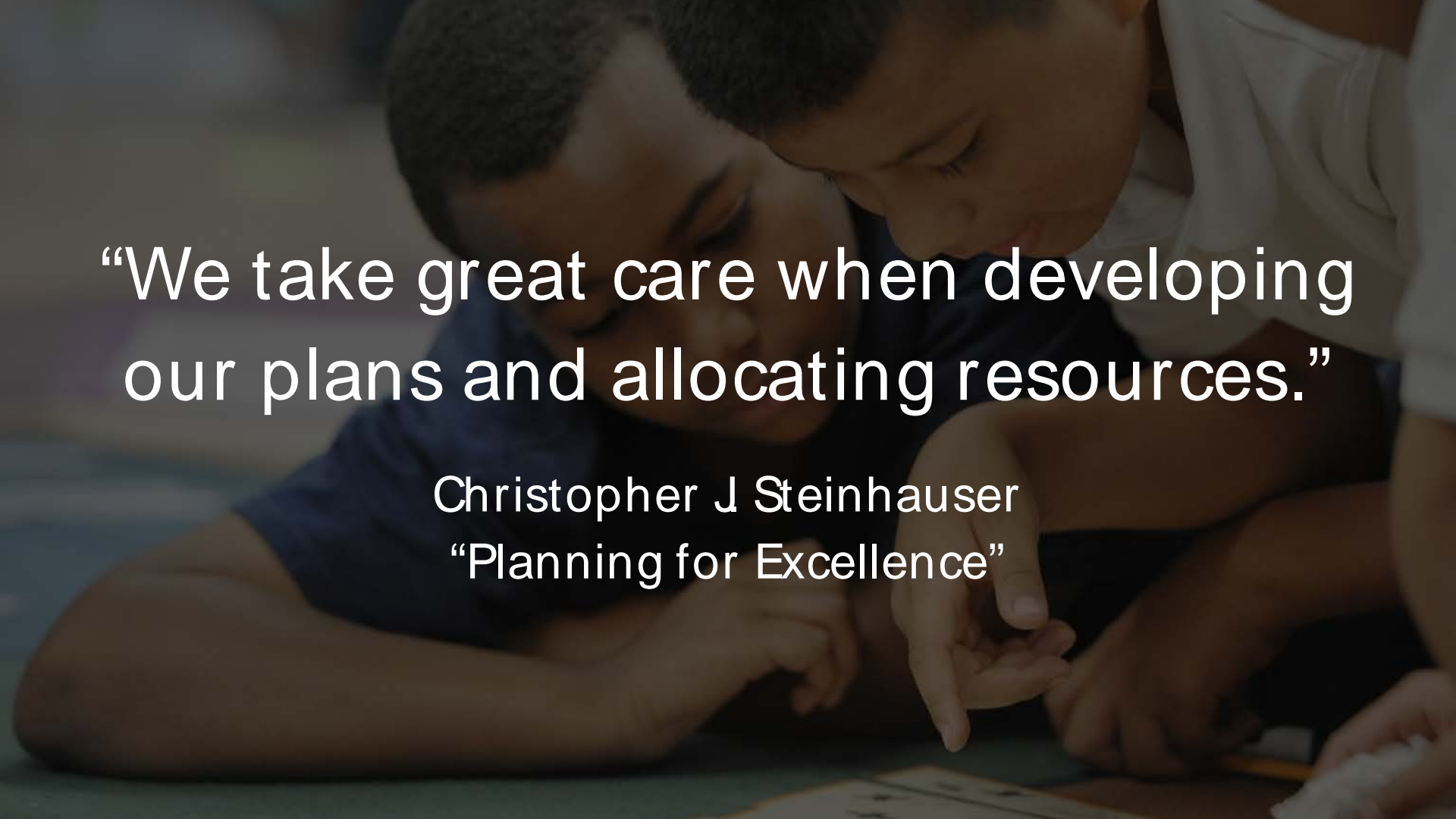


Local Control and Accountability Plan



Overview

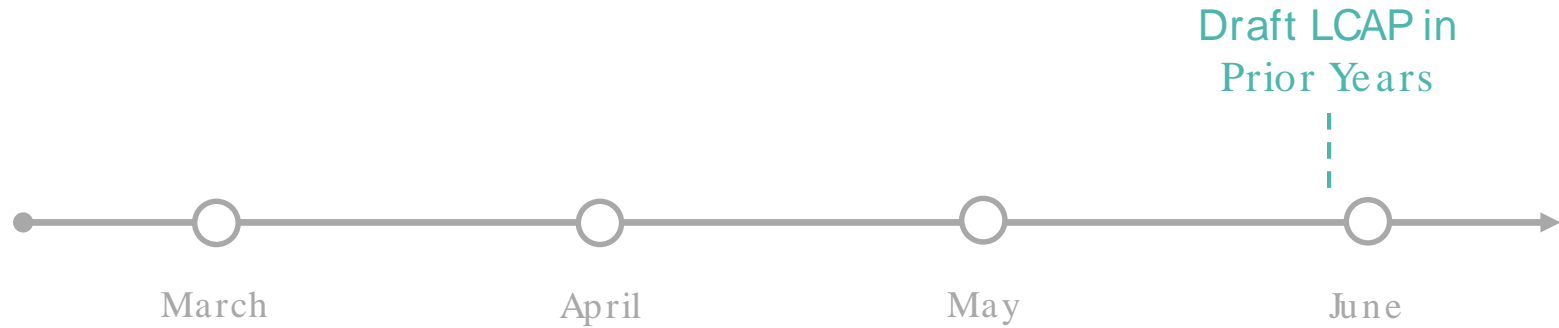
- Early Release of Draft LCAP
- Comprehensive Outreach Efforts
- Plan Summary and Stakeholder Engagement



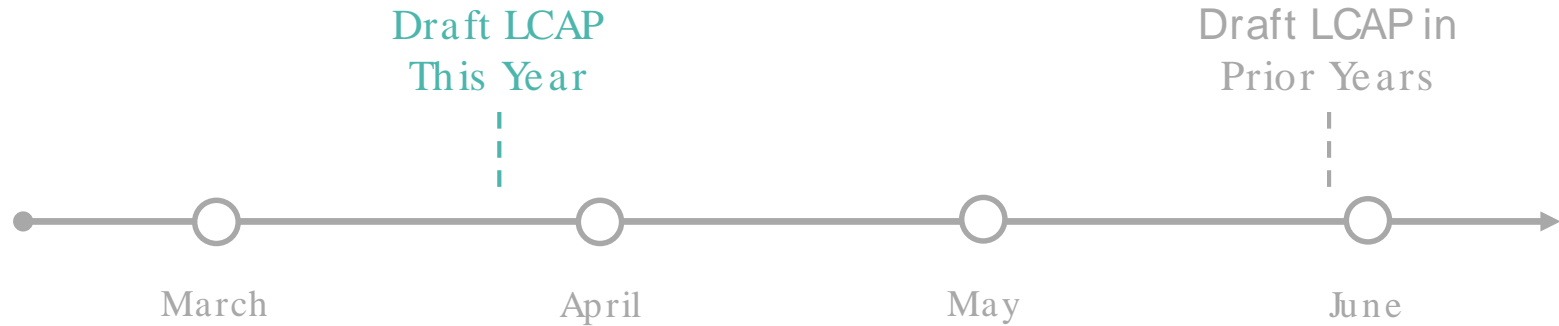
“We take great care when developing
our plans and allocating resources.”

Christopher J Steinhauser
“Planning for Excellence”

Early Release, More Opportunities for Feedback



Early Release, More Opportunities for Feedback





LCAP Timeline

Spring 2018

Date	LCAP Action
March 21	Summary & Stakeholder Engagement
April 18	Annual Update
May 2	Goals, Actions, & Services
June 6	Public Hearing
June 20	Board Adoption

Such preparatory work has translated to broader postsecondary opportunities. According to the most recent available data from the National Student Clearinghouse, 72% of LBUSD graduates have enrolled in a two- or four-year college within a year of receiving their high school diploma. This college enrollment rate has hovered around the national average and remained relatively consistent over the past three years. Total college scholarships and grants have exceeded \$90 million, representing a five-fold increase over the past decade.

This ten-year period coincides with the life cycle of the Long Beach College Promise, which has greatly benefited local students. LBUSD has seen a 71% increase in both college eligibility and enrollment at the California State University, Long Beach (CSULB). Among first-generation students, many of whom are unduplicated pupils, enrollment growth has been approximately 60%. College readiness has also improved, as remediation rates have dropped from 57% to 35% and greater numbers have entered the science, technology, engineering, and mathematics (STEM) disciplines – increases of 62% at CSULB and 97% at Long Beach City College.

The expansion of postsecondary opportunities has come alongside broader K-12 progress in the core content areas, particularly English Language Arts and Mathematics. As shown in the California School Dashboard, while LBUSD has attained a “Yellow” performance level in ELA, all but one subgroup have “increased” or “increased significantly,” with most groups (including the socioeconomically disadvantaged, English Learners, African Americans, Hispanics, and students with disabilities) demonstrating growth. Similarly, all but two subgroups have been recognized for their improved achievements in Math. The bottom line is that LBUSD has reached its expected annual measurable outcomes in both subjects this year.

Highlights make it easier to see changes.

Such preparatory work has translated to broader postsecondary opportunities. According to the most recent available data from the National Student Clearinghouse, 72% of LBUSD graduates have enrolled in a two- or four-year college within a year of receiving their high school diploma. This college enrollment rate has hovered around the national average and remained relatively consistent over the past three years. Total college scholarships and grants have exceeded \$90 million, representing a five-fold increase over the past decade.

This ten-year period coincides with the life cycle of the Long Beach College Promise, which has greatly benefited local students. LBUSD has seen a 71% increase in both college eligibility and enrollment at the California State University, Long Beach (CSULB). Among first-generation students, many of whom are unduplicated pupils, enrollment growth has been approximately 60%. College readiness has also improved, as remediation rates have dropped from 57% to 35% and greater numbers have entered the science, technology, engineering, and mathematics (STEM) disciplines – increases of 62% at CSULB and 97% at Long Beach City College.

The expansion of postsecondary opportunities has come alongside broader K-12 progress in the core content areas, particularly English Language Arts and Mathematics. As shown in the California School Dashboard, while LBUSD has attained a “Yellow” performance level in ELA, all but one subgroup have “increased” or “increased significantly,” with most groups (including the socioeconomically disadvantaged, English Learners, African Americans, Hispanics, and students with disabilities) demonstrating growth. Similarly, all but two subgroups have been recognized for their improved achievements in Math. The bottom line is that LBUSD has reached its expected annual measurable outcomes in both subjects this year.

A group of children are gathered around a table, looking at a book or document. One child is pointing at something on the page. The scene is dimly lit, with the children's faces and hands being the primary focus. The text is overlaid on this background.

“Thank you for this chance
to comment.”

Parent Survey Response

Comprehensive Outreach Efforts

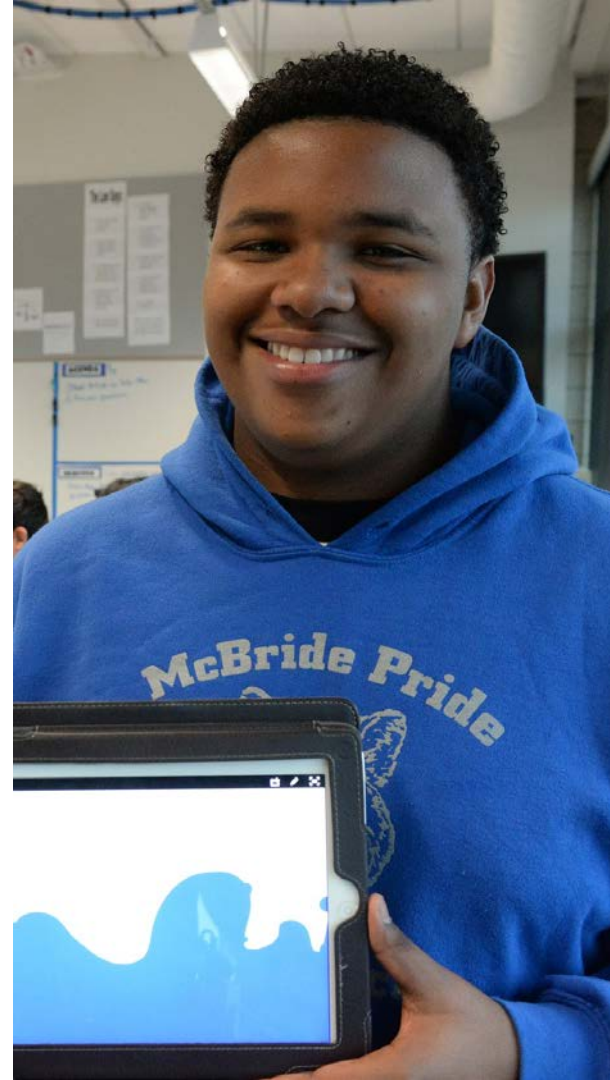
- Create simple, clear, and consistent communications.
- Engage stakeholder groups in deeper LCAP analysis.
- Anchor with:

Fall Semester

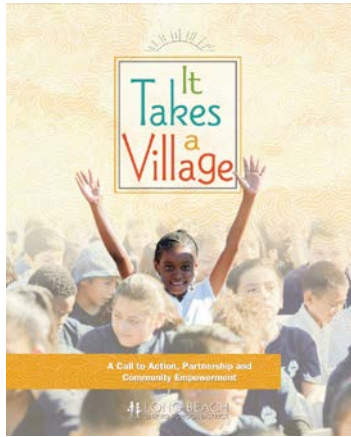
“It Takes a Village”

Spring Semester

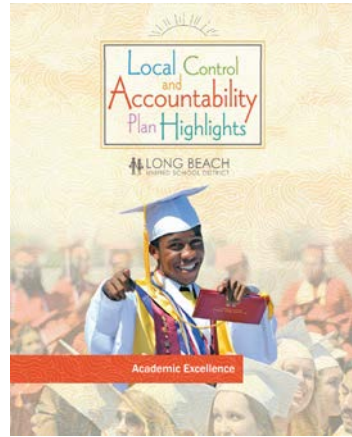
“LCAP Highlights”



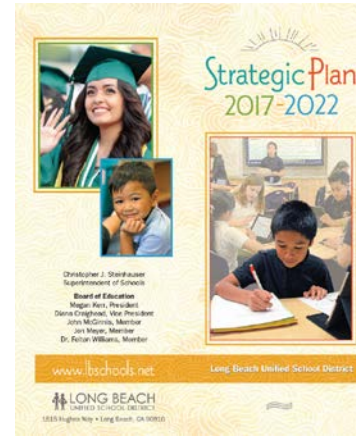
Same Work, Differentiated Communication



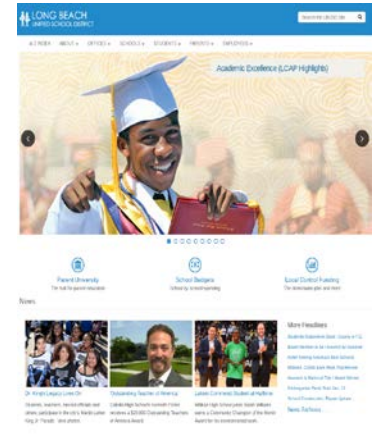
Concise resource guide for families



Community report on district progress



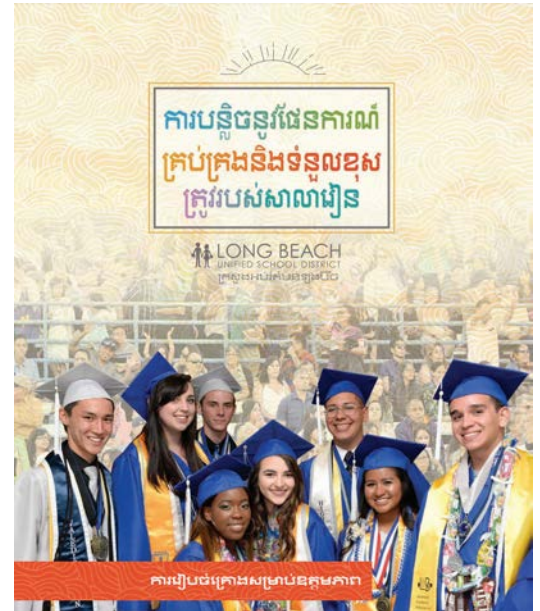
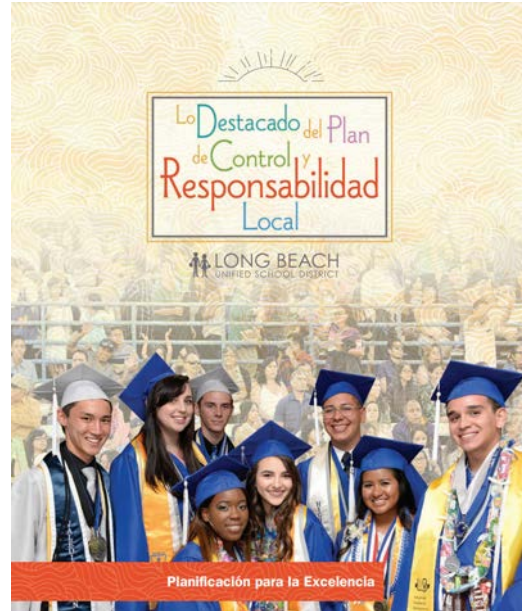
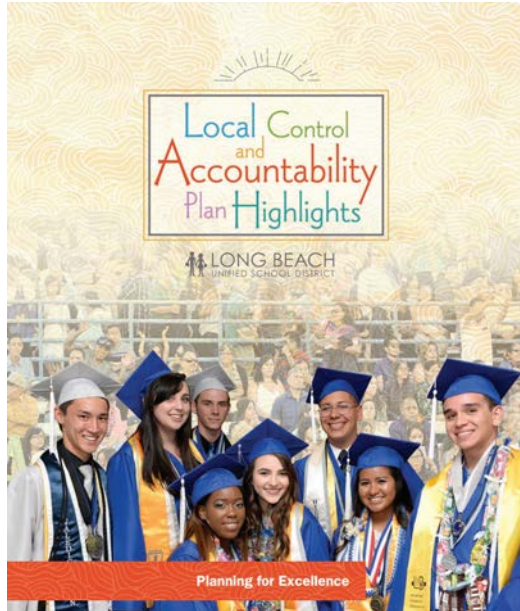
Brief summary of district goals



CIE Plans for sites at lbschools.net

Distributed districtwide in multiple languages.

Same Work, Differentiated Communication



Distributed districtwide in multiple languages.

Goal 2

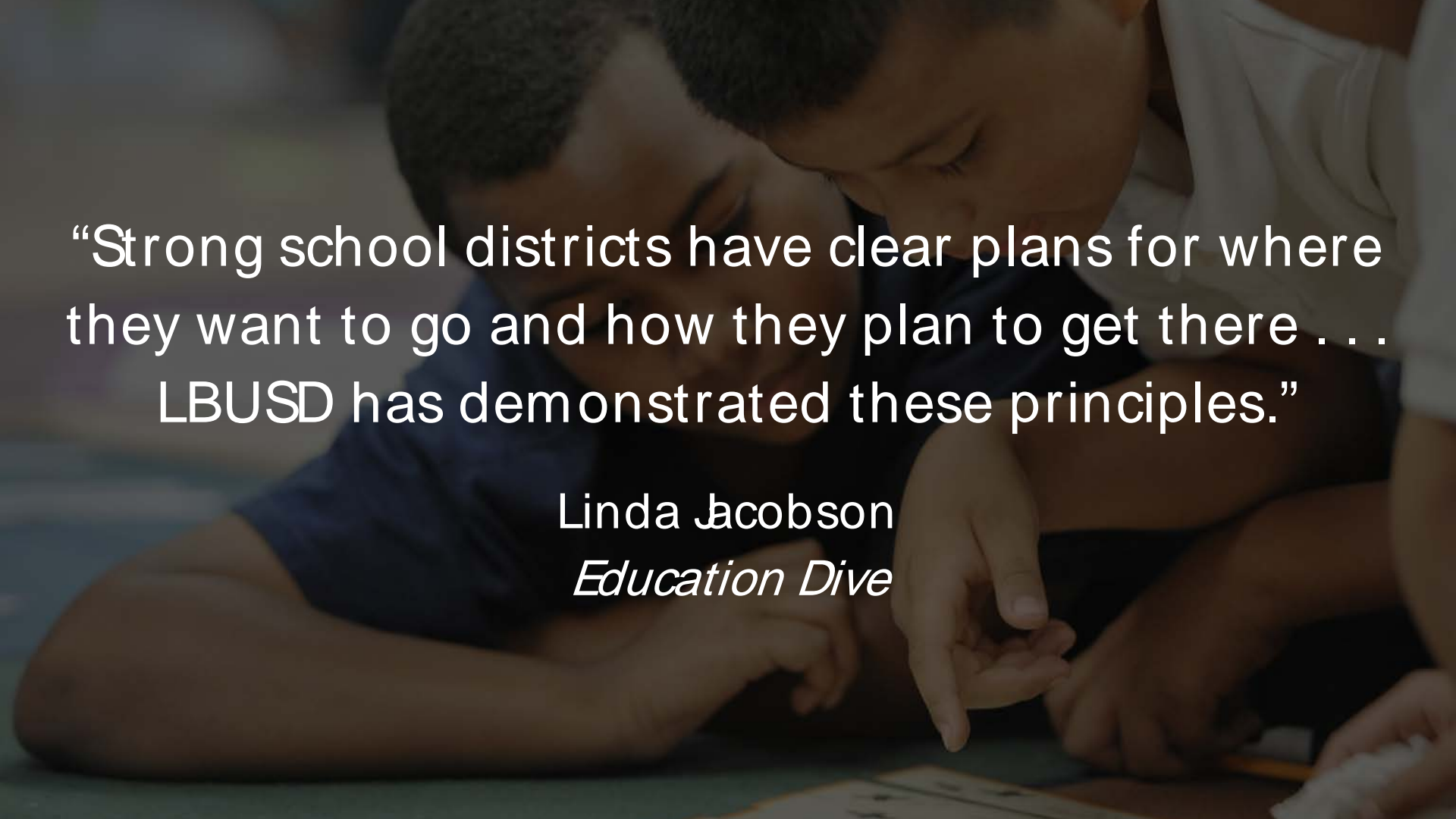
Districtwide LCAP Survey

"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."

Sample activities from the current LCAP include professional development for employees, literacy classroom teachers, library education, tutorials, instructional aides, English Learner services, and Early Learning Initiatives (i.e., Transitional Kindergarten, etc.).

What are your ideas for Goal 2?

Your answer

A group of students, including a young boy in a blue shirt and a girl in a white shirt, are gathered around a table, looking intently at a document or book. The scene is dimly lit, with the focus on the students' faces and hands. The text is overlaid on the image in white, with the main quote in a larger font and the attribution in a smaller font below it.

“Strong school districts have clear plans for where they want to go and how they plan to get there . . . LBUSD has demonstrated these principles.”

Linda Jacobson
Education Dive

California School Dashboard



Graduation Rate



English Language Arts



English Learner Progress



Mathematics



Suspension Rate

No indicators in the two lowest performance levels.

Graduation Rate

“Green” Performance Level

- Overall District
- All Major Ethnic Subgroups

“Increased Significantly”

- English Learners
- Students with Disabilities



Suspension Rate

“Green” Performance Level

- Overall District
- Socioeconomically Disadvantaged
- Hispanics
- English Learners



Performance Gaps

Graduation Rate

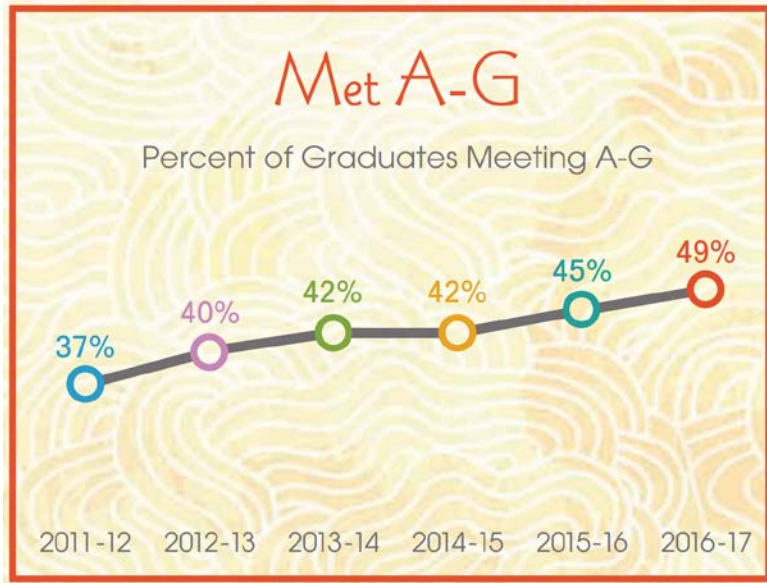
- Foster Youth and Students with Disabilities
- Both have increased, but gaps still exist.

Suspension Rate

- African Americans, American Indians, Foster Youth
- All three have progressed, but gaps still exist.

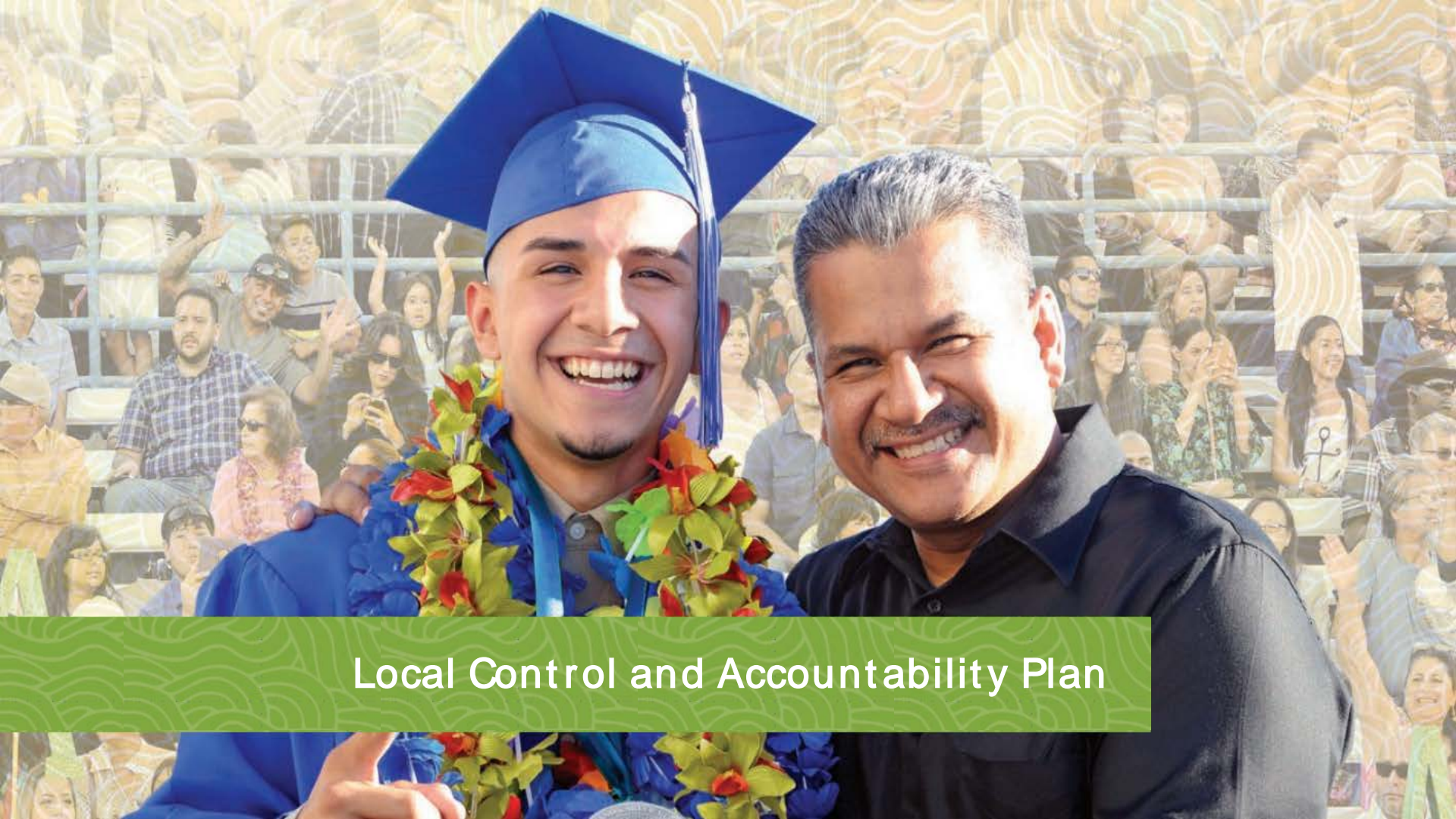


College and Career Readiness



Performance Growth

- ELA and Mathematics
- Advanced Placement
- A-G Completion
- College Promise Enrollment
- College Scholarships



Local Control and Accountability Plan