgets- categorical, COVID assistance, LCAP, etc, LBUSD provides continuity using a continual, consistent process to ensure there is alignment between resources. The culmination of LBUSD's budget engagement process results in the district's LCAP.

The following paragraphs provide a timeline of engagement activities, including highlighting some of last year's efforts because LBUSD has embraced an ongoing budget engagement process that includes important context from an ongoing pandemic, which the effects on students continue to be a major factor in the input of educational partners.

Fall 2020/Spring 2021 Engagement Activities

During the Fall of 2020, LBUSD engaged families and partners in conjunction with the ESSER III plan. LBUSD employed a strategy that has found success by engaging the community through a budget engagement process so that the responses can inform multiple resources- categorical, COVID assistance, LCAP, etc. This approach takes a holistic approach to budgeting.

As mentioned later in this document, 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?

In May 2021, LBUSD aggregated all of the educational partner feedback and administered a follow-up ThoughtExchange®. This survey synthesized the main actions and services that educational partners 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.

Fall 2021 Engagement Activities

In October 2021, LBUSD deployed a new ThoughtExchange© seeking responses about how to best support the needs of current and future students. As part of the budget engagement process, LBUSD asked for priorities on how to spend LCFF, Title I, state and federal relief funds including the recent ESSER III funds, that have recently been provided to school districts. Participation included 453 participants, 576 discrete thoughts and 11,549 ratings.

Throughout the ThoughtExchange© and parent/community group meetings, there were consistent themes that emerged in the Academic Support strand, including Academic Interventions, Literacy Interventions and reduction of class sizes, which has influenced the LCAP as well as other resources. This reinforced the belief that more interventions are needed for high needs schools.

Spring 2022 Engagement Activities

Beginning in February 2022, the Budget Engagement Process continued with a new ThoughtExchange© extending the same themes as in previous years. The question asked was:

As we continue to implement programs and supports identified in the LCAP, Learning Acceleration and Support Plan (LASP), and the Elementary and Secondary School Emergency Relief Plan (ESSER III), what are additional supports that need to be considered? Please take into consideration that certain funds, including Title I and LCFF Supplemental and Concentration funds, require targeted supports for our highest need students or schools.

As results from the ThoughtExchange© came in, LBUSD used this feedback to continue the conversation at district parent group meetings and community meetings. LBUSD used a three-phased approach to engaging parent groups throughout the process of budget engagement and LCAP creation:

- Phase 1: (March)- LCAP Mid-Year Update & Budget Engagement/ThoughtExchange© Kickoff
- Phase 2: (April)- ThoughtExchange© Results & Feedback
- Phase 3: (May)- Draft LCAP Engagement

More specifically, this table represents the meetings with district parent groups:

| Phase→ | Phase 1 LCAP Mid-Year Update & Budget Engagement/ThoughtExchange© Kickoff | Phase 2 ThoughtExchange© Results & Feedback | Phase 3 Draft LCAP Engagement |
|--|---|---|---|
| LBUSD Parent Group | | | |
| District Community Advisory Committee (DCAC) | February 24, 2022 | March 24, 2022 | April 28, 2022, May 26, 2022 |
| District English Learner Advisory Committee (DELAC) | March 21, 2022 | April 4, 2022 | May 2, 2022, June 6, 2022 |
| Special Education Community Advisory Committee (CAC) | March 9, 2022 | | |
| Educational Opportunities for Native Americans (EONA) | March 8, 2022 | April 12, 2022 | |
| Coalition of Involved African-American Parents (CIAAP) | March 14, 2022 | | |
| Pacific Islanders Education Voyage (PIEV) | March 31, 2022 | April 28, 2022 | May 26, 2022 |
| LBUSD Superintendent's Parent Connection | March 22, 2022 | | |

In conjunction with these meetings, during the months of February and March, the Board of Education met with the community at visioning sessions, which were also incorporated into the discussions for the LCAP. These visioning meetings focus three high-level questions: (1) What are your hopes and dreams for students in LBUSD? (2) What do you want your child to know and be able to do by 5th grade? 8th grade? 12th grade? (3) What will bring out the greatness in each LBUSD student? The intent of the visioning sessions is to create the district's strategic plan, which must align to the LCAP and thus make the input from these sessions important during the development of the LCAP.

On March 9, 2022, the Special Education Community Advisory Committee (CAC), as well as the Special Education Local Plan Area (SELPA) administrator, were consulted about the LCAP to garner input to specific supports for students with disabilities. Reflections reaffirmed some of the supports that were implemented this year and are maintained in the 2022-23 LCAP. Students with disabilities receive supports through IEPs, which is included in Goal 3, Action 4 which centers personnel, as well as contributions toward special education support.

Budget Engagement Convening- April 5, 2022

As one of the first district in-person meetings for a couple of years, LBUSD was very excited to host a community-wide engagement session for budget engagement. To reach a large audience, the meeting employed a hybrid model, where the in-person activities were mirrored in virtual breakout rooms. In addition, the opening and description of the activities was live streamed.

A 3 minute-video provided context about the budget as a whole, while staff focused the efforts to the common ThoughtExchange© question: *As we continue to implement programs and supports the identified in the LCAP, Learning Acceleration and Support Plan (LASP), and the Elementary and Secondary School Emergency Relief Plan (ESSER III), what are additional supports that need to be considered? Please take into consideration that certain funds, including Title I and LCFF Supplemental and Concentration funds, require targeted supports for our highest need students or schools.*

A review of the ThoughtExchange© results was presented and participants narrowed the scope to specific programs and services that they purported to meet the needs of students. This activity was completed by both the in-person and virtual setting.

Over 30 participants- both virtually and in-person- engaged on our top three thoughts from the ThoughtExchange: staff training, mental health support, and more foreign language/cultural enrichment and elective courses. The activities included in the convening were designed for a deeper dive into the top three topics and share thoughts and recommendations around the areas . The participants shared how they want implementation of services in an equitable manner, including mental health supports offered to students at all schools. There was also emphasis on expanding on promising programs to more schools.

Student Engagement

Student voice is a pillar of equity of LBUSD. Engaging students in the budget process was a priority during this cycle. The Superintendent's Student Advisory Committee went through a process by which they rated some adult responses to the Visioning work. The results of this engagement were shared with high school principals. Here is the feedback:

- Greatness is brought out of each student when teachers and staff embody love, kindness, compassion, grace, forgiveness and equitable opportunities to learn and grow.
- Greatness is brought out of each student when the school system reflects the genuine values of respect, care, support, achievement, and success.
- Greatness is brought out of each student when LBUSD has a diverse teaching staff, highly prepared teachers, dedicated and conscientious staff, and additional staff to meet the emotional needs of students.

In addition, student responses in the ThoughtExchange© had the following priorities:

603 student responses which comprised 27% of the respondents. The top student responses were staff training, foreign language/cultural enrichment and other electives, mental health personnel, class size (smaller class sizes), and tutoring intervention respectively. Students want to see more teachers who reflect the diversity of the community and are more representative of LBUSD's diverse student population. They feel they need more support at schools to re-integrate students back to campus life in healthy ways. The students requested for more tools to support their mental health needs and would like to see improvements in classes that are relevant to their current needs pertaining to positive relationships, bullying, sexual relationships, life skills, and courses to teach them how they can have a career without going into student debt. Some of the students' sentiments were around how they would either like a mental health professional to talk through things or would like some "on the spot" help in order to keep going through their day.

Finally, LBUSD staff engaged with several student groups to provide opportunities for ideas and thoughts at their school site. A lesson was created which focused on gathering feedback from students centered on their insights on the programs and services that best support their needs. There was time for dialogue built-in to the lesson. The following student groups were approached to participate in the feedback session: High School ASB classes, Student Ambassadors, Female Leadership Academy, Male Leadership Academy, Student Equity Leadership Team, Homeless/Foster liaison selected students, High School California Conference for Equality and Justice teams, Black Student Associations, Green Schools Campaign, and Student Success Initiative members.

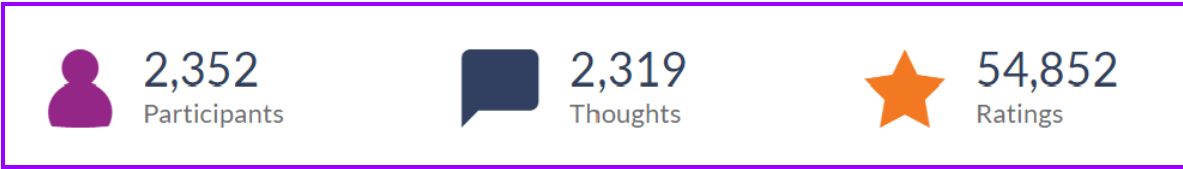
Here is their feedback:

- Staff/Staff Training (teachers representing and friendly to the diversity of students, more support with re-integrating at schools in healthy ways, bilingual community workers and office staff whose jobs are solely focused on serving high need/low income students, retention of office staff in elementary schools who help parents)
- Foreign Language and other Electives (less pathway classes and more electives to experience different things, expanded foreign language offerings to include Asian languages and ASL, more electives to get kids more interested in coming to school, health and sex education classes addressing sexual intimacy, safe sex practices, and teen pregnancy prevention, and life skills electives)
- Mental health personnel: (a lot of students have experienced a lot of trauma and haven't acquired the coping skills to appropriately deal with it, mental health staff to help students keep going, mental health resources for students without support systems, safe spaces on campuses, and people who we can reach and talk to about how we are feeling, especially since counselors aren't always available.)
- Class Size
- Tutoring intervention

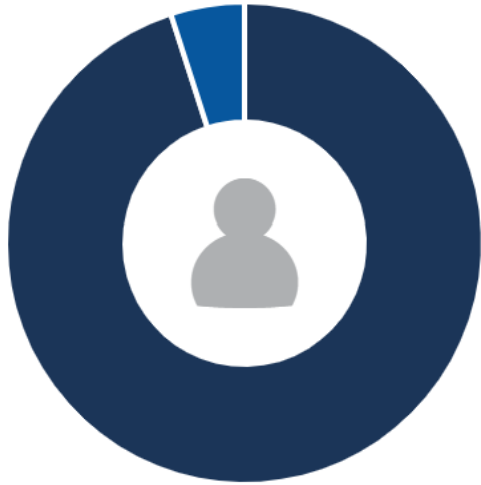
ThoughtExchange © Final Data

The final results of the ThoughtExchange © gave LBUSD impressive numbers, especially the student input. The use of this platform, along with the engagement of LBUSD parent groups and in-person connection with students provided the input that was needed in order to support the actions that are present in the LCAP. There was an overwhelming desire to ensure continuation of many of the mental health supports that were in place last year, as the pandemic continues to have an impact on students and the greater community. Teachers (many of whom are bargaining members), administrators, principals and other staff (including classified bargaining members) participated in the ThoughtExchange ©. In addition, LBUSD reached out to both bargaining units in May to ask for feedback in the development of the LCAP.

Participation in the ThoughtExchange © platform:

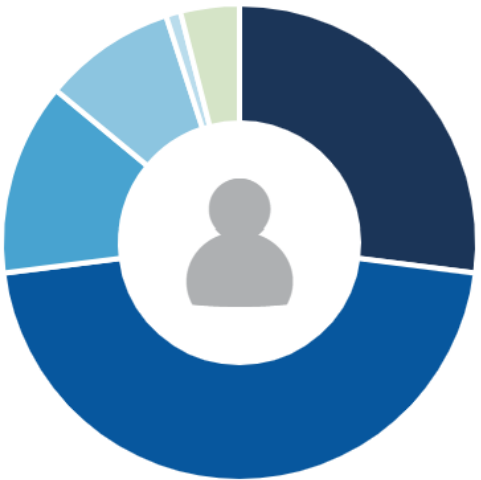


Participant Languages:



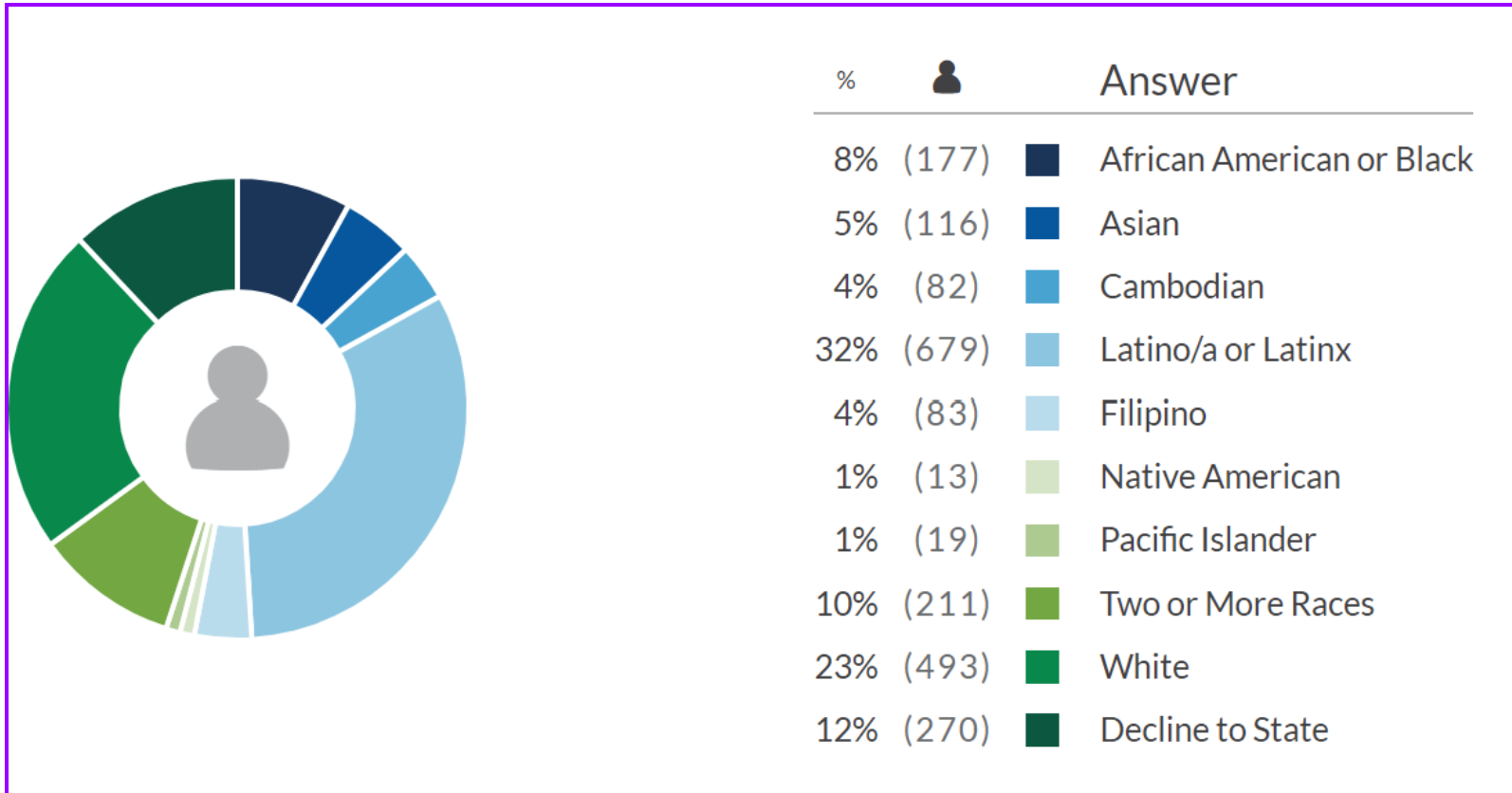
| % | 👤 | Answer |
|-----|---------|---------|
| 95% | (2,224) | English |
| 5% | (115) | Spanish |
| 0% | (12) | Khmer |
| 0% | (1) | French |

LBUSD Group Participation:



| % | 👤 | Answer |
|-----|---------|---------------------------------------|
| 27% | (603) | LBUSD Student |
| 46% | (1,019) | Parent / Guardian of an LBUSD Student |
| 13% | (283) | LBUSD Teacher |
| 9% | (202) | LBUSD Staff Member |
| 1% | (26) | LBUSD Administrator |
| 4% | (93) | Community Member |

Racial/ethnic Group Participation:



Draft LCAP Posted and Presented

On April 27, 2022, the first draft of the LCAP was posted along with a community feedback opportunity. The draft was presented to DCAC on April 28, 2022 and to DELAC on May 2, 2022. Opportunities for questions and comments were given, as well as information about the community feedback form. This form has five open-ended questions for input:

1. What questions do you have about the draft LCAP?
2. What programs and services listed on the LCAP are your priorities?
3. Based on the community input, what programs and services are still missing?
4. Please provide any suggestions or feedback that would help improve the way LCAP is presented to the public.
5. Any other comments?

The responses to these questions, along with the questions and comments at the in-person meetings are the foundation for the written report from the Superintendent. The Superintendent will post the written report on the LCAP webpage (www/lbschools.net/LCAP). The report will be emailed to those participants of the feedback form who chose to identify themselves, which was optional, as well as the DCAC and DELAC coordinators who will distribute the report in their normal means.

2nd Draft Posted and Public Hearing Held

A second draft of the LCAP was posted on May 27, 2022, which included additions to the original draft: completion of the Reflections section, completion of the Increased or Improved Services section, completion of missing metrics (notably in Goal 4), and budgeted actions, based on preliminary projections from the Governor's May Revise. In addition, based on ongoing feedback from educational partners, there were some clarifications and revisions, as denoted on the webpage posting of the 2nd draft.

A public hearing was held on June 1, 2022 during a regularly scheduled Board of Education meeting.

Board of Education Continuous Updates and Recommendation for Approval

As described in this section, budget engagement is an ongoing and interactive process, with a lot of information sharing, listening, analysis, revisiting, and continuous dialogue with broad educational partner groups. Updating the Board of Education about the budget development, including the LCAP, was very important throughout the process. In fact, at most every Board meeting from February 2022 through June 2022, a staff report was presented to update the Board and general public about the progress of the educational partner engagement and the development of the LCAP. For the LCAP, the culmination will be a recommendation for approval at the June 22, 2022 Board of Education meeting. However, budget engagement will continue in an ongoing cycle.

Acknowledgement of Educational Partners- Thank you!

Let's take this opportunity to thank our educational partners. We challenged you several times in "calls to action"... and you responded!

A special appreciation to our strong parent and community groups:

- District Community Advisory Committee (DCAC)
- District English Learner Advisory Committee (DELAC)
- Special Education Community Advisory Committee (CAC)
- Educational Opportunities for Native Americans (EONA)
- Coalition of Involved African-American Parents (CIAAP)
- Pacific Islanders Education Voyage (PIEV)
- Long Beach Education Connection

And let's not forget our talented students, including the Superintendent's Student Advisory and students from Californians for Justice, who contributed their voice in a very inspirational way. They shared their experiences and voiced their concerns that helped us re-think how we engage with them. It also reminded us about our commitment to center our discussions with student need at the forefront of our work.

To conclude the engagement presentations, we used this as our acknowledgement and it continues to ring true:

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges...Despite these challenges, the Long Beach Unified School District is committed to implementing the LCAP to provide the necessary services to our students. We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents (and educational partners), and the resilience of our students to continue our reach for excellence.

A summary of the feedback provided by specific educational partners.

Engagement has been a multi-pronged approach to receive feedback from all educational partners, students, and community members. The first phase of engagement was introducing the ThoughtExchange so partners can share their input on the budget by presenting their thoughts on programs and services. During the first phase, LBUSD shared the mid-year LCAP update/report, how to use the ThoughtExchange, and received initial feedback. During the second phase, we shared initial responses from our educational partners and asked them to engage in the ThoughtExchange to validate the feedback or engage in more thoughts on how LBUSD can provide quality, effective and supportive programs and services. The third phase was sharing the draft LCAP where we will share some of the key highlights and receive final rounds of feedback.

Here is a table of feedback from educational partners as a result of the two initial phases as described above:

| Budget Priority 1: Staffing & Staff Training | |
|---|---|
| Program/Service | Community Input “Thoughts” |
| Literacy Specialists | Continue with literacy specialists that assist our struggling readers |
| Nurse Services | Many more health concerns as a result of the pandemic. |
| Counseling Services | Full time counselors are desperately needed. |
| SEL/School Climate Support | Students need more support re-integrating in healthy ways |
| Teacher Aides Elementary | It can be difficult for one teacher to address all learning abilities in a classroom. They need support in the classroom. |
| Primary Language Support | Need to hire college aides to assist students in their primary language. <i>Student Voice:</i> Bilingual Community Workers & office asst. staff whose job is solely focused on serving the high need/low-income communities. |
| Small Group Instruction | To support individualized instruction, we need smaller classes. |
| Diversity in staff | We need more representation in the staff – Khmer, Laos, Vietnamese, Black, and Latinx. It is very important that LBUSD keeps their vision in action showing they have equity, inclusion, and diversity in every school across the district. |
| Budget Priority 2: Foreign Language and Other Electives | |
| Program/Service | Community Input Samples |

| | |
|---|--|
| More elective courses, including different languages | <i>Student Voice:</i> I want to be able to experience different things. I believe it's important because it will help me grow into the person I want to be with full potential. |
| Ethnic Studies, including Khmer History | Students understanding their cultural identity will improve their connection to the community |
| Bilingual Education/Realistic and Relevant Curriculum | Offer foreign language, art, and music at a younger age for all children. Our children need to be able to compete on a global level and be able to communicate within this country with more citizens. |
| Teacher Pipeline Program/Diverse Workforce | LBUSD needs more teachers that reflect the demographics of the community. Teaching pipeline for educators to work in the LBUSD. It will ensure that Khmer teachers that graduate from a credential program will have secure placement in schools at LBUSD |

Budget Priority 3: Mental Health Programs

| Program/Service | Community Input Samples |
|---|--|
| Mental Health Personnel (Counselors, Psych, Social Workers), including diversity in personnel | Wellbeing must be prioritized for students to feel safe and thrive. Students have to feel safe and calm to focus on learning . Students have been through a 2-year period where health/psych services were not available. Students have experienced a lot of trauma and haven't acquired the coping skills to appropriately deal with it. |
| Tools for Classroom to process anxiety, suicide and support emotional growth | Anxiety, self care, social emotional growth to keep students emotionally healthy. <i>Student Voice:</i> A lot of our students have experienced a lot of trauma and haven't acquired the coping skills to appropriately deal with it. |
| Engage & empower youth with tools around bullying (including sexual violence), positive relationships | <i>Student Voice:</i> As students continue to grow, classes regarding sexual intimacy should be offered to practice safe sex & prevent teen pregnancies |

| | |
|--|--|
| More learning on health and social emotional learning. | We cannot focus on learning unless we assist with the challenges our students are facing in their mental health and home life. |
|--|--|

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The thousands of thoughts from the community about programs and services to meet the needs of students have been an important part of LBUSD's budget engagement. These ideas have been reviewed and considered as part of the overall budget. LBUSD has emphasized input in the form of recommended programs and services to help with the coordination of an overall budget. There are many separate funding streams that comprise the overall district budget, such as LCFF, ELO, ESSER I, II, and III. The focus of LBUSD's budget engagement process was to uplift programs and services that meet student needs. With suggested programs and services allowed LBUSD to determine a specific fund to use for a chosen program- so long as the program is allowable under the regulations of a particular resource. This strategy has allowed LBUSD to map out a cohesive, multi-year budget plan rather than several distinct plans that may not emphasize student need, nor prevent stand-alone projects that are unsustainable.

It is of note that many of the actions that were listed in last year's LCAP were also priorities from this year's engagement activities. Much of the landscape that existed as a result of the pandemic continues to be of concern to the community, including the profound academic and mental health effects on students from school closures. Mental health of students as they reintegrate into the school has been an ongoing discussion of parents and staff. LBUSD is grateful for the thoughtful recommendations from the community to assist in the work of developing a budget- but more importantly, creating promising programs and services that assist students of LBUSD.

The following summarizes the actions and services that have been influenced by educational partner input. LBUSD finds it necessary to list recommendations and, if not in the LCAP, where it may be found in other plans or resources.

| Budget Priority 1: Staffing & Staff Training | | |
|--|---|---|
| Program/Service | Community Input "Thoughts" | Plan/Resource Reference |
| Literacy Specialists | Continue with literacy specialists that assist our struggling readers | LCAP, Action 3.5 LASP, Pillar I (ELO) |
| Nurse Services | Many more health concerns as a result of the pandemic. | LCAP, Action 5.1 LCAP, Action 5.2 |
| Counseling Services | Full time counselors are desperately needed. | LCAP, Action 4.1 LASP, Pillar II (ESSER & ELO) |
| SEL/School Climate Support | Students need more support re-integrating in healthy ways | LCAP, Action 5.1 LCAP, Action 5.2 LCAP, Action 5.3 LCAP, Action 5.5 LASP, Pillar II (ESSER & ELO) |

| | | |
|---|---|--|
| | | |
| Teacher Aides Elementary | It can be difficult for one teacher to address all learning abilities in a classroom. They need support in the classroom. | LCAP, Action 3.3 LCAP, Action 3.8 LCAP, Action 3.10 (Site allocation/decisions) LCAP, Action 4.2 Title I |
| Primary Language Support | Need to hire college aides to assist students in their primary language. <i>Student Voice:</i> Bilingual Community Workers & office asst. staff whose job is solely focused on serving the high need/low-income communities. | LCAP, Action 3.10 (Site allocation/decisions) Title III |
| Small Group Instruction | To support individualized instruction, we need smaller classes. | LCAP, Action 3.2 LASP, Pillar I (ELO) |
| Diversity in staff | We need more representation in the staff – Khmer, Laos, Vietnamese, Black, and Latinx. It is very important that LBUSD keeps their vision in action showing they have equity, inclusion, and diversity in every school across the district. | Superintendent Goal 8: Workforce Diversity & Human Resource Practices |
| Budget Priority 2: Foreign Language and Other Electives | | |
| Program/Service | Community Input Samples | Plan/Resource Reference |
| More elective courses, including different languages | <i>Student Voice:</i> I want to be able to experience different things. I believe it's important because it will help me grow into the person I want to be with full potential. | LCAP, Action 3.11 |
| Ethnic Studies, including Khmer History | Students understanding their cultural identity will improve their connection to the community | LCAP, Action 4.2 (Ethnic Studies) LASP, Pillar I (Ethnic Studies) |
| Bilingual Education/Realistic and Relevant Curriculum | Offer foreign language, art, and music at a younger age for all children. Our children need to be able to compete on a global level and | LCAP, Action 3.3 LASP, Pillar I (ELO and ESSER) |

| | | |
|---|--|--|
| | communicate within this country with more citizens. | |
| Teacher Pipeline Program/Diverse Workforce | LBUSD needs more teachers that reflect the demographics of the community. Teaching pipeline for educators to work in the LBUSD. It will ensure that Khmer teachers that graduate from a credential program will have secure placement in schools at LBUSD | LCAP, Action 1.1 Superintendent Goal 8: Workforce Diversity & Human Resource Practices |
| Budget Priority 3: Mental Health Programs | | |
| Program/Service | Community Input Samples | Plan/Resource Reference |
| Mental Health Personnel (Counselors, Psych, Social Workers), including diversity in personnel | Wellbeing must be prioritized for students to feel safe and thrive. Students have to feel safe and calm to focus on learning . Students have been through a 2-year period where health/psych services were not available. Students have experienced a lot of trauma and haven't acquired the coping skills to appropriately deal with it. | LCAP, Action 4.1 LCAP, Action 5.1 LCAP, Action 5.2 LCAP, Action 5.3 LCAP, Action 5.5 Superintendent Goal 8: Workforce Diversity & Human Resource Practices LASP, Pillar II (ESSER & ELO & Title I) |
| Tools for Classroom to process anxiety, suicide and support emotional growth | Anxiety, self care, social emotional growth to keep students emotionally healthy. <i>Student Voice:</i> Bilingual Community Workers & office asst. staff whose job is solely focused on serving the high need/low-income communities. | LCAP, Action 4.1 LASP, Pillar II (ESSER & ELO) |
| Engage & empower youth with tools around bullying (including sexual violence), positive relationships | <i>Student Voice:</i> As students continue to grow, classes regarding sexual intimacy should be offered to practice safe sex & prevent teen pregnancies | Positive Relationships: LCAP, Action 2.4 LCAP, Action 5.3 LASP, Pillar II (ESSER) LASP, Pillar III (ESSER) |
| More learning on health and social emotional learning. | We cannot focus on learning unless we assist with the challenges our students are facing in their mental health and home life. | LCAP, Action 4.1 LCAP, Action 5.1 LCAP, Action 5.2 LCAP, Action 5.3 LASP, Pillar I (ELO) LASP, Pillar II (ESSER & ELO & Title I) |

| | | |
|---|--|--|
| | | |
| <p>Key: LCAP: Local Control & Accountability Plan LASP: Learning Acceleration & Support Plan ELO: Extended Learning Opportunity Opportunities Grant ESSER: Elementary & Secondary School Emergency Relief Fund Title I: Every Student Succeeds Act: Improving Basic Programs Title III: Every Student Succeeds Act: Language Instruction for English Learners</p> | | |

Goals and Actions

Goal 1

| 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>M1.1</p> <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>(2020-21)</p> | <p>99.6% compliance with the teacher credential requirements.</p> <p>100% compliance with the teacher assignment requirements</p> <p>(2021-22).</p> | [Insert outcome here] | [Insert outcome here] | <p>100% compliance with the teacher credential requirements.</p> <p>100% compliance with the teacher assignment requirements.</p> |
| <p>M1.2</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>(2020-21)</p> | <p>100% compliance with the instructional materials requirements.</p> <p>The following is excerpted from LBUSD Board of Education Resolution 102021-A:</p> <p>Sufficient textbooks and instructional materials were provided to each student, including English learners, which are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks .</p> | [Insert outcome here] | [Insert outcome here] | 100% compliance with the instructional materials requirements. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|--|
| M1.3 Percentage of schools in “good” or “exemplary” repair. (Facility Inspection Tool) | 100% of schools in “good” or “exemplary” repair. (2020-21) | 99% of schools in “good” or “exemplary” repair. 82 of 83 schools according to the 2021 Facility Inspection Reports | | | 100% of schools in “good” or “exemplary” repair. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 1.1 | Assistance to Teachers | <p>Provide assistance to teachers through the Beginning Teacher Support and Assessment (BTSA), National Board Certification, and Teachers on Special Assignment, Curriculum Coaches and Program Specialists. 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.</p> <p>Included in this action are:</p> <ul style="list-style-type: none"> • Curriculum coaches & program specialists, • Peer Assist and Review (PAR), • National Board Teachers, • BTSA Induction • Professional Development (“Understandings”, Quality Core Instruction, etc.) | \$9,170,533 | Y |
| 1.2 | Technology Infrastructure and Support Services | Enhance LBUSD’s technology infrastructure and support services. This action/service helps replace outdated Chromebooks, document cameras, and related equipment. 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. | \$6,832,203 | Y |
| 1.3 | Plant/Maintenance Services (Base) | <p>Provide general (base) support to schools in their efforts to implement the LCAP, including basic plant services, maintenance, operations, business services, building maintenance, and equipment replacement.</p> <p>These resources are intended to expedite repairs in high-need areas and contribute to the culture/climate of the sites.</p> | \$98,588,761 | N |

Goal Analysis for 2021-22

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.

1.1: Assistance to Teachers: No substantive differences in planned actions and actual implementation. Due to achievement rates not meeting growth target goals (as indicated in the *Reflections: Identified Need* section), the District renewed emphases on quality core instruction and professional development, beginning Spring 2022 and continuing for the 2022-23 school year (Action 1.1).

1.2: Technology Infrastructure and Support Services: Additional technology purchases were authorized due to other one-time funds being used for costs such as tutoring , as well as the overall reduction of costs due to vacancies and reduced hourly.

1.3: Plant/Maintenance Services (Base): Planned facility improvement projects are being pursued through the LCAP, including: asphalt, elementary backpack hooks, skateboard racks, and routine restricted maintenance spanning multiple years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1: Assistance to Teachers: There were no significant differences in budget and estimated expenditures.

1.2: Technology Infrastructure and Support Services: Expenditures in this action were significantly higher than budgeted in that additional technology purchases were authorized due to other one-time funds being used for costs such as tutoring , as well as the overall reduction of costs due to vacancies and reduced hourly.

1.3: Plant/Maintenance Services (Base): Nothing has changed with general ground, custodial, or maintenance expenses. LBUSD realized reduced costs due to staffing openings and unfinished maintenance projects. Planned facility improvement projects are being pursued through the LCAP, including: asphalt, elementary backpack hooks, skateboard racks, and routine restricted maintenance spanning multiple years.

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

Through the actions of Goal 1, the addition of curriculum coaches and program specialists (Action 1.1) brought a high degree of instructional expertise directly to schools, whereby coaching and professional development were enhanced as a result. The results of the actions translated into better instructional practices in the classroom, including focused differentiation strategies and other best practices for instruction of English Learners. Also included within this goal was the BTSA program which provides highly individualized training to the newest in the profession, where each new teacher receives a personalized coaching plan with observations and feedback that enhance a new teacher’s repertoire in classroom instruction. This action also ensured that teachers were working on receiving their full/clear credential which relates to the Metric M1.1.

Action 1.2 (technology) helped tackle the digital divide. Low income families continued to have issues related to technology and in an environment of virtual learning as well as the ‘new normal’ of educational technology infusion into instruction, communication and student platform, this action continues to be important to ensure low income students have the technology needed for access into classroom learning and communication. M1.2 (Access to Curriculum) continues to be at 100% compliance.

The plant maintenance schedules (Action 1.3) are integral to provide timely and ongoing maintenance of building and grounds. LBUSD has been a leader in ensuring safe and well-maintained campuses, which directly impacts Metric M1.3. As shown in M1.3, all but one of the 83 campuses was rated as “good” or “exemplary” repair.

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.

There was a change to each of the Baseline metrics in this section. The Baseline metrics were from the 2020-21 school year, but were listed in last year's LCAP as 2021-22. This change has been reflected in this year's LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal 2

| 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 |
|---|--|---|-----------------------|-----------------------|---|
| <p>M2.1</p> <p>Percentage of favorable responses in the Social-Emotional Learning Survey (Relationship Skills)</p> <p>(CORE Survey)</p> | <p>73% favorable responses in the Social-Emotional Learning Survey.</p> <p>(2020-21)</p> | <p>2021-22 Results:</p> <p>77% favorable responses in the Social-Emotional Learning Survey.</p> | [Insert outcome here] | [Insert outcome here] | <p>79% favorable responses in the Social-Emotional Learning Survey.</p> |
| <p>M2.2</p> <p>Percentage of favorable responses in the School Culture and Climate Survey (Climate for Academic Learning).</p> <p>(CORE Survey)</p> | <p>Percentage of favorable responses in the School Culture and Climate Survey.</p> <ul style="list-style-type: none"> ● 81% Students ● 94% Parents ● 94% Staff <p>(2020-21)</p> | <p>2021-22 Results:</p> <p>Percentage of favorable responses in the School Culture and Climate Survey.</p> <ul style="list-style-type: none"> ● 78% Students ● 93% Parents ● 90% Staff | [Insert outcome here] | [Insert outcome here] | <p>Percentage of favorable responses in the School Culture and Climate Survey.</p> <ul style="list-style-type: none"> ● 87% Students ● 99% Parents ● 99% Staff |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|-----------------------|-----------------------|---|
| <p>M2.3</p> <p>Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey</p> <p>(CORE Survey)</p> | <p>Percentage of favorable responses in the School Culture and Climate Survey.</p> <ul style="list-style-type: none"> ● 65% Students ● 93% Parents ● 81% Staff <p>(2020-21)</p> | <p>2021-22 Results:</p> <p>Percentage of favorable responses in the School Culture and Climate Survey.</p> <ul style="list-style-type: none"> ● 63% Students ● 91% Parents ● 75% Staff | [Insert outcome here] | [Insert outcome here] | <p>Percentage of favorable responses in the School Culture and Climate Survey.</p> <ul style="list-style-type: none"> ● 71% Students ● 99% Parents ● 87% Staff |
| <p>M2.4</p> <p>Percentage of favorable responses: Safety (School Connectedness) Survey</p> <p>(CORE Survey)</p> | <p>Percentage of favorable responses: Safety</p> <ul style="list-style-type: none"> ● 76% Students ● 93% Parents ● 82% Staff <p>(2019-20)</p> | <p>Percentage of favorable responses: Safety</p> <ul style="list-style-type: none"> ● 76% Students ● 82% Parents ● 93% Staff <p>(2021-22)</p> | | | <p>Percentage of favorable responses : Safety.</p> <ul style="list-style-type: none"> ● 82% Students ● 99% Parents ● 88% Staff |
| <p>M2.5</p> <p>Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs.</p> <p>(CORE Survey)</p> | <p>94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.</p> <p>(2019-20)</p> | <p>90% of parents responded favorably in answering “I feel welcome to participate at this school”</p> <p>(2021-22)</p> | | | <p>100% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| M2.6 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) | 1,769 average views for each Parent University online workshop in English, Spanish, and Khmer. (Aug 28, 2021 - Feb 8, 2022 (21,229 views total) | | | 1,000 average views for each Parent University online workshop in English, Spanish, and Khmer. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 2.1 | Community and Ancillary Services (Base) | <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. Overall, community and ancillary services enhance LBUSD's work to connect 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>In addition, this action promotes community activities on LBUSD school campuses in the form of community permits. This enhances partnerships with the district and non-profits as well as provides a safe location for community events.</p> <p>Also included are Middle School and High School sports (coaching, transportation and officials). The addition of sports in this action helps with engaging students into extra-curricular activities, which can motivate attendance, improve the connection with school and enhance a student's sense of belonging.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> Community and Ancillary Services (Recreation Aides, etc.) Administrative services and contracts (e.g., Most Inspiring Students, etc.) Middle and High School Sports (coaching, transportation and officials) Community Permits | \$4,843,303 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 2.2 | 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 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. 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. The emphasis on increasing adult-to-student connections benefits unduplicated pupils who are experiencing a sense of belonging at lower rates than their peers. Student committees have focused on three areas: sense of belonging, student voice and student agency.</p> | \$220,770 | Y |
| 2.3 | 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 tools, including School Messenger and Canvas. This way, Spanish, Khmer, and other non-English speakers can participate fully in dialogue with school and district staff. An enhancement in LBUSD's Translation Unit has provided thousands of pages of translated documents as well as hundreds of hours of interpretation services for improved two-way communication and engagement.</p> <p>School staff outreach and the coordination of community and ancillary services help form a supportive approach that principally benefits low-income students and English Learners, whose struggles can often lead to disengagement and a limited sense of belonging in school. Personal calls and/or home visits, especially in the native language through the Translation Unit, brings access to the home.</p> <p>Parent University is committed to providing parent involvement activities that help strengthen the home-school partnership by providing parent workshops and engagement opportunities. This action provides resources to leadership and development of these workshops.</p> | \$1,188,162 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------|---|-------------|--------------|
| 2.4 | 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 staff to model and coach 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> | \$1,612,529 | Y |

Goal Analysis for 2021-22

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.

- 2.1- Community and Ancillary Services (Base): LBUSD's planned issuance of community permits were suspended during the COVID pandemic in order to promote health and safety of the community. Community permits were beginning to be approved during the second half of the school year.
- 2.2- Community and Ancillary Services (Supplemental/ Concentration): No substantive differences in planned actions and actual implementation.
- 2.3- Parent Engagement / Outreach: An additional contract was added to the budget for a new learning management system- Canvas. The uplifting of student voice is one key component of LBUSD's Equity & Excellence Policy. Site leaders embraced student-led projects, especially high school advisory groups.. One example was the writing of this LCAP. LBUSD actively engaged several high school student groups, as listed in the Student Engagement section (page 13). The input gave valuable insight into the needs of students as represented by the sharing of their experiences. We look to expand our formal efforts of student group engagement into middle school next year.
- 2.4- Restorative Justice: Although LBUSD planned for four Restorative Justice TOSAs, only two of the openings were filled. LBUSD will continue to plan for four next year. Restorative Justice trainings and materials have been maintained according to plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 2.1- Community and Ancillary Services (Base): There was a reduction in costs due to the reduced community permits.

2.2- Community and Ancillary Services (Supplemental/ Concentration): There was an increase in costs because additional allocations were realized at some schools to implement student advisory activities.

2.3- Parent Engagement / Outreach: An additional contract was added to the budget for a new learning management system..

2.4- Restorative Justice: Although 2 TOSA positions were not filled, the negotiated compensation package elevated this item's budget to the projected amount. LBUSD will continue to plan for four coaches next year.

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

Contributions to high school and middle school sports programs (Action 2.1) are an important part of developing a positive sense of belonging (Metric M2.3) for a school. In addition, community permits (also Action 2.1) help a school site become a better community partner by helping non-profit organizations conduct activities on site. This contributes to Metric M2.2- favorable response in the School Culture Climate Survey.

The Student Advisories at the high school level raise student voice and agency, a key factor in positive school climate (Metric M2.2) and student sense of belonging/school connectedness (Metric M2.3). Student advisories are in Action 2.2.

Parent Outreach and Engagement (Action 2.3) includes Parent University. Metric 2.5 indeed outperformed its goal of 1,000 average views for each Parent University online workshop in English, Spanish, and Khmer. In addition, the interpretation services (Action 2.3) have helped the active engagement of parents/caregivers. This important engagement service contributes to Metric M2.4 which outlines satisfaction with opportunities to participate in decision making processes.

Restorative Justice programs at the school sites have contributed to the overall safety and positive climate. Students participate in conversations of conflict resolution to add to a more positive climate. Metric M2.1 (Social Emotional Learning) and M2.2 (Culture and Climate) are positively affected by Restorative Justice (Action 2.4).

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.

For M2.1 and M2.2, LBUSD identified the specific measure within the CORE Survey, namely, Relationship Skills in the SEL Survey (M2.1) and the Climate for Academic Learning in the Culture and Climate Survey (M2.2). In addition, for M2.1, M2.2 and M2.3 the baseline data is from the 2020-21 school year. This data was incorrectly listed as 2019-20 in last year's LCAP. The desired outcome measures for M2.2 has changed to reflect the 6% increase as listed for all other measures in this section (Baseline→ This year outcomes: Student: from 81% to 87%; Parents: From 94% to 99%; Staff: From 94% to 99%).

M2.4 (Safety- CORE Survey) was inadvertently left off drafts of this year's LCAP, although it was a part of last year's LCAP. The measurement and data of M2.4 remains as it was listed last year. Corresponding to this, M2.4 and M2.5 in draft editions are now M2.5 and M2.6. No data changed as a result of the label change.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal 3

| 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.

LBUSD is committed to continuing to meet these goals. Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied in that California districts were given the option to use a locally administered assessment in lieu of the SBAC. LBUSD opted to test with the summative state assessment in Math (grades 3-8 and 11) and English-Language Arts (grades 6-8 and 11), but chose to use a local assessment for English-Language Arts in grades 3-5. Care should be used when interpreting results. This year, to augment the district’s assessment program and to shift focus to a more diagnostic/formative approach, LBUSD has been conducting performance growth assessments through iReady, our LEA assessment tool, and while a different way of assessing our students’ performance, early indicators show the growth in our students’ performance. While the SBAC data indicates a decline, the programs and services will remain as we know students have returned to school after a very different school experience due to the COVID19 pandemic.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|-----------------------|-----------------------|---|
| <p>M3.1</p> <p>Percentage of students who meet or exceed standards in English Language Arts.</p> <p>(Smarter Balanced Assessments)</p> | <p>Percentage of students who meet or exceed standards in 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>2020-21 Results:</p> <p>Percentage of students who meet or exceed standards in English Language Arts.</p> <ul style="list-style-type: none"> • 51% All Students • 40% Economically Disadvantaged • 34% African Americans • 44% Hispanics • 7% English Learners • 25% Students with Disabilities <p>(CDE- Data Quest)</p> | [Insert outcome here] | [Insert outcome here] | <p>Percentage of students who meet or exceed standards in 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 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|-----------------------|-----------------------|---|
| <p>M3.2</p> <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>2020-21 Results:</p> <p>Percentage of students who meet or exceed standards in Mathematics.</p> <ul style="list-style-type: none"> ● 34% All Students ● 25% Economically Disadvantaged ● 19% African Americans ● 27% Hispanics ● 7% English Learners ● 13% Students with Disabilities <p>(CDE- Data Quest)</p> | [Insert outcome here] | [Insert outcome here] | <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>M3.3</p> <p>Redesignation rate to a level above the state average.</p> <p>(DataQuest)</p> | <p>24% District</p> <p>14% State</p> <p>(2019-20)</p> | <p>2.4% District</p> <p>6.9% State</p> <p>(2020-21)</p> | [Insert outcome here] | [Insert outcome here] | <p>Increase the redesignation rate to a level above the state average.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|----------------|----------------|--|
| <p>M3.4</p> <p>Percentage of English Learners 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)</p> <p>(California SchoolDashboard)</p> | <p>41% of English Learners making progress towards English language proficiency.</p> <p>(2018-19)</p> | <p>Due to the COVID-19 Pandemic, the CA School Dashboard did not report results for the 2020 or 2021 school year.</p> <p>Local Data is as follows:</p> <p>2020-21- 24% of English Learners are making progress towards English language proficiency.</p> <p>(local definition of progress is denoted as:</p> <ul style="list-style-type: none"> -students who had test scores -either moved up one achievement level (or more); or -scored a 4 in previous years and remained as a 4. | | | <p>50% of English Learners making progress towards English language proficiency.</p> |
| <p>M3.5</p> <p>Students will have full access to a broad course of study</p> <p>(CA School Dashboard: Local Indicators)</p> | <p>Standard Met</p> <p>(2019-20)</p> | <p>Standard Met</p> <p>(2020-21)</p> | | | <p>Standard Met</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|-----|--------------------|--|---------------|---|
| 3.1 | Instruction (base) | <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> <ul style="list-style-type: none"> 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. 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 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. <p>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.</p> | \$328,191,227 | N |
|-----|--------------------|--|---------------|---|

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------|--|--------------|--------------|
| | | <p>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 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 <u>Grading for Equity guidelines</u> 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 | | |
| 3.2 | 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>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. | \$54,362,082 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 3.3 | Instruction-Related Services (Supplemental/Concentration) | <p>The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of teachers. Such teacher characteristics are enhanced by a wide array of supplemental instruction-related services, including:</p> <ul style="list-style-type: none"> •Professional Development for Certificated and Classified Staff •Supplemental Educational Supports for Unduplicated Pupils •Gifted and Talented Education <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 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.</p> <p>Instruction-related services include Classroom 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). Classroom 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.</p> <p>These supplemental services are part of a broader system of academic supports that LBUSD utilizes to improve educational outcomes for unduplicated pupils. Through enhanced technological infrastructure, not only do students have access to online resources that expand their learning opportunities, but teachers also gain real-time information on who might be struggling in certain areas. Such data allow them to create targeted interventions. Classroom 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> | \$15,372,823 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|---------------|--------------|
| 3.4 | General Administration and Other Services (Base) | <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 –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> <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> | \$162,586,385 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|--|--------------|--------------|
| 3.5 | Literacy Support | <p>Expand literacy support in elementary and K-8 schools. This expansion includes the deployment of research-based, consistent literacy interventions across sites (principally for those with high concentrations of unduplicated pupils) through deploying literacy teachers, 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 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.</p> | \$14,751,244 | Y |
| 3.6 | Library Education Program | <p>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. Students with substantial need in English Language Arts, including unduplicated pupils, principally benefit from these academic supports.</p> <p>In an effort to increase library books and materials to better represent student equity, an investment in diversification of library materials will be implemented, which benefits English Learners and our culturally diverse student population. In addition, this effort will augment the district's ability to provide an increased culturally relevant instructional program.</p> | \$5,012,270 | Y |

| | | | | |
|-----|-------------------------|--|-------------|---|
| 3.7 | English Learner Support | <p>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 educational partner support.</p> <p>The expansion of EL support is part of a broader effort to establish and maintain 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> <p>This new support structure is being implemented as a systems approach to enhance the way in which we support schools and English Learner Services. The Multilingual Office has been established, 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 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>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.</p> <p>A new platform (“Ellevation”), designed to assist classroom teachers and school leaders in ensuring the success of English learners will be introduced to LBUSD teachers and leaders in the Fall. The Ellevation platform will assist classroom teachers, principals and district leaders in analyzing multiple sets of assessment data in order to make instructional decisions and set language development goals for English Learners. In addition, Ellevation supports integrated and designated instruction through materials and resources that support students’ specific proficiency levels. The Ellevation platform tracks student progress toward English fluency and monitors students into and beyond the phase of redesignation. Teachers, principals and central office departments will have access to all English learner data as a means of collectively monitoring student acceleration, the interventions that are assigned to support students and their on-going progress toward academic success. In addition, a robust set of professional development modules will assist teachers in increasing their knowledge and capacity to support English learners in their language acquisition and content mastery through integrated and designated English Language Development.</p> | \$2,030,350 | Y |
|-----|-------------------------|--|-------------|---|

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------|--|-------------|--------------|
| | | <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 educational partners; 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 site-based 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, LBUSD 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> | | |
| 3.8 | 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 ●High School Algebra intervention teachers at Jordan and Cabrillo. ●Math instructional software; ●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). The high school intervention teachers at the two high schools serving the highest rate of low income students provide an intervention for struggling students in Algebra. This is a ‘double dose’, smaller class for students who are not achieving in their Algebra class and this second period provides the personal assistance that is needed for students to succeed in the regular class.</p> <p>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> | \$1,417,959 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|---|-------------|--------------|
| 3.9 | 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 a curriculum that is age and developmentally appropriate, taught by credentialed teachers. • Provide support for students who are turning five years of age after the eligibility date for Transitional Kindergarten. (formerly called Early 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. <p>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.</p> | \$9,089,351 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| 3.10 | 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 implemented in the 2022-23 school year 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 use the 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 educational partners/voices through the elected SSC representatives. In looking at some of the 2022-23 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"> ●Saturday School/After School Tutorials: to provide struggling students extended day opportunities. ●EL Support: classroom reading materials in the primary language and primary language support aides. ●Services/Positions (FTEs): such as health assistant and counseling to provide social-emotional & health support ●Aides: to provide tech and/or 1:1 instructional and primary language 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. <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. LCFF funded actions included in the SPSA are designed based on the school's consideration of the needs, conditions and circumstances of each of the unduplicated groups at the school site and include expected outcomes to measure progress toward the goals in the LCAP for relevant subgroups, including English Learners, foster youth and low income youth, as relevant.</p> | \$9,986,703 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|--|-------------|--------------|
| 3.11 | 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 that augment the core academic program; • Curriculum and instructional materials to implement the interventions; • Professional development for and coordination of staff who deliver the interventions • Robotics and other elective classes <p>The addition of robotics and other elective courses is in direct response to the input received from our student focus groups. This line item is an attempt to broaden access to elective and STEM courses for unduplicated students. The planned action provides for materials and supplies for electives.</p> | \$3,892,085 | Y |
| 3.12 | 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 with School Site Councils. <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> | \$1,000,000 | Y |

| | | | | |
|------|---|---|-----------|---|
| 3.13 | Black Student Achievement Initiative (Base) | <p>The Equity and Engagement Policy, passed in December 2021, acknowledges the district’s commitment to center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience. Through new data sources (i.e. iReady) and review of data through the lens of acceleration, growth and equity, Black students are participating in numerous interventions and supports through the LCAP and LASP. The actions in this line item are in addition to centering the needs of Black students through other strategic initiatives and interventions, as well as to engage additional educational partners in a process of exploring innovative strategies and supports for Black students.</p> <p>These Action aligns 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 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. <p>During the 2021-22 school year, LBUSD developed and engaged a Black student achievement advisory committee (including parents and other educational partners) to recommend additional supports for Black students -- above and beyond other planned programs elsewhere in the LCAP.</p> <p>For the 2022-23 school year, LBUSD recognizes the recommendations from the advisory committee and is proposing that the following activities be budgeted into the LCAP to specifically support and center the needs of Black students:</p> <ul style="list-style-type: none"> ● Student Cohorts: Identify cohorts of Black students to participate in Sankofa programs. (see below) ● Sankofa Summer Academy - A summer school academic enrichment program for rising 4th/5th grade students to receive culturally relevant instruction, transformative social emotional learning skills, mentorship, and enrichment. ● Sankofa Saturdays: Cohort of students will participate in an academic enrichment program centered on an assets based study of black excellence promoting positive identity development. | \$750,000 | N |
|------|---|---|-----------|---|

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> ● Sankofa Afterschool: Students will participate in a program that is an extension of the Sankofa Saturday programming. ● Sankofa Mentorship Program- High School students will participate in a mentorship program where they will engage as mentors and mentees. Program development will be in partnership with an outside agency. ● Sankofa Parent Workshops- Provide parents with culturally relevant information and resources to support their student’s growth and increase parent engagement with schools and the district. ● Black Student Achievement Initiative Symposium- Because of the success of the 2022 Symposium, expanding the participation of this very promising event. The goal of the Symposium was to inform, engage, and uplift, our Black students, parents, and guardians. | | |

Goal Analysis for 2021-22

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.

- 3.1- Instruction (Base): No substantive differences in planned actions and actual implementation. Due to achievement rates not meeting growth target goals (as indicated in the *Reflections: Identified Need* section), LBUSD renewed emphases on quality core instruction, professional development, and its focus on the district-created “Understandings,” beginning Spring 2022 and continuing for the 2022-23 school year (Action 1.1)
- 3.2- Instruction-Related Services (Base): No substantive differences in planned actions and actual implementation. As noted in the Reflections- Identified Need section, achievement rates were disappointing. Beginning in the Spring 2022, a renewed emphasis in quality core instruction was planned (Action 1.1) and professional development was implemented and continuing for 2022-23. In addition, the LBUSD-created “Understandings”, as an important cog in quality instruction, is being uplifted in the aforementioned professional development. Action 3.2 shares many support roles, including teacher and administrative leaders, who will be key in the implementation of the PD.
- 3.3- Instruction-Related Services (Supplemental/Concentration): No substantive differences in planned actions and actual implementation. LBUSD began work on auditing the curriculum to ensure that it is culturally-relevant and anti-racist. Although this work continues in 2022-23 and beyond, last summer all teachers embarked in professional development that focused on implicit bias, equity and inclusive instructional practices.
- 3.4- General Administration and Other Services (Base): No substantive differences in planned actions and actual implementation. LBUSD enjoys a high rate of teacher and overall employee retention which, in part, can be attributed to Action 3.4.
- 3.5- Literacy Support: No substantive differences in planned actions and actual implementation. Literacy materials were purchased and implemented in support of the additional literacy teachers providing direct support to at-promise students.
- 3.6- Library Education Program: No substantive differences in planned actions and actual implementation. The anticipation of ELA/Literacy growth results, coupled with Action 3.5 may be partially attributed to teacher librarians and media assistants. ELA iReady results showed growth.

3.7- English Learner Support: LBUSD posted five new positions to support English Learners, but were not all filled due to a shortage of qualified teachers. LBUSD is planning to continue with recruitment to ensure all five positions are filled.

3.8- Mathematics Support: No substantive differences in planned actions and actual implementation. LBUSD has long maintained that Algebra success is a key contributing factor in student success in high school and college. Intervention programs at the middle and high school levels has shown promise as evidenced by growth in iReady data. Summative state data is unavailable, but it will be analyzed for effectiveness of targeted math interventions.

3.9- Early Learning Initiative: No substantive differences in planned actions and actual implementation. The expansion of TK programs, CDC and "Early TK" programs is essential to prepare students for elementary grade skills, especially unduplicated students. The success of these programs led to planned expansion.

3.10- School-based Student Support: No substantive differences in planned actions and actual implementation. Action 3.10 is an affirmation of LBUSD's belief in "local control." Each school site receives an allocation of LCFF funds. A challenge is ensuring that interventions are implemented with fidelity, have reliable data and evaluated for its effectiveness for what it was intended to do.

3.11- Learning Acceleration Programs: The Intervention Coordinators, professional development and instructional materials that were originally budgeted for this action have been funded using one-time COVID relief funds.

3.12- Tutoring Support: Some of the tutoring support that was originally budgeted for this action have been funded using one-time COVID relief funds. The overall activity of tutoring has been fully implemented.

3.13- Black Student Achievement Initiative (Base): No substantive differences in planned actions and actual implementation as this was year one of a committee that had success in planning efforts, as well as a highly successful Black Student Achievement Symposium. It is important to recognize that beginning a new program, such as the BSAI, requires infrastructure building.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1- Instruction (Base): Although the activities are taking place in the manner in which they were planned, LBUSD expects a slight decrease in expenditures vs. the planned budget. The salaries for teachers in this action were budgeted at an average rate for this year's LCAP; however the actual salaries came in lower than projected.

3.2- Instruction-Related Services (Base): There was an increase in costs due to the negotiated compensation package.

3.3- Instruction-Related Services (Supplemental/Concentration): There were no significant differences in budget and estimated expenditures. This action saw a large expenditure in one-time culturally responsive teaching materials.

3.4- General Administration and Other Services (Base): LBUSD is projecting a smaller special education encroachment expense, which translates to a large decrease in expenditure.

3.5- Literacy Support: There were no significant differences in budget and estimated expenditures. The literacy materials were purchased as planned.

3.6- Library Education Program: There were no significant differences in budget and estimated expenditures.

3.7- English Learner Support: LBUSD posted five new positions to support English Learners, but were not all filled due to a shortage of qualified teachers. The openings will result in a slight difference in budget. LBUSD is expecting to fill all five positions by the beginning of next school year.

3.8- Mathematics Support: There were no significant differences in budget and estimated expenditures.

3.9- Early Learning Initiative: There was a slight increase in expenses due to the negotiated compensation package.

3.10- School-based Student Support: There was a slight decrease between budget and estimated expenditures in that some schools showed reduced spending.

3.11- Learning Acceleration Programs: Although the Intervention Coordinators, professional development and instructional materials that were originally budgeted for this action have been funded using one-time COVID relief funds, the negotiated compensation package for employees of this action created a neutral budget vs. expenses posture.

3.12- Tutoring Support: Some of the tutoring support that was originally budgeted for this action have been funded using one-time COVID relief funds. The overall activity of tutoring has been fully implemented. However, there is a difference in the budgeted amount and the expended amount for this action, due to the shifting of some of the expenses to one-time funds.

3.13- Black Student Achievement Initiative (Base): There was a significant decrease in the expenses as compared to the budget. The Black Student Achievement (BSA) committee's planning culminated in a highly successful Symposium. We anticipate that the BSA committee will realize their recommendations for programs next year.

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

The pandemic continues to challenge the district but we have continued to ensure a strong foundation for our students. Goal three (3) has many components where we continue to invest in basic needs to reach our unduplicated students. Action 3.1 (instruction) is meant to support M3.1 and M3.2. Many of our teachers continue to be challenged to expand their repertoire with more social-emotional supports for their students. By providing Teachers on Special Assignment (TOSAs), trainers, and coaches, we have been able to direct support to the teachers. Action 3.2 focused more on instruction related support which is directly connected to M3.1 and M3.2. By providing dedicated support for our unduplicated students through action 3.3, it has increased targeted interventions for our unduplicated students. Additionally, the classroom aides provided immediate support to students to help us reach M3.1 and M3.2 goals.

Literacy and Mathematics support: Actions 3.1, 3.2, and 3.3 have provided basic support needs for teachers and librarians, teachers on special assignment to provide culturally responsive anti-racism teaching and other direct support to teachers to welcome back a group of students having varied needs from the pandemic, Actions 3.5 and 3.6 continued to contribute to the support M3.1 goal. By providing additional intervention materials and literacy teachers to schools with higher concentrations of unduplicated pupils, the layered approach supported students who might have fallen behind 2 or more grade levels in literacy. The shift of Saturday schools and tutoring for the students requiring credit recovery or additional academic support allowed students to have alternative times to focus on academics. This can be found through Action 3.11 and 3.12 where the tutoring support was placed in 29 high-need schools. The focus of tutoring is in academic support specifically in English and Mathematics which aligns with M3.1 and M3.2. By providing additional support in Mathematics through Action 3.8, math interventions build on prior supports for students and prepare students for Algebra success. Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied in that California districts were given the option to use a locally administered assessment in lieu of the SBAC. LBUSD opted to test with the summative state assessment in Math (grades 3-8 and 11) and English-Language Arts (grades 6-8 and 11), but chose to use a local assessment for English-Language Arts in grades 3-5. Care should be used when interpreting results. The data has not seen significant growth, however, the District is committed to providing these interventions and support to address the impact the students experienced due to the COVID19 pandemic.

For our English language learners, through Action 3.3 and 3.7, instruction, instructional aides, teachers, and the establishment of the LBUSD Multilingual Office are able to support students' need to meet M3.3 and M3.4. English Learners (EL) have varied needs and it is critical to have expectations and supports aligned with the student's parent and/or guardian. The Multilingual Office will enhance engagement with parents to be in alignment with the student's goal. By having a collaborative team including support staff, District Director/Principal-Supervisor, coaches, and intervention coordinators with an intentional parent engagement strategy, the EL support will transpire in M3.3 and M3.4 goals.

Aside from intervention support, by focusing on Early Learning Initiative (Action 3.9), it is critical for the District to focus on having a clear alignment on instruction for all students beginning at the earliest level. A solid foundation is important for immediate and long-term academic success to meet M3.1, 3.2, 3.3, and 3.4 goals.

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.

We will continue to use Smarter Balanced Assessments as the primary summative data. However, LBUSD has been investing in a new formative assessment system (iReady) to inform classroom instructional planning and “in time” interventions.

M3.5 was added to the LCAP to ensure that all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal 4

| 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. 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.

Although LBUSD is hopeful that we are nearing an endemic environment, the profound effects of school closures, isolation, lack of health resources and other factors related to the pandemic of two-plus years has accounted for student learning loss and increases in mental health related concerns for students. This impact has negatively affected many of the gains in readiness for the next level of education, including transitions of preK to Kindergarten, from elementary to middle school, from middle to high school and from high school to college or career. This includes academic and social-emotional development. Many of the actions specified in Goal 3 were targeting academic concerns. In Goal 4, one of the major actions focuses on counseling support and other services related to social-emotional learning (SEL) and mental health.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|-----------------------|-----------------------|---|
| <p>M4.1</p> <p>Percentage of 8th grade students who demonstrate high school readiness based on multiple measures.</p> <p>(District Data)</p> | <p>56% of 8th grade students demonstrate high school readiness based on multiple measures.</p> <p>(2018-19)</p> | <p>51% of 8th grade students demonstrate high school readiness based on multiple measures.</p> <p>(2020-21)</p> | [Insert outcome here] | [Insert outcome here] | <p>65% of 8th grade students demonstrate high school readiness based on multiple measures.</p> |
| <p>M4.2</p> <p>Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – English.</p> <p>(Smarter Balanced Assessments)</p> | <p>23% of 11th graders achieve “Ready for College” in the Early Assessment Program – English.</p> <p>(2018-19)</p> | <p>30% of 11th graders achieve “Ready for College” in the Early Assessment Program – English.</p> <p>(2020-21)</p> | [Insert outcome here] | [Insert outcome here] | <p>29% of 11th graders achieve “Ready for College” in the Early Assessment Program – English.</p> |
| <p>M4.3</p> <p>Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – Mathematics.</p> <p>(Smarter Balanced Assessments)</p> | <p>10% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics.</p> <p>(2018-19)</p> | <p>22% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics.</p> <p>(2020-21)</p> | [Insert outcome here] | [Insert outcome here] | <p>16% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|--|
| <p>M4.4</p> <p>Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures.</p> <p>(California School Dashboard)</p> | <p>40% of 12th grade students demonstrate college and career readiness based on multiple measures.</p> <p>(Class of 2019)</p> | <p>45% of 12th grade students demonstrate college and career readiness based on multiple measures.</p> <p>(Class of 2021)</p> | | | <p>49% of 12th grade students demonstrate college and career readiness based on multiple measures.</p> |
| <p>M4.5</p> <p>Percentage of high school graduates who complete the a-g requirements.</p> <p>(DataQuest)</p> | <p>60% of high school graduates complete the a-g requirements.</p> <p>(2018-19)</p> | <p>59% of high school graduates completed the a-g requirements.</p> <p>(2020-21)</p> | | | <p>66% of high school graduates complete the a-g requirements.</p> |
| <p>M4.6</p> <p>Percentage of high school graduates who complete a Career Technical Education (CTE) pathway.</p> <p>(College/Career Indicator)</p> | <p>14.5% of high school graduates complete a Career Technical Education (CTE) pathway.</p> <p>(2019-20)</p> | <p>24.7% of high school graduates complete a Career Technical Education (CTE) pathway.</p> <p>(2020-21)</p> | | | <p>24% of high school graduates complete a Career Technical Education (CTE) pathway.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|--|
| <p>M4.7</p> <p>Percentage of high school graduates who complete the A-G Requirements and a Career Technical Education (CTE) pathway.</p> <p>(Local data)</p> | <p>11% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway</p> <p>(2018-19)</p> | <p>15% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway</p> <p>(2020-21)</p> | | | <p>17% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway</p> |
| <p>M4.8</p> <p>Percentage of high school graduates who enroll in a two- or four-year college.</p> <p>(National Student Clearinghouse)</p> <p>LROIX959</p> | <p>69% of high school graduates enroll in a two- or four-year college.</p> <p>(2019-20)</p> | <p>67% of high school graduates enroll in a two- or four-year college.</p> <p>(2020-21)</p> | | | <p>72% of high school graduates enroll in a two- or four-year college.</p> |
| <p>M4.9</p> <p>Percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course.</p> <p>(College Board)</p> <p>LROIX959</p> | <p>51% of 11th and 12th grade students enroll in at least one Advanced Placement course.</p> <p>(2020-21)</p> | <p>58% of 11th and 12th grade students enroll in at least one Advanced Placement course.</p> <p>(2021-22)</p> | | | <p>57% of 11th and 12th grade students enroll in at least one Advanced Placement course.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|---|
| <p>M4.10</p> <p>Passing rate of 11th and 12th grade Advanced Placement exams.</p> <p>(College Board) LROIX959</p> | <p>46% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.</p> <p>(2019-20)</p> | <p>33% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.</p> <p>(2020-21)</p> | | | <p>52% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|---|--------------|--------------|
| 4.1 | 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 LBUSD’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> <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> | \$11,482,624 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|--|-------------|--------------|
| 4.2 | 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 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. ●HS Summer School- to ensure that students who have failed classes will recover credit by receiving intervention instruction during summer. | \$5,623,002 | Y |
| 4.3 | 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> | \$5,048,582 | Y |

Goal Analysis for 2021-22

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.

4.1- Counseling Support: No substantive differences in planned actions and actual implementation. LBUSD added staff to help address social-emotional and mental health concerns reflective of the effects of the pandemic on the community. We will maintain these programs, staff, and services next year to have little disruption to the routine we have developed this year. We are committed to sharing additional resources for our students as we adapt to the evolving needs of our student population.

4.2- College and Career Readiness: Because of the pandemic and community health concerns, the college tours from 4th and 5th grade students were canceled. LBUSD plans to re-engage this program for 2022-23.

4.3- Advanced Placement Support: No substantive differences in planned actions and actual implementation. LBUSD increased the percentage of 11th and 12th grade students who enrolled in at least one AP course in 2021-22. The data is still needed to evaluate if the pass rates grew, which would be a nod to the support for students afforded by Action 4.3.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1- Counseling Support: There was an increase in the expenses due to the negotiated compensation package.

4.2- College and Career Readiness: Because of the college tour cancellations, a slight change in the expenditures was realized, but the negotiated compensation package increased the expenses vs. the budget.

4.3- Advanced Placement Support: There was an increase in the expenses due to the negotiated compensation package.

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

Additional counseling support (Action 4.1) is crucial for guidance of students to enroll in classes that assist them in completing a-g requirements (Metric M4.5 & M4.7) and work with students to explore their interests in career pathways (M4.6 & M4.7). In addition, college counseling and advisement leads to applications and enrollment (M4.8).

The AVID program (Action 4.2) assists students in expanding college and career readiness as well as high school readiness (M4.1 & M4.4). The AVID program opens access while providing students with the tools to be successful. As an equity initiative, the program has assisted underrepresented students to organize, collaborate, problem-solve and use systems to become successful learners.

Resources to provide additional support for Advanced Placement (AP) courses and exams provide teachers to increase the number of AP classes and pay for nearly the entire cost of AP exam fees. This action is listed as 4.3 and directly relates to the percentage of juniors and seniors enrolling in AP courses and the passing rate of AP exams (Metrics 4.9 and 4.10).

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.

Metric 4.6 changed the baseline to a more current data point. It was 2018-19, however since we have more current data, we changed the data to 2019-20. We intend to keep the desired outcome at the higher level (+6% of the 201819 data).

For the baseline metrics of M4.8, M4.9 and M4.10, the year cited in last year's LCAP was incorrect. Last year's LCAP cited 2018-19 as the baseline year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal 5

| 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 substantially due to the pandemic’s effect on the health of the community.
 - Suspension and expulsion rates show inequities. Students of color and male students are disproportionately suspended and expelled. In addition, the effects of isolation during the school closures has exacerbated the problem of connectedness with school, social norms and how to cope with disagreements. LBUSD engaged in a “Smart Start” to try to work on the social-emotional issues as students re-integrated back to school “Smart Start” provided mixed results.
 - The percentage of high school students who are on track to graduate declined, 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 |
|---|---|---|-----------------------|-----------------------|---|
| M5.1 Attendance Rate (CALPADS) (LROIX 959) | Elem / Middle / K-8 95.4% High School 94.1% (2019-20) | Elem / Middle / K-8 95.2% High School 94.9% (2020-21) | [Insert outcome here] | [Insert outcome here] | Elem / Middle / K-8 97.0% High School 96.5% |
| M5.2 Graduation Rate (DataQuest) | 90% Graduation Rate (2019-20) | 84.4% Graduation Rate (2020-21) | [Insert outcome here] | [Insert outcome here] | 90% Graduation Rate |
| M5.3 Chronic Absenteeism Rate (California School Dashboard) | 12.5% District 10.1% State (2019-20) | 15.7% District 14.3% State (2020-21) | [Insert outcome here] | [Insert outcome here] | Decrease the chronic absenteeism rate to a level below the state average. |
| M5.4 Suspension Rate (DataQuest) | 3.5% District 3.4% State (2019-20) | 0.1% District 0.2% State (2020-21) | | | Decrease the suspension rate to a level below the state average. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|---|
| M5.5 Expulsion Rate (DataQuest) | 0.02% District 0.06% State (2019-20) | 0% District 0.003% State (2020-21) | | | Decrease the expulsion rate to a level below the state average. |
| M5.6 Middle School Dropout Rate (DataQuest) | 0.1% District N/A State (2019-20) | The state no longer calculates Middle School Dropout Rate. | | | Decrease the middle school dropout rate to a level below the state average. |
| M5.7 High School Dropout Rate (DataQuest) | 7.1% District 7.0% State (2019-20) | 10.2% District 6.3% State (2020-21) | | | Decrease the high school dropout rate to a level below the state average. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|--|--------------|--------------|
| 5.1 | 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>Some actions in this section are specific to students with disabilities, including transportation and accommodations. The addition of adding students with disabilities focuses around the connection between counselors, psychologist support for the students. Adding the accommodations and transportation to this action is a fit with the notion of the support of psychologists and counselors to ensure access for students with disabilities.</p> <p>Numerous equity initiatives, including a specific focus on students with disabilities, 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> | \$25,899,813 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 5.2 | Pupil Services (Supplemental/Concentration) | <p>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-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>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, a preponderance 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 educational partner consultations revealed that this need went beyond counselors and included access to other trained professionals in SEL and health.</p> | \$6,803,315 | Y |
| 5.3 | 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> <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. | \$1,754,474 | Y |
| 5.4 | 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> | \$418,950 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|--|-------------|--------------|
| 5.5 | 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, and referrals for students identified as foster youth. | \$730,044 | Y |
| 5.6 | Linked Learning Initiative | Enhance the Linked Learning Initiative, which uses rigorous coursework, technical training, work-based learning, and related student services to create connections between high school, college, and careers. This enhancement: <ul style="list-style-type: none"> ●Allocates resources for work-based learning activities ●Provides pathway program incentives ●Expands pathway program staff support ●Project Lead the Way | \$8,530,083 | Y |
| 5.7 | Elementary Music Program | Enhance the elementary music program districtwide so that, among many objectives, it creates a foundation for broader courses of study in middle school and beyond. This enhancement includes itinerant music teachers. | \$4,133,124 | Y |

Goal Analysis for 2021-22

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.

5.1- Pupil Services (Base): No substantive differences in planned actions and actual implementation. LBUSD faced a challenge in hiring for several vacancies, including nurses and psychologists.

5.2- Pupil Services (Supplemental/Concentration): No substantive differences in planned actions and actual implementation. LBUSD faced a challenge in hiring for several vacancies, including nurses and psychologists.

5.3- High School Wellness Centers: No substantive differences in planned actions and actual implementation. LBUSD has received very positive feedback regarding the high school wellness centers. Preliminary data shows promise. Expansion of the wellness centers to the middle schools is budgeted for next year from another funding source.

5.4- Male and Female Leadership Academies: The Male and Female Academy programs are functioning well, however some of the programs have yet to implement some of the planned programs, including field experiences, due to the pandemic health and safety conditions.

5.5- Foster Youth Services: No substantive differences in planned actions and actual implementation. In providing support to foster youth by improving services through social workers, an improved tracking system and a more developed relationship with Long Beach and County agencies resulted from Action 5.5.

5.6- Linked Learning Initiative: No substantive differences in planned actions and actual implementation. Project Lead the Way was expanded to middle schools which provided more hands-on STEM elective courses. In addition, teachers were provided professional development to certify for the program.

5.7- Elementary Music: No substantive differences in planned actions and actual implementation. LBUSD experienced challenges in ensuring repair for aging instruments.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

5.1- Pupil Services (Base): There was a reduction in costs due to reduced transportation and some vacancies.

5.2- Pupil Services (Supplemental/Concentration): There was a reduction in costs due to some vacancies for positions.

5.3- High School Wellness Centers: There were no significant differences in budget and estimated expenditures.

5.4- Male and Female Leadership Academies: Due to the pandemic's effect on health and safety conditions for field experiences, there will be some expenditures that were planned, but not fulfilled. There will be some carry over in the budget for Action 5.4.

5.5- Foster Youth Services: Although all positions were filled in this Action, the costs for the positions came in lower than originally anticipated.

5.6- Linked Learning Initiative: There were no significant differences in budget and estimated expenditures.

5.7- Elementary Music Program: There were no significant differences in budget and estimated expenditures.

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

Additional site allocation of nurses, health assistants, psychologists, school safety therapists (Action 5.2) supported students, especially in the wake of the COVID pandemic, which affected a tremendous amount of students- both academically and emotionally. The Smart start that LBUSD engaged in at the beginning of the school year was an attempt to mitigate these effects. The additional personnel who worked with students to reintegrate into an in-person school environment proved invaluable.

High School Wellness Centers (Action 5.3) were introduced at all high schools to provide an extra layer of support for students. These 'safe spaces' helped students find support for themselves as they navigated a difficult transition back to school. It also provided referrals to other supportive agencies as well as a "brain break" for overwhelmed students.

These two actions, in particular, have made a significant impact on Attendance Rate (Metric M5.1), Chronic Absenteeism Rate (M5.3), Suspension Rate (M5.4), Expulsion Rate (M5.5) and Dropout Rate (M5.7). It is of note that these metrics showed a negative trend; however, we feel that the additional actions, as described above, prevented a greater number of students who may have had more difficulty in the adjustment process if LBUSD did not provide this support.

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.

LBUSD adjusted M5.1's baseline attendance rate, as there was an error in reporting in last year's LCAP listing. Here is the change: from 95.8% to 95.4% (Elem, Middle and K-8) and 95.5% to 94.1% (High School). This change does not affect the desired outcome goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$126,029,763 | \$9,363,862 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 18.92% | 0% | \$0.00 | 18.92% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Goal 1

Assistance to Teachers

- There has been a call 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.

Technology Infrastructure and Support Services

- The deployment of thousands of devices and technology tools (including hotspots) during the pandemic reflects the general effectiveness of these actions and services. 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 "tech gap" was exasperated by the pandemic of the past two years. The

deployment of updated technology is imperative, especially for unduplicated pupils. The intended outcome will contribute toward meeting M3.1/M3.2 (Meeting Standards). More specifically, it is expected that the percentage of low income students, foster youth and English learners who meet or exceed standards in English Language Arts (M3.1) and Mathematics (M3.2) will increase.

Goal 2

Community and Ancillary Services (Supplemental/ Concentration)

●Additional adult-to-student connections are critical for unduplicated pupils. Educational partner 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.” The intended outcome of Action 2.2 is to improve the Sense of Belonging of students (M2.3). This initiative focuses on uplifting student voice by discussing student experience between student groups and school site leaders. More specifically, it is expected that the percentage of favorable responses from low income students, foster youth and English learners in the CORE survey- Sense of Belonging (School Connectedness) (M2.3) will increase.

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. 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.

Restorative Justice

●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.

●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 relationships 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. Extended, targeted supports and interventions are necessary. It is expected that the percentage of low income students, foster youth and English learners who meet or exceed standards in English Language Arts (M3.1) and Mathematics (M3.2) will increase.

- Classroom 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 assists the student to understand the academic language of the classroom, which is often a barrier to learning. Also for English Learners, a classroom aide may help support the designated ELD program.

- The placement of Classroom 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.

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 educational partners.

- 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.

- Many of the services of Goal 3 are 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. In combining these efforts, LBUSD is concentrating on supports and interventions, especially in Math and English-Language Arts. These actions will principally focus on M3.1/M3.2 (Achieving Standards). More specifically, it is expected that the percentage of low income students, foster youth and English learners who meet or exceed standards in English Language Arts (M3.1) and Mathematics (M3.2) will increase.

Early Learning Initiative

- 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 focus on enhancing these early learning programs stems from the abundance of research that upholds the notion that providing a social-emotional and academic foundation for preschool children is an integral part of success in elementary school and beyond. For students who may come at a deficit, early learning programs, such as TK, CDC and Educare provide readiness interventions. LBUSD's history with subsidized CDC and Head Start programs has been successful by providing quality, age-appropriate instruction and interventions that can be a catalyst for catching and mitigating skill gaps.

- 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.

Goal 4

Counseling Support

- 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 responds to a priority that they have articulated.
- Counselors 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, namely foster, EL and Low income students.

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.
- 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. The efforts in this action focus on increasing high school (M4.1) and college readiness (M4.2/M4.3- Readiness for College- ELA/Math; M4.4- College & Career Readiness; M4.5 “A-G” Completion; M4.6- CTE Pathway Completion) foster, EL and Low income students..

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.

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.
- 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. By adding nurses and nurse assistants, low-income, foster and English learner students should experience increased attendance (M5.1) and a reduction in chronic absenteeism (M5.3). In addition, the support from psychologists should enhance efforts in school connectedness (M2.3) and relationships (M2.1) for foster, EL and Low income students .
- 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 responds to a priority that they have articulated.
- During the 2021-22 academic school year, LBUSD hired 20 agency RNs (school nurses) to assist with various duties including working with low income families to assist in health related issues and provide referrals to community agencies.

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. In fact, data supports the need with the hundreds of visits for "on call" support and the overwhelming student advocacy for continuance of the program. LBUSD is expanding its Wellness Centers to the middle schools (using another resource). The metrics that should be positively affected by the wellness centers will be: low-income, foster and English learner students should experience increased attendance (M5.1), a reduction in chronic absenteeism (M5.3), and- as measured in the CORE survey- an increase in school connectedness (M2.3) and relationships (M2.1).

Male and Female Leadership Academies

- Male and Female Leadership Academies empower unduplicated pupils through academic, cultural, and social-emotional support. 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. The metrics that should produce improvement through the mentorship and leadership of these academies for foster, EL and Low income students are: reducing the Suspension Rate (M5.4) and increasing Readiness metrics (M4.1-4.4).

Linked Learning Initiative

- 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.

Elementary Music Program

- 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.

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

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, 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.

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. Curriculum coaches and Program Specialists target their coaching on high needs schools first, thus ensuring the teachers in schools with high concentration of unduplicated pupils are appropriately prepared to provide quality core instructional practices.

Technology Infrastructure and Support Services

The deployment of thousands of devices and technology tools (including hotspots) during the pandemic reflects the general effectiveness of these actions and services. 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. Even the return to in-person instruction in 2021-22, low income families continued to have issues related to technology and in an environment of virtual learning as well as the 'new normal' of educational technology infusion into classroom instruction, communication and student platform, this action continues to be important to ensure low income students have the technology needed for access into classroom learning and communication. Newer, better technology is important in providing low-income students with powerful tools to assist in learning standards, as well as contributes to closing the digital divide. Keeping up with the always evolving connectivity and educational technology provides unduplicated pupils the extra support needed in their daily classroom experiences.

Goal 2

Community and Ancillary Services (Supplemental/ Concentration)

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. The emphasis on increasing adult-to-student connections benefits unduplicated pupils who are experiencing a sense of belonging at lower rates than their peers. Student committees have focused on three areas: sense of belonging, student voice and student agency. The recognition of need for student-led advocacy groups gives students a voice in their learning, and unduplicated students benefit from their peer advocacy by ensuring typically under-represented voices are heard.

Parent Engagement / Outreach

Additional parent outreach and services need to go beyond traditional mass communications, which tend to be insufficient for families of low-income students, English Learners, and foster youth. Unduplicated pupils 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. 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.

Parent University provides a wealth of information and workshops that enable participants to not only learn about many different topics, but also share resources and referrals to other community agencies that may benefit families, such as English Learners, Foster Youth and Homeless youth. This action also increases access to understanding how to navigate the school system- something that underrepresented families, including Newcomers/English Learners, need in order to advocate for their students.

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 Classroom 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.

Culturally-responsive anti-racism materials enhance classroom understanding of the experience of traditionally underserved populations and culturally responsive teaching has shown to improve the academic achievement of ethnically and racially diverse students. LBUSD's intention is to greatly increase anti-racist materials in order to uplift the experiences of students of color and to deepen empathy, compassion, and relationship skills, as well as embracing a strengths-based approach to learning and development that serves as a counter to deficit thinking and exclusionary practices.

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. Tutoring support for 29 high-need sites create an additional layer of academic services that deepen engagement with unduplicated pupils at specific campuses. 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. To support the increased need for counseling support, additional social workers and counselors (Early Prevention Specialists) were hired to support the child welfare and attendance team as well as the foster youth unit and homeless education programs. These additional staff, trained in counseling and case management will engage in strategic and intensive outreach efforts to support students with counseling, case management and resources. The re engagement efforts include; Personal check in phone calls and home visits to 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 connection to school. Similarly, the delivery of personalized targeted social-emotional and mental health support -- either directly by counselors, social workers or school psychologist or through the School-Based Mental Health Collaborative and other partnerships -- addresses the challenges of unduplicated pupils, whose access or to such resources is generally limited and/or underutilized due to the stigma that surrounds mental health. Developing genuine relationships with students and families, builds the rapport necessary to allow them to fully access the mental health resources provided.

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-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. 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, 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 often lack access to drop-in social-emotional learning and mental health services, the establishment of High School Wellness Centers substantially increases the support that they receive beyond academics. The High School Wellness Centers offer individual and group counseling, as well as opportunities to engage in workshops, wellness and mindfulness activities, community building and service learning experiences. The wellness center offers access to food, personal care and hygiene items, school supplies as well as a clothing necessities closet. These supports help remove barriers to students' success in school.

Male and Female Leadership Academies

Male and Female Leadership Academies empower unduplicated pupils through academic, cultural, and social-emotional support. 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.

Foster Youth

Additional social workers will provide social-emotional learning interventions, academic/attendance tracking, intensive case management, and referrals for students. The work of the social workers (Action 5.5) are providing extra support to foster youth and their families. This work includes making improvements to tracking system and communication with our external local agency and County partners.

Linked Learning Initiative

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.

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. 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

With the concentration grant add-on funds and using the responses from community engagement, LBUSD has augmented teaching staff at schools with an enrollment of unduplicated students that is greater than 55%. LBUSD hired 91 Full Time Equivalent (FTE) positions- literacy teachers (Goal 3, Action 5 providing additional direct services) in order to support struggling students at campuses with an enrollment with a greater than 55% unduplicated student enrollment. Literacy teachers at the elementary level provide intervention reading skills through either a pull-out program or a push-in model. Literacy teachers provide research-based consistent literacy interventions to students who struggle in reading, writing and speaking.

The addition of literacy teachers aligns with the community engagement themes of: Academic Supports, Literacy Interventions, and Reduction in class sizes.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | 54.09 Students to 1 Staff | 53.26 Students to 1 Staff |
| Staff-to-student ratio of certificated staff providing direct services to students | 21.79 Students to 1 Staff | 20.66 Students to 1 Staff |

LCAP Tables

The 2022-23 LCAP includes the following Tables:

- 2022-23 Total Expenditures Table
- 2022-23 Contributing Actions Table
- 2021-22 Annual Update Table
- 2021-22 Contributing Actions Annual Update Table
- 2021-22 LCFF Carry Over Table

2022-2023 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 801,322,751 | \$ - | \$ - | \$ - | 801,322,751 | \$ 713,450,422 | \$ 87,872,329 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------------------|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | Assistance to Teachers | EL, Low Income, Foster Youth | \$ 9,170,533 | \$ - | \$ - | \$ - | \$ 9,170,533 |
| 1 | 2 | Technology Infrastructure and Support Services | EL, Low Income, Foster Youth | \$ 6,832,203 | \$ - | \$ - | \$ - | \$ 6,832,203 |
| 1 | 3 | Plant/Maintenance Services (Base) | All | \$ 98,588,761 | \$ - | \$ - | \$ - | \$ 98,588,761 |
| 2 | 1 | Community and Ancillary Services (Base) | All | \$ 4,843,303 | \$ - | \$ - | \$ - | \$ 4,843,303 |
| 2 | 2 | Community and Ancillary Services (Supplemental/ Concentration) | EL, Low Income, Foster Youth | \$ 220,770 | \$ - | \$ - | \$ - | \$ 220,770 |
| 2 | 3 | Parent Engagement / Outreach | EL, Low Income, Foster Youth | \$ 1,188,162 | \$ - | \$ - | \$ - | \$ 1,188,162 |
| 2 | 4 | Restorative Justice | EL, Low Income, Foster Youth | \$ 1,612,529 | \$ - | \$ - | \$ - | \$ 1,612,529 |
| 3 | 1 | Instruction (Base) | All | \$ 328,191,227 | \$ - | \$ - | \$ - | \$ 328,191,227 |
| 3 | 2 | Instruction-Related Services (Base) | All | \$ 54,362,082 | \$ - | \$ - | \$ - | \$ 54,362,082 |
| 3 | 3 | Instruction-Related Services (Supplemental/Concentration) | EL, Low Income, Foster Youth | \$ 15,372,823 | \$ - | \$ - | \$ - | \$ 15,372,823 |
| 3 | 4 | General Administration and Other Services (Base) | All | \$ 162,586,385 | \$ - | \$ - | \$ - | \$ 162,586,385 |
| 3 | 5 | Literacy Support | EL, Low Income, Foster Youth | \$ 14,751,244 | \$ - | \$ - | \$ - | \$ 14,751,244 |
| 3 | 6 | Library Education Program | EL, Low Income, Foster Youth | \$ 5,012,270 | \$ - | \$ - | \$ - | \$ 5,012,270 |
| 3 | 7 | English Learner Support | English Learners | \$ 2,030,350 | \$ - | \$ - | \$ - | \$ 2,030,350 |
| 3 | 8 | Mathematics Support | EL, Low Income, Foster Youth | \$ 1,417,959 | \$ - | \$ - | \$ - | \$ 1,417,959 |
| 3 | 9 | Early Learning Initiative | EL, Low Income, Foster Youth | \$ 9,089,351 | \$ - | \$ - | \$ - | \$ 9,089,351 |
| 3 | 10 | School-based Student Support | EL, Low Income, Foster Youth | \$ 9,986,703 | \$ - | \$ - | \$ - | \$ 9,986,703 |
| 3 | 11 | Learning Acceleration Programs | EL, Low Income, Foster Youth | \$ 3,892,085 | \$ - | \$ - | \$ - | \$ 3,892,085 |
| 3 | 12 | Tutoring Support | EL, Low Income, Foster Youth | \$ 1,000,000 | \$ - | \$ - | \$ - | \$ 1,000,000 |
| 3 | 13 | Black Student Achievement Initiative (Base) | African American Students | \$ 750,000 | \$ - | \$ - | \$ - | \$ 750,000 |
| 4 | 1 | Counseling Support | EL, Low Income, Foster Youth | \$ 11,482,624 | \$ - | \$ - | \$ - | \$ 11,482,624 |
| 4 | 2 | College and Career Readiness | EL, Low Income, Foster Youth | \$ 5,623,002 | \$ - | \$ - | \$ - | \$ 5,623,002 |
| 4 | 3 | Advanced Placement Support | EL, Low Income, Foster Youth | \$ 5,048,582 | \$ - | \$ - | \$ - | \$ 5,048,582 |
| 5 | 1 | Pupil Services (Base) | All | \$ 25,899,813 | \$ - | \$ - | \$ - | \$ 25,899,813 |
| 5 | 2 | Pupil Services (Supplemental/Concentration) | EL, Low Income, Foster Youth | \$ 6,803,315 | \$ - | \$ - | \$ - | \$ 6,803,315 |
| 5 | 3 | High School Wellness Centers | EL, Low Income, Foster Youth | \$ 1,754,474 | \$ - | \$ - | \$ - | \$ 1,754,474 |
| 5 | 4 | Male and Female Leadership Academies | EL, Low Income, Foster Youth | \$ 418,950 | \$ - | \$ - | \$ - | \$ 418,950 |
| 5 | 5 | Foster Youth Services | Foster Youth | \$ 730,044 | \$ - | \$ - | \$ - | \$ 730,044 |
| 5 | 6 | Linked Learning Initiative | EL, Low Income, Foster Youth | \$ 8,530,083 | \$ - | \$ - | \$ - | \$ 8,530,083 |
| 5 | 7 | Elementary Music Program | EL, Low Income, Foster Youth | \$ 4,133,124 | \$ - | \$ - | \$ - | \$ 4,133,124 |

2022-2023 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 666,229,945 | \$ 126,029,763 | 18.92% | 0.00% | 18.92% | \$ 126,101,180 | 0.00% | 18.93% | Total: | \$ 126,101,180 |
| | | | | | | | | LEA-wide Total: | \$ 78,813,158 |
| | | | | | | | | Limited Total: | \$ 2,760,394 |
| | | | | | | | | Schoolwide Total: | \$ 44,527,628 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|--|---|------------|-------------------------------|--------------------------|--|---|
| 1 | 1 | Assistance to Teachers | Yes | LEA-wide | All | All Schools | \$ 9,170,533 | 0.00% |
| 1 | 2 | Technology Infrastructure and Support Services | Yes | LEA-wide | All | All Schools | \$ 6,832,203 | 0.00% |
| 2 | 2 | Community and Ancillary Services (Supplemental/ Concentration) | Yes | Schoolwide | All | High Schools | \$ 220,770 | 0.00% |
| 2 | 3 | Parent Engagement / Outreach | Yes | LEA-wide | All | All Schools | \$ 1,188,162 | 0.00% |
| 2 | 4 | Restorative Justice | Yes | LEA-wide | All | All Schools | \$ 1,612,529 | 0.00% |
| 3 | 3 | Instruction-Related Services (Supplemental/Concentration) | Yes | LEA-wide | All | All Schools | \$ 15,372,823 | 0.00% |
| 3 | 5 | Literacy Support | Yes | Schoolwide | All | Elementary & K-8 Schools | \$ 14,751,244 | 0.00% |
| 3 | 6 | Library Education Program | Yes | LEA-wide | All | All Schools | \$ 5,012,270 | 0.00% |
| 3 | 7 | English Learner Support | Yes | Limited | English Learners | All Schools | \$ 2,030,350 | 0.00% |
| 3 | 8 | Mathematics Support | Yes | LEA-wide | All | All Schools | \$ 1,417,959 | 0.00% |
| 3 | 9 | Early Learning Initiative | Yes | Schoolwide | All | Elementary & K-8 Schools | \$ 9,089,351 | 0.00% |
| 3 | 10 | School-based Student Support | Yes | LEA-wide | All | All Schools | \$ 9,986,703 | 0.00% |
| 3 | 11 | Learning Acceleration Programs | Yes | LEA-wide | All | All Schools | \$ 3,892,085 | 0.00% |
| 3 | 12 | Tutoring Support | Yes | Schoolwide | All | All Schools | \$ 1,000,000 | 0.00% |
| 4 | 1 | Counseling Support | Yes | LEA-wide | All | All Schools | \$ 11,482,624 | 0.00% |
| 4 | 2 | College and Career Readiness | Yes | LEA-wide | All | All Schools | \$ 5,623,002 | 0.00% |
| 4 | 3 | Advanced Placement Support | Yes | Schoolwide | All | High Schools | \$ 5,048,582 | 0.00% |
| 5 | 2 | Pupil Services (Supplemental/Concentration) | Yes | LEA-wide | All | All Schools | \$ 6,803,315 | 0.00% |
| 5 | 3 | High School Wellness Centers | Yes | Schoolwide | All | High Schools | \$ 1,754,474 | 0.00% |
| 5 | 4 | Male and Female Leadership Academies | Yes | LEA-wide | All | All Schools | \$ 418,950 | 0.00% |
| 5 | 5 | Foster Youth Services | Yes | Limited | Foster Youth | All | \$ 730,044 | 0.00% |
| 5 | 6 | Linked Learning Initiative | Yes | Schoolwide | All | High Schools | \$ 8,530,083 | 0.00% |
| 5 | 7 | Elementary Music Program | Yes | Schoolwide | All | Elementary & K-8 Schools | \$ 4,133,124 | 0.00% |

2021-2022 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 760,231,680.00 | \$ 740,094,362.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1 | Assistance to Teachers | Yes | \$ 5,568,962 | \$ 5,636,882 |
| 1 | 2 | Technology Infrastructure and Support Services | Yes | \$ 1,430,594 | \$ 6,547,511 |
| 1 | 3 | Plant/Maintenance Services (Base) | No | \$ 84,630,703 | \$ 77,980,996 |
| 2 | 1 | Community and Ancillary Services (Base) | No | \$ 9,007,587 | \$ 8,075,560 |
| 2 | 2 | Community and Ancillary Services (Supplemental/Concentration) | Yes | \$ 227,225 | \$ 429,215 |
| 2 | 3 | Parent Engagement / Outreach | Yes | \$ 939,291 | \$ 1,492,408 |
| 2 | 4 | Restorative Justice | Yes | \$ 1,123,993 | \$ 1,189,155 |
| 3 | 1 | Instruction (Base) | No | \$ 305,937,331 | \$ 299,444,195 |
| 3 | 2 | Instruction-Related Services (Base) | No | \$ 51,826,289 | \$ 55,203,355 |
| 3 | 3 | Instruction-Related Services (Supplemental/Concentration) | Yes | \$ 18,669,203 | \$ 17,809,203 |
| 3 | 4 | General Administration and Other Services (Base) | No | \$ 162,979,128 | \$ 150,960,515 |
| 3 | 5 | Literacy Support | Yes | \$ 14,926,120 | \$ 15,526,120 |
| 3 | 6 | Library Education Program | Yes | \$ 4,738,938 | \$ 4,738,938 |
| 3 | 7 | English Learner Support | Yes | \$ 2,523,395 | \$ 2,123,395 |
| 3 | 8 | Mathematics Support | Yes | \$ 1,365,532 | \$ 1,331,455 |
| 3 | 9 | Early Learning Initiative | Yes | \$ 9,280,006 | \$ 9,572,006 |
| 3 | 10 | School-based Student Support | Yes | \$ 10,050,039 | \$ 9,869,220 |
| 3 | 11 | Learning Acceleration Programs | Yes | \$ 5,185,275 | \$ 5,212,295 |
| 3 | 12 | Tutoring Support | Yes | \$ 2,250,000 | \$ - |
| 3 | 13 | Black Student Achievement Initiative | Yes | \$ 750,000 | \$ 20,000 |
| 4 | 1 | Counseling Support | Yes | \$ 10,670,839 | \$ 11,097,766 |
| 4 | 2 | College and Career Readiness | Yes | \$ 4,864,392 | \$ 5,617,182 |
| 4 | 3 | Advanced Placement Support | Yes | \$ 5,000,559 | \$ 5,293,024 |
| 5 | 1 | Pupil Services (Base) | No | \$ 24,425,927 | \$ 23,786,219 |
| 5 | 2 | Pupil Services (Supplemental/Concentration) | Yes | \$ 6,213,089 | \$ 5,525,023 |
| 5 | 3 | High School Wellness Centers | Yes | \$ 1,633,588 | \$ 1,821,717 |
| 5 | 4 | Male and Female Leadership Academies | Yes | \$ 576,215 | \$ 367,258 |
| 5 | 5 | Foster Youth Services | Yes | \$ 769,804 | \$ 636,675 |
| 5 | 6 | Linked Learning Initiative | Yes | \$ 8,687,937 | \$ 8,727,355 |
| 5 | 7 | Elementary Music Program | Yes | \$ 3,979,719 | \$ 4,059,719 |

2021-2022 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 124,576,373 | \$ 120,674,715 | \$ 124,623,522 | \$ (3,948,807) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|--|--|---|---|---|
| 1 | 1 | Assistance to Teachers | Yes | \$ 5,568,962 | \$ 5,636,882.00 | 0.00% | 0.00% |
| 1 | 2 | Technology Infrastructure and Support Services | Yes | \$ 1,430,594 | \$ 6,547,511.00 | 0.00% | 0.00% |
| 2 | 2 | Community and Ancillary Services (Supplemental/Concentration) | Yes | \$ 227,225 | \$ 429,215.00 | 0.00% | 0.00% |
| 2 | 3 | Parent Engagement / Outreach | Yes | \$ 939,291 | \$ 1,492,408.00 | 0.00% | 0.00% |
| 2 | 4 | Restorative Justice | Yes | \$ 1,123,993 | \$ 1,189,155.00 | 0.00% | 0.00% |
| 3 | 3 | Instruction-Related Services (Supplemental/Concentration) | Yes | \$ 18,669,203 | \$ 17,809,203.00 | 0.00% | 0.00% |
| 3 | 5 | Literacy Support | Yes | \$ 14,926,120 | \$ 15,526,120.00 | 0.00% | 0.00% |
| 3 | 6 | Library Education Program | Yes | \$ 4,738,938 | \$ 4,738,938.00 | 0.00% | 0.00% |
| 3 | 7 | English Learner Support | Yes | \$ 2,523,395 | \$ 2,123,395.00 | 0.00% | 0.00% |
| 3 | 8 | Mathematics Support | Yes | \$ 1,365,532 | \$ 1,331,455.00 | 0.00% | 0.00% |
| 3 | 9 | Early Learning Initiative | Yes | \$ 9,280,006 | \$ 9,572,006.00 | 0.00% | 0.00% |
| 3 | 10 | School-based Student Support | Yes | \$ 10,050,039 | \$ 9,869,220.00 | 0.00% | 0.00% |
| 3 | 11 | Learning Acceleration Programs | Yes | \$ 5,185,275 | \$ 5,212,295.00 | 0.00% | 0.00% |
| 3 | 12 | Tutoring Support | Yes | \$ 1,500,000 | \$ - | 0.00% | 0.00% |
| 3 | 13 | Black Student Achievement Initiative | Yes | \$ 750,000 | \$ - | 0.00% | 0.00% |
| 4 | 1 | Counseling Support | Yes | \$ 10,670,839 | \$ 11,097,766.00 | 0.00% | 0.00% |
| 4 | 2 | College and Career Readiness | Yes | \$ 4,864,392 | \$ 5,617,182.00 | 0.00% | 0.00% |
| 4 | 3 | Advanced Placement Support | Yes | \$ 5,000,559 | \$ 5,293,024.00 | 0.00% | 0.00% |
| 5 | 2 | Pupil Services (Supplemental/Concentration) | Yes | \$ 6,213,089 | \$ 5,525,023.00 | 0.00% | 0.00% |
| 5 | 3 | High School Wellness Centers | Yes | \$ 1,633,588 | \$ 1,821,717.00 | 0.00% | 0.00% |
| 5 | 4 | Male and Female Leadership Academies | Yes | \$ 769,804 | \$ 367,258.00 | 0.00% | 0.00% |
| 5 | 5 | Foster Youth Services | Yes | \$ 576,215 | \$ 636,675.00 | 0.00% | 0.00% |
| 5 | 6 | Linked Learning Initiative | Yes | \$ 8,687,937 | \$ 8,727,355.00 | 0.00% | 0.00% |
| 5 | 7 | Elementary Music Program | Yes | \$ 3,979,719 | \$ 4,059,719.00 | 0.00% | 0.00% |

2021-2022 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 617,066,018 | \$ 124,576,373 | 0.00% | 20.19% | \$ 124,623,522 | 0.00% | 20.20% | \$0.00 - No Carryover | 0.00% - No Carryover |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning,

accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric. |

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity

and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved

Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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