

LONG BEACH UNIFIED SCHOOL DISTRICT

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Dear Community:

Thank you for taking the time to provide valuable input and questions regarding the first drafts of the Local Control and Accountability Plan (LCAP). Your thoughts gave LBUSD insight into the needs of students and helped the work in developing the LCAP- whether at in-person district committee meetings or through the ThoughtExchange® and other electronic surveys.

As you know, the first draft of the LCAP was posted on April 27, 2022, at www.lbschools.net/LCAP. In addition to the LCAP, an opportunity to ask questions and provide further input was also posted the same day. Staff presented the draft LCAP at the District Community Advisory Committee (DCAC) on April 28, 2022, and the District English Learner Advisory Committee (DELAC) on May 2, 2022. These presentations are part of a comprehensive budget development community outreach, which included meetings with all district parent committees, a hybrid community convening, and updates to the LBUSD Board of Education, which has been ongoing since February.

A second draft of the LCAP was posted on May 27, 2022. District staff presented highlights of the second draft to DCAC on May 26 and to DELAC on June 6. The opportunity to provide feedback continued in the same format and response location at www.lbschools.net/LCAP. We are recommending approval of the LCAP to the LBUSD Board of Education on June 22, 2022.

The following represents follow-up comments from LBUSD in response to DCAC, DELAC and the input survey as posted on the LCAP webpage. For ease of reading this report, LBUSD is responding to the input survey by categorizing the questions based on the theme of the questions. Each category contains the exact questions that were received in the input survey. LBUSD did not edit the questions that were posed by the community; they appear with the language that the original question was posed first and the translation second.

Category	LBUSD Response
LCAP Information	
What is LCAP ¿Qué es el LCAP?	The Local Control and Accountability Plan (LCAP) is a tool for school districts to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
Donde puedo recibir mas informacion Where can I get more information?	The LCAP webpage has been updated frequently to reflect the process by which it has been written, revised and presented. All LCAP and budget related documents can be found on one webpage. We invite the community to visit the LCAP webpage at: www.lbschools.net/LCAP
informacion clara y presisa en pocas palabras del LCAP Clear and precise info in as few words as possible on LCAP.	We recognize that the LCAP is a bulky document. That said, the state mandates the use of the state-approved template,

<p>Why are pupil services (#5.1 & #5.2) divided into a base and S&C action? How is that split determined? ¿Por qué los servicios de los estudiantes (#5.1 y #5.2) están divididos en una base y una acción S&C? ¿Cómo se determina esa división?</p>	<p>presumably to standardize this important document for every district in the state. Staff at LBUSD has presented chunks of the LCAP during budget development and engagement sessions at the LBUSD Board of Education meetings since February, as well as at DCAC, DELAC and other parent group meetings.</p> <p>We encourage families to watch the clips of the LCAP presentation from staff to understand the overall budget which can be found here: https://www.youtube.com/watch?v=u5ex_ZO5I1U in English and https://www.youtube.com/watch?v=Jc7BKO0qIJc in Spanish (fast forward to 1:15:00). Presentations of the LCAP can be found on www.lbschools.net/LCAP.</p> <p>We hope the updates to the Board, the presentation decks, and attendance to our parent group meetings gave various ways to be informed about the LCAP.</p> <p>LBUSD is planning to create a summary version to assist in readability. When completed, the summary version will be posted at www.lbschools.net/LCAP</p> <p>Pupil Services in Goal 5 is divided into a base (Action 5.1) and supplemental/concentration (Action 5.2) line items because of the nature of their services. Action 5.1 is the base allocation of counselors and nurses. Action 5.2's focus is additional nurses, health assistants, and psychologists whose site-based function provide 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. The split indicated for pupil services is a divide between base allocations of nurses, counselors, psychs and then additional time utilizing the supplemental and concentration allocation.</p>
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LCFF Funding

<p>Tengo preguntas como se usan los fondos adecuadamente How are funds adequately used?</p> <p>Cuales programas estan basados sobre las minorias y en que se basan. Se estan dando equitativamente los fondos. What programs are there for minorities and how are they determined? Are the funds distributed evenly?</p> <p>me gustaria mas informacion como estasn usando los fondos para los distritos? How are funds used for the districts?</p> <p>De que manera se estan distribuyendo los fondos?</p>	<p>The LCAP itself describes the use of LCFF funds. Each action listed in the LCAP provides a description of the program or service and a budget for each action. Each school district in California presents its LCAP to its community.</p> <p>While school funding formulas (LCFF, Title I, etc.) are not tied to race and ethnicity, the Local Control Funding Formula recognizes the unique challenges of students with specific backgrounds and the state defines them as “unduplicated pupils”: English Learners, foster youth and students from low income households. These “unduplicated” students are the foundation for districts to receive Concentration and Supplemental LCFF funding. School districts receive additional funding equal to 20 percent of the base LCFF funds for each “unduplicated” student. These concentration grants go to districts in which more than 55 percent of students are “unduplicated”. LBUSD is one of those districts.</p> <p>Programs and services are listed in the LCAP as “Actions”. In this year’s LCAP, here is the breakdown of Actions and their budgets by Goal:</p> <ul style="list-style-type: none"> • Goal 1: Basic Services - 3 actions - \$114.5 M
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<p>In what way are funds being distributed?</p> <p>¿ real mente llegan los fondos en la escuela de mis hijos. Where do the funds to my child’s school really end up?</p> <p>Cuanto dinero para cada escuela en las que tengo coneccion Poly y Franklin. How much money for each school? I am connected to Poly and Franklin.</p>	<ul style="list-style-type: none"> ● Goal 2: Supportive Schools - 4 actions - \$7.8 M ● Goal 3: Academic Progress - 13 actions - \$608.4 M ● Goal 4: College & Career Readiness - 3 actions - \$22.1 M ● Goal 5: Active Engagement - 7 actions - \$48.2 M <p>Each school receives a portion of the Local Control Funding Formula (LCFF) as described in Action 3.10 in the LCAP. The school site council makes recommendations about key site programs or services that help meet the needs of students at their site. As Action 3.10 in the LCAP shares, each school receives an allocation of LCFF funds. Each school receives the same amount per “unduplicated pupil”.</p> <p>School Budget allocations can be found at: https://www.lbschools.net/Departments/School_Budgets/ Schools list their budgeted programs and services in their School Plan for Student Achievement (SPSA). Another way to understand and be part of the decision-making for your school site budgets, parents can join their school site council.</p>
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Engagement Process

<p>my input will be counciler we need more teacher and perants support Mi opinión se va a considerar. Necesitamos más apoyo de los maestros y padres</p> <p>que seguridad tengo que escuchen mis peticiones o necesidades What assurances do I have that my requests or needs are listened to?</p> <p>Family engagement has been an expressed challenge since we returned from the pandemic. What new strategies, programs, and positions will the district be trying out next year to improve in this area? El compromiso familiar ha sido un desafío expresado desde que regresamos de la pandemia. ¿Qué nuevas estrategias, programas y posiciones probará el distrito el próximo año para mejorar en esta área?</p> <p>Which schools have parent liaisons/ community outreach types of positions? ¿Qué escuelas tienen enlaces de padres/tipos de puestos de alcance comunitario?</p>	<p>This year, LBUSD sought 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.</p> <p>LBUSD has conducted the following engagement and informational presentations from February to the present to ensure we received input from the community:</p> <ul style="list-style-type: none"> ● DCAC: 2/24/22, 3/24/22, 4/28/22, 5/26/22 ● DELAC: 3/21/22, 4/4/22, 5/2/22, 6/6/22 ● CAC: 3/9/22 ● EONA: 3/8/22, 4/12/22 ● CIAAP: 3/14/22 ● PIEV: 3/31/22, 4/28/22, 5/26/22 ● Superintendent’s Parent Connection: 3/22/22 ● Community Hybrid Convening: 4/5/22 <p>In addition to these presentations, a ThoughtExchange was deployed that received 2,319 thoughts and 54,852 ratings from 2,352 participants. In addition, over 600 students participated in the ThoughtExchange, and district staff visited high schools to engage student focus groups about the LCAP.</p> <p>The Board of Education was also updated with presentations on: 2/16/22, 4/13/22, 5/4/22, 5/18/22 and 6/1/22.</p> <p>We invite the community to review the Educational Partners sections of the LCAP, which begins on page 9 of the draft LCAP. This section describes the various engagement actions that LBUSD took, a summary of the input from the community, and how the LCAP was influenced by community input.</p>
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	<p>Engagement is indeed a challenge- but one in which LBUSD wants to strengthen the partnership with parents and community. LBUSD has employed a variety of strategies, including in-person (when allowed), virtual, hybrid model, live streaming, social media, ThoughtExchange, phone hotlines, Parent Vue, Peachjar, website, School Messenger, Canvas, YouTube, etc. LBUSD's Chief Communications Officer and the Equity, Engagement and Partnership Office are studying data from the various engagement activities to look at effectiveness and how to improve outreach/engagement. In addition, at two Parent Connection meetings, the participants were asked to rate the methods that they felt were most effective in terms of communication.</p> <p>The following schools invested in school community liaisons and/or parent involvement specialists, primarily using Title I or Title I Parent Involvement funding:</p> <ul style="list-style-type: none"> ● King ● Jordan (2) ● Cabrillo (3) ● Jefferson <p>In addition, Parent University has 2 Parent Involvement Specialists and the Translation Unit has 6 Translator-Interpreters on staff. The Parent Involvement Specialists (both bilingual) assist families through interpretation at district meetings (e.g. Parent Connection, Parent University workshops) and in-person consultations for school choice and other Parent University work with families.</p>
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World Languages

<p>Acerca del programa de lenguas extranjeras en la High school/... como obtener mas informacion About foreign language in HS...how to obtain more information</p> <p>como estan usando los fondos que resive el distrito para apoyar a los estudiantes de long beach y si estan dando apoyo al idioma espanol How are funds the district receives being used to support Long Beach students and are they supporting the Spanish language?</p> <p>que nuestra comunidad es importante , cuantos maestros van a contratar para enseñar espanol? That our community is important. How many teachers will be hired to teach Spanish</p>	<p>In Middle and High School, LBUSD has course outlines for 4+ year courses of World Language study in the following 8 languages. These courses are approved for use at schools, however, each individual school determines the offerings on a yearly basis:</p> <ul style="list-style-type: none"> ● American Sign Language 1-2, 3-4, 5-6, 7-8 ● Chinese 1-2, 3-4, 5-6, AP Chinese Language and Culture ● French 1-2, 3-4, 5-6, 7-8 and AP French Culture; with a course outline for French for Spanish Speakers ● German 1-2, 3-4, 5-6 with outlines for German 7-8 and AP German Language and Culture ● Italian 1-2 through 7-8 ● Japanese 1-2, 3-4, 5-6, 7-8, Honors 5-6 and AP Japanese Language and Culture ● Khmer 1-2, 3-4, 5-6, 7-8 ● Spanish 1-2, 3-4, 5-6, 7-8; AP Spanish Language and Culture, AP Spanish Literature; IB Spanish courses at 2 levels ● Spanish for Spanish Speakers 1-2, 3-4, 5-6, 7-8 <p>We also have course outlines geared towards our native/heritage speakers that include translation and interpretation skill building, which require high levels of oral proficiency in Spanish. For more detailed information about each course, see the LBUSD Course Catalog: World Languages</p> <p>A success story in our middle schools: World Languages Spanish courses expanded from 70 students in 2021 to 573 in 2022.</p>
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	<p>One way that LBUSD has embraced Spanish is through Dual Immersion (DI). LBUSD Dual Immersion Programs implement a two-way dual language model of instruction, serving native speakers of English alongside native speakers of Spanish. Students from both language groups attend class together, learn from each other and receive academic instruction in both languages. The DI program has the following goals:</p> <ul style="list-style-type: none"> • Bilingualism & Biliteracy • Students become balanced bilinguals • High Academic Achievement • Students meet or exceed grade level standards in both English and the target language • Sociocultural Competence <p>This year, LBUSD features 8 Dual Immersion Schools, with Riley Elementary School's expansion that began this school year. DI in LBUSD has two different models: 90/10 and 50/50. The 90/10 model is a dual language instructional model where, beginning in Kindergarten, 90% of instruction is in a target language, and 10% of instruction is English. The percentage of instruction in English increases in each subsequent grade until reaching a 50/50 distribution in 4th through 8th grade. The 50/50 model is a dual language instructional model where 50% of instruction is in a target language and 50% of instruction is in English from Kindergarten through 8th grade.</p> <p>The LBUSD Equity and Excellence Policy, adopted this year by the Board of Education, centers 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. The BIPOC acronym is used throughout the policy to reflect the intersectionality that is inherently woven into racism, discrimination, and systemic oppression. 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.</p> <p>The hiring of teachers is dependent on the master schedules of schools and how many sections of a class is offered at a school. At this time, staffing is still being completed. We will report back once staffing and master scheduling is finalized.</p>
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State Seal of Biliteracy

<p>sobre el logo de los idiomas que se le otorga a cada estudiante en el certificado de high school. About the language certificate given to high school students</p> <p>Lenguas extranjeras como piensan seguir trabajando para aque los</p>	<p>The California State Seal of Biliteracy (SSB) is awarded to students who have attained high levels of bilingualism and biliteracy in two or more languages. The criteria is used to determine whether a student has achieved a high level of literacy and fluency in one or more languages in addition to English. In addition to the above, if the primary language of a student is other than English they shall demonstrate English proficiency on the ELPAC or equivalent test.</p> <p>The Multilingual office developed a communication strategy to encourage counselors and department heads to promote the SSB.</p>
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<p>estudiantes continuen con los servicios que ocupan los estudiantes para continuar con la forma de conseguir el sello del bilinguismo Foreign language how do you plan to continue working on ensuring students receive the services needed to obtain the seal of biliteracy</p> <p>why is the district cutting budget for the state seal biliteracy program ¿Por qué el distrito está recortando el presupuesto para el programa del Sello Estatal de Alfabetización Bilingüe?</p> <p>porque el distrito esta quitando la oportunidad de adquirir el sello? Why is the district taking away the opportunity to acquire the seal?</p>	<p>School sites then encouraged students to consider how they might qualify for the seal. This year the Multilingual office, in partnership with the High School Office, arranged the purchase of Seal of Biliteracy medallions and ordered the seals from CDE which will be distributed to sites before graduation.</p> <p>See Flyer for more information.</p> <p>Currently (6/7/22), LBUSD is expected to award 537 State Seals of Biliteracy. Of these, 53% completed a 4-year course of study, while 47% demonstrated proficiency through an examination. There were eight languages that a SSB was earned, with Spanish as the largest group (74%). The other languages represented were: American Sign Language, Chinese, French, German, Japanese, Khmer, and Korean.</p> <p>The District is not cutting the budget for the SEAL of Biliteracy; in fact, it is adding resources to the Multilingual Office. Each school determines its class offerings based on a number of factors. The Multilingual Office has increased communication and awareness of the Seal of Biliteracy to support school sites to develop a plan with students to meet the necessary requirements.</p> <p>In addition, staff has started a multiyear data review of SSB eligible students and their path to completion. As part of looking closer at the data, we will look at patterns of student interest in the course of study and master schedule development. There has also been preliminary discussions of other supports for students, including more communication to eligible families, website enhancements to promote SSB, tutorials and/or preparation seminars for AP examinations, and the exploration of dual enrollment to provide more options for students.</p>
<p>Language Acquisition Programs</p>	
<p>Que por ciento de padres necesitan para poder pasar un programa que ayude a nuestros estudiantes de segundo idioma. What percentage of parents are needed to approve a program to help students learning a second language?</p>	<p>Assuming this question is referring to a language acquisition program that is not available as an option at a school, Proposition 58 outlines the following:</p> <ul style="list-style-type: none"> -When parents/guardians of 30 or more students in a school make a request for a new language acquisition program; -or- -When parents/guardians of 20 or more students in a grade level in a school makes a request for a new language acquisition program <p>There is a mandated process, including a district feasibility analysis. For more information, please click here.</p>
<p>English as a Second Language</p>	
<p>me interesa saber que se tome en cuenta las minorias y sus necesidades para los alumnos que son inmigrantes, y que tienen ingles como segunda lengua What is taken into account for minority students and their needs as immigrants acquiring English as a second language?</p>	<p>English Learner support is touched in many different actions of the LCAP, such as tutoring, mental health supports, and other areas where LBUSD provides services and interventions for students in need. More specifically, Action 3.7 focuses on providing support to English Learners and their families. These efforts include the following:</p> <ul style="list-style-type: none"> • Translation/interpretation services, which was expanded with additional staff this year • English Language Proficiency Assessments for California (ELPAC) administration,

Como distribuyen los fondos para los programas que apoyan a los estudiantes que estan aprendiendo ingles.

How are funds distributed across programs that support students learning English?

What specific supports are provided to LTELs and students identified as at-risk of becoming LTELs.

¿Qué apoyos específicos se brindan a los LTEL y a los estudiantes identificados como en riesgo de convertirse en LTEL?

- Parent involvement, and technical assistance to schools
- 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, including robust training and coaching in designated and integrated ELD.
- 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.
- A new platform, Ellevation, 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, each school receives an allocation of LCFF funding (LCAP Action 3.10) where school site council- with consultation from the English Learner Advisory Committee (ELAC) makes recommendations about key site programs or services that help meet the needs of students at their site.

The New LBUSD Multilingual office has been established to meet the needs of multilingual students, encompassing English Learner services, Migrant Education, Dual Immersion, and World Languages. This coming year, the office is expanding even further to provide additional on-site support to help school sites meet the needs of English learners. As newcomer students new to the district, the Multilingual Office staff meets with the student’s teacher to provide instructional support to meet their unique needs as they acquire English language proficiency. The Multilingual Office staff provides newcomer students with supplemental material (bilingual dictionaries - English/student’s primary language). A Chromebook that contains software applications in which students can log in both at home and at school to increase their English language proficiency is assigned to them. In addition, when available, a college student/paraprofessional is assigned to a site(s) with a high number of newcomers to provide primary language support to ensure students have access to the core curriculum, despite their language barrier.

Furthermore, newcomer students are placed in a class that will support their acceleration of the English language as they receive both integrated and designated English Language Development. An additional 8 teachers were added in middle schools to increase enrollment in CCR courses for English Learners.

Support for students learning English begins in each classroom. English Language Development (ELD) instruction is designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. ELD takes 2 forms: Designated and Integrated.

Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English.

	<p>Integrated ELD is instruction that is provided to ELs throughout the school day and across all subjects by teachers. The purpose of this instruction is to strengthen ELs' abilities to use English as they simultaneously learn content through English.</p> <p>Long term English Learners (LTELs) are students who are still progressing toward redesignating to fluent English proficient. LBUSD acknowledges its commitment to providing supports to LTELs. Specifically, the second draft of the LCAP adds a new platform that we believe will be beneficial to LTELs, as well as English Learners. Action 3.7 details a new platform (“Ellevation”) which is used in several California school districts. It is designed to assist classroom teachers and school leaders in ensuring the success of English learners. The 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, which should prove invaluable in assisting teachers to support their EL, LTELs and those at risk of becoming LTELs. The Ellevation platform tracks student progress toward English fluency and monitors students into and beyond the phase of redesignation. 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. LBUSD will begin use of this tool in the Fall.</p>
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Parent and Teacher Support

<p>me gustaria saber si la capacitacion para el personal de las escuelas sera en todas las del distrito Will training for staff be at all schools in the district?</p>	<p>The relationship between parent and teacher is an important one. We acknowledge that a parent is the first teacher and has a major impact on growth and development. Research has consistently shown that quality core instruction is the number one factor in student success. As such, LBUSD is planning to re-calibrate our core instruction and update our “Understandings” to focus on quality instruction in classrooms. Professional development for teachers will begin this summer. The goal is to improve the connection between parents and teachers to work together for a better academic outcome for our students.</p> <p>This summer (2022), all teachers will be engaged in at least 16 hours of instructional and operational professional development, including Preparing an Equity-centered Classroom, Creating a Welcoming Learning Space, Building Relationships and Community, and Leveraging Restorative Justice Practices.</p> <p>In addition, each school site presents training throughout the year specifically designed to meet the needs of the school.</p>
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Tutoring

<p>yo quisiera que los fondos se invierte mas en las tutorias porque hay salones con muchos alumnos y necesitan mas</p>	<p>Tutoring is an important intervention for student achievement. The LCAP describes this in Action 3.12. In recognition of the importance of tutoring, LBUSD has braided tutoring in other resources as well, including over \$4.5M from one-time ESSER</p>
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<p>atencion para que llegue mas el aprendizaje que se le pretende darle a cada nivel.</p> <p>I would like funds to be invested in tutoring because classrooms have many students and they need more attention to learn at each level.</p>	<p>(Elementary and Secondary Emergency Relief) funding. This is described in the LASP.</p> <p>If your student needs tutoring services, please first talk to your teacher and learn what is available to support the student's academic growth.</p>
<p>Enrichment & Interventions</p>	
<p>What are the districtwide, in-school enrichment offerings besides the Elementary Music Program?</p> <p>¿Cuáles son las ofertas de enriquecimiento en la escuela en todo el distrito además del Programa de Música para Primaria?</p> <p>What kinds of enrichment programs are offered by school sites and how are they paying for it? A table, matrix, or other tool to compare programs and funding sources across districts would be helpful.</p> <p>¿Qué tipos de programas de enriquecimiento ofrecen las escuelas y cómo los pagan? Sería útil contar con una tabla, matriz u otra herramienta para comparar programas y fuentes de financiación entre distritos.</p> <p>Is there a central department or staff person that tracks enrichment across the district? If not, who are the people that monitor and support school sites in this area?</p> <p>¿Hay un departamento central o un miembro del personal que realiza un seguimiento del enriquecimiento en todo el distrito? Si no, ¿quiénes son las personas que monitorean y apoyan los planteles escolares en esta área?</p> <p>What are the existing duties of the intervention coordinators? Are they reviewing individual student progress and developing and implementing support plans for English learners and other high-need students that involve the teacher, family, and student? How can families identify the intervention coordinator at their school if they need support?</p> <p>¿Cuáles son las funciones existentes de los coordinadores de intervención? ¿Están revisando el progreso individual de los estudiantes y desarrollando e implementando planes de apoyo para los estudiantes de</p>	<p>Enrichment programs are mostly non-centralized programs that are based on needs of the students at a school and site funded. For the LCAP, Action 3.10 allocates LCFF funds to all school sites and the school site council makes recommendations about key site programs or services that help meet the needs of students at their site. This includes enrichment activities. At most sites, enrichment looks like interventions in order to support academic needs of students. However, LCFF funds can be used for a myriad of programs, such as after-school clubs and other non-academic interest programs.</p> <p>Within the LCAP, Actions 3.5 (Literacy Support) and 3.8 (Math Support) references enrichment as interventions after-school and Saturday programs, as extended learning opportunities. In addition, Tutoring (Action 3.12) is also referenced as extended learning. The Black Student Achievement Initiative (Action 3.13) lists several recommendations of enrichment activities. For site-funded programs, the monitoring of activities, especially interventions, is site-based. Highly recommended for monitoring by school personnel, LBUSD has an internal tracking system with the research data system called Intervention Tracker, which sites are able to access to monitor effectiveness down to the student level. For the large scale tutoring program, LBUSD is monitoring the programs for effectiveness- both the contracted providers and student participant growth.</p> <p>Intervention Coordinators provide Tier 1 intervention to accelerate learning in the core classroom by facilitating schoolwide professional development, facilitating grade-level and department-level lesson study and unit study and modeling, coaching and co-teaching with individual teachers. Additionally, Intervention Coordinators coordinate Tier 2 (small group) and Tier 3 (individual) interventions in order to mitigate learning loss for at-risk students. Typically, the principal, counselor, intervention coordinator and classroom teachers/department heads work together to identify students in need for Tier 2 and 3 support.</p> <p>At the school site, counselors have been provided de-escalation training. Restorative Justice training and Safe and Civil Schools training have specific de-escalation workshops within their comprehensive training. Restorative Justice training has been expanding in recent years to many schools in the district and all schools participated in the past in Safe and Civil Schools training. All School Safety and Emergency Preparedness personnel receive de-escalation training on an ongoing basis.</p>

<p>inglés y otros estudiantes con grandes necesidades que involucren al maestro, la familia y el estudiante? ¿Cómo pueden las familias identificar al coordinador de intervención en su escuela si necesitan apoyo?</p> <p>Are ELs and Black students receiving any specific and tailored support or is the intervention one-size-fits-all based on the test scores? ¿Los estudiantes negros y EL reciben algún apoyo específico y personalizado o la intervención es única para todos según los puntajes de las pruebas?</p> <p>Does the district currently provide de-escalation training to any of its staff? If so, how often, who receives the training, who gives the training, and is it mandatory or voluntary? ¿Actualmente el distrito proporciona capacitación sobre desescalada a alguno de sus empleados? De ser así, ¿con qué frecuencia, quién recibe la capacitación, quién la imparte y si es obligatoria o voluntaria?</p>	
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Black Student Achievement Initiative

<p>How were Black Student Achievement Initiative (BSAI) funds spent specifically in 21-22? ¿Cómo se gastaron los fondos de la Iniciativa de Rendimiento de los Estudiantes Afroamericanos (BSAI) específicamente en el 21-22?</p> <p>What were the successes and challenges of BSAI implementation in 21-22? ¿Cuáles fueron los éxitos y retos de la implementación de BSAI en el 21-22?</p> <p>What is the district planning to do differently in 22-23 in BSAI implementation? ¿Qué planea hacer el distrito de manera diferente para el 22-23 en la implementación de la BSAI?</p> <p>How many FTE staff are dedicated to implementing BSAI? Is there anyone whose full-time focus is on BSAI?</p>	<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. The funding spent this year focused on two implementation areas: (1) HBCU Expo trips and (2) Black Student Achievement Symposium.</p> <p>In the second draft of the LCAP, there are several recommendations from the advisory committee listed as additional supports to begin implementation and planning in 2022-23 school year, namely:</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. • Sankofa Afterschool - Students will participate in a program that is an extension of the Sankofa Saturday programming.
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<p>¿Cuántos empleados FTE están dedicados a implementar la BSAI? ¿Existe alguien cuyo enfoque de tiempo completo sea la BSAI?</p> <p>Will the district carryover unspent funds from the 21-22 BSAI allocation to the 22-23 budget, on top of the \$750,000 that has been allocated to BSAI for 22-23?</p> <p>¿Transferirá el distrito fondos no gastados de la asignación BSAI 21-22 al presupuesto 22-23, además de los \$750,000 dólares que se han asignado para la BSAI de 22-23?</p>	<ul style="list-style-type: none"> • 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. <p>The committee will continue to work on a plan of implementation for the 2022-23 school year, with the new budget allocation of \$750,000. The LCAP is a one-year budget plan.</p> <p>LBUSD acknowledges the hard work of the committee members and looks forward to the ideas to add/strengthen the programs and services initiated by the Black Student Achievement Advisory Committee. The Deputy Superintendent and the Equity, Engagement and Partnerships Office coordinate the BSAI and work with the committee.</p> <p>A major success was the 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.</p> <p>It is important to recognize that beginning a new program, such as the BSAI, requires infrastructure building. The line item in this LCAP that pertains to the BSAI (Action 3.13) is one component of a promising effort to uplift our Black students and families and LBUSD does not view the Symposium as the culmination of the Initiative, rather it was 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.</p>
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Mental Health and Social-Emotional Support

<p>How is LBUSD increasing its investment next year in mental health above and beyond what it has done this year? Please be specific about any NEW positions (number and where they will be located) and NEW programs.</p> <p>¿Cómo aumentará el LBUSD su inversión el próximo año en salud mental más allá de lo que ha hecho este año? Sea específico</p>	<p>Even with the increased personnel with our students, LBUSD has received feedback to increase more personnel around teacher assistance, social workers, and nurses. Even with the implementation of the Wellness Centers and other SEL supports, it was clear students came back with much deeper challenges. Throughout this LCAP, there are numerous mental health supports. LBUSD is committed to keeping the services and supports in place to continue the process of supporting the whole child.</p>
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acerca de los NUEVOS puestos (número y dónde se ubicarán) y NUEVOS programas.

Can you provide a list of the counselor to student ratios at every school? What is the method for assigning counseling days to schools (i.e. is it based on enrollment or something else?) and how do schools “buy” additional days? Where is this documented?

¿Puede proporcionar una lista de las proporciones de consejero a estudiante en cada escuela? ¿Cuál es el método para asignar días de asesoramiento a las escuelas (es decir, se basa en la inscripción o en otra cosa?) y ¿cómo las escuelas “compran” días adicionales? ¿Dónde está documentado esto?

The wellness centers seem to have been effective in high schools, but there are many problems at the middle school level and very little support. What additional mental health supports are provided at the middle school level? What is the feasibility of bringing the wellness center model to that grade span?

Los centros de bienestar parecen haber sido efectivos en las escuelas secundarias, pero hay muchos problemas a nivel de secundaria y muy poco apoyo. ¿Qué apoyos adicionales de salud mental se brindan en el nivel de la escuela intermedia? ¿Cuál es la viabilidad de llevar el modelo de centro de bienestar a ese rango de grado?

What are the standard duties of counselors and how much time is spent on academic counseling versus social emotional well-being versus administrative duties? If it varies by grade level, school, and counselor, what types of support and accountability exist to make sure that counselors are fulfilling student needs?

¿Cuáles son los deberes estándar de los consejeros y cuánto tiempo se dedica al asesoramiento académico frente al bienestar socioemocional frente a los deberes administrativos? Si varía según el nivel de grado, la escuela y el consejero, ¿qué tipos de apoyo y responsabilidad existen para garantizar que los consejeros satisfagan las necesidades de los estudiantes?

The following staff were added this year to help address social and emotional learning (SEL), suicide prevention, and student support services:

- Two attendance social workers
- Three Family Resource Center staff
- 3.4 Full Time Equivalent (FTE) school psychologists
- 11 FTE High School Wellness Center staff
- Three foster youth social workers
- Two homeless youth social workers
- MTSS Program Administrator and TOSA
- Two SEL Coaches (elementary & secondary)
- Administrative Assistant, Student Support Services

LBUSD 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.

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 an other funding source.

Each school has an allocation of counselor time. The counselor’s primary responsibility is to provide counseling/mental health supports for students- individually or in groups- to meet their developmental needs, including both social-emotional and academic support. There are other duties, including assessments, attendance, behavioral interventions, participation in Student Study Teams (SSTs), enrollment and course placements. Time spent in these (and other) activities is dependent on the daily needs of students. The principal of a school is responsible for understanding and implementing supports for students, including counseling support.

Counselor ratios for schools can be found in the School Accountability Report Cards, which are located at <https://www.lbschools.net/Schools/sarcs.cfm> . The data is located in the “Other” section for each school. School counselors are assigned to schools through consultation with Head Counselors at the Level Offices and the Level Assistant Superintendents who have deep knowledge about schools and student need. Schools are able to add to their base assigned time by using site funding approved by the School Site Council. Typically, this is discussed in January or February for a placement for the following school year. This approval is documented in the School Plan for Student Achievement (SPSA).

Students in need of support should be encouraged to speak to a trusted adult at school so that they can receive the assistance that is needed. Counselors are part of the equation, but LBUSD has psychologists, social workers, therapists and other helpful professionals. The following are additional supports provided by LBUSD:

- The LBUSD **Family Resource Centers (FRCs)** provide support services to meet the social, emotional and behavioral needs at a cluster of 32 schools. The FRCs main offices are located at Chavez Elementary School, Signal Hill Elementary

Are there any mental health staff on-site at schools? If so, which schools, which providers, how often are they there, and how do students access them? Please be specific about positions and the types of services they can provide.

¿Hay personal de salud mental en las escuelas? De ser así, ¿qué escuelas, qué proveedores, con qué frecuencia están allí y cómo acceden los estudiantes a ellos? Sea específico sobre los puestos y los tipos de servicios que pueden proporcionar.

School, Lindbergh Middle School and Stephens Middle School. The FRC staff consist of School Counselors, School Psychologists, and School Social Workers. They collaborate with schools and offer comprehensive student services that include short-term individual counseling and/ or small group counseling. They also work collaboratively with families to connect them to community resources, school-based services and parent education workshops. The services provided by FRC staff will be at no cost to students and families enrolled in a FRC school.

•For more than a decade, LBUSD has worked in collaboration with the **Department of Mental Health and eight community mental health agencies** to bring mental health services into the schools. The focus of the collaborative is to make services accessible to students and families experiencing emotional or behavioral challenges and needs.

•LBUSD has a **district-wide crisis response team** that is available to assist schools in the event of a crisis that requires more resources than a school site has available. The district team is made up of school psychologists, school social workers, school counselors, and school nurses. All members of the team have received extensive school crisis response training. Team members are stationed at various school sites and are called in when there is a crisis event. Some activities of the district crisis response team include, but are not limited to, psychological first-aid, immediate coping counseling, teacher consultation, and administrative support.

•**Wellness Centers:** At the high school level, 11 High School Wellness Centers are student driven and provide access to trusted adults, local community resources and services such as counseling, community engagement, empowerment workshops, case management and peer-to-peer support. Our Centers also support school staff by providing tools to further understand and motivate students to thrive in the classroom and beyond. Expansion of the wellness centers to the middle schools is budgeted for next year from an other resource.

•**Therapeutic Response:** Two contracted therapists are available in response to crisis, providing social-emotional support, comfort and specific problem solving in difficult situations.

•**Mental Health Resources:** LBUSD maintains a host of community resources that can be found [here](#).

In the engagement effort, LBUSD focused on receiving input about programs and services, rather than funding. As a result of the hundreds of thoughts from all of the community input and out of respect for the community's time to give input, LBUSD finds it necessary to provide a Community Input Budget Report. This report will share in greater detail many of the shared input that is not a part of the LCAP but may be a part of another budget or plan. The report will be published in June.

Related to the work on the LCAP, LBUSD is producing an updated version of the Learning Acceleration and Support Plan (LASP), which is an attempt to give an easy-to-read account of how the LCAP and other funds (such as the one-time COVID relief funds) are braided to provide programs and services to meet the need of LBUSD students. The current LASP (and subsequent versions) can be found at www.lbschools.net/LASP.

In closing, I'd like to express my gratitude for the greater Long Beach community for stepping up to provide valuable input for the budget. We challenged you several times in "calls to action"...and you

responded! As stated in the LCAP, LBUSD *“acknowledges, and sincerely thanks 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.”*

In Community,

Dr. Jill A. Baker
Superintendent of Schools