

# LCAP Federal Addendum

## Long Beach Unified School District

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Link to the LCAP: [http://www.lbschools.net/Departments/Local\\_Control/](http://www.lbschools.net/Departments/Local_Control/)

### For which ESSA programs will LBUSD apply?

Choose from:

- Title I, Part A** Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part D** Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A** Supporting Effective Instruction
- Title III, Part A** Language Instruction for English Learners and Immigrant Students
- Title IV, Part A** Student Support and Academic Enrichment Grant

This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.

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\* Material Revisions- February 2022

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page. Each provision for each program must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

# Strategy and Alignment

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## *Strategy*

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*Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.*

LBUSD is committed to supporting the personal and intellectual success of every student, every day, and providing all children with as many postsecondary options as possible. In the process of raising academic performance and expanding college and career readiness, LBUSD strives to close the achievement gap. These objectives are reflected in our LCAP goals. Beyond ensuring that all students receive basic services that are fundamental to educational success, LBUSD aims to make academic progress on the Common Core State Standards, with growth targets that are higher for low-income students, African Americans, Hispanics, English Learners, Reclassified Fluent English Proficient Students, and foster youth than for their peers -- a nod to districtwide efforts to close the achievement gap. Mathematics, particularly the completion of Algebra by eighth grade, is an area of focus alongside the expansion of Advanced Placement courses. Beyond standard academic goals, there is an emphasis on social-emotional learning and school culture and climate. LBUSD collects extensive data related to these measures, which align with the longstanding "Long Beach College Promise," a district collaboration with Long Beach City College and California State University, Long Beach, to ensure that all students have premiere postsecondary opportunities in their own backyard.

LBUSD's tradition of excellence includes a commitment to efficiency and effectiveness in the basic operations that create safe, inviting, engaging, and supportive places for all students to learn. Teachers are highly qualified, well-trained, and assigned to the proper grade level and subject area. Instructional materials are high-quality, carefully selected, and enable differentiated educational experiences. Campus facilities are maintained in a way that enhances school culture and climate.

Technology increasingly drives district efforts to support all students while addressing their unique needs. Such efforts begin with teacher efficacy, and LBUSD maintains a vast professional development network called "myPD." This differentiated, blended learning system is personalized and self-paced, with a theory of action stating that, "given simple and multimodal access to high-quality, job-embedded, collectively-developed online and offline professional development, LBUSD staff will be better equipped with the tools, research, and professional learning opportunities to accelerate the implementation of Common Core and increase student achievement." Over 300 discrete courses were offered, spanning more than 2,000 separate occurrences of training and benefiting 10,400 participants. Online, asynchronous professional development was also delivered.

Similarly, LBUSD continues to modernize learning environments to help prepare students for 21st century careers. Every campus now has WiFi access throughout, and more than 65,000 Chromebook tablets are being used in classrooms, enhancing the core curriculum and differentiating based on student needs. In addition, half of campuses now have tablet devices, such as iPads, for every child. Computer labs have also been improved.

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## *Alignment*

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*Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.*

As suggested in LBUSD's LCAP Budget Overview for Parents, non-LCFF funds are used for "academic interventions and parent engagement (Titles I, III, IV), staff trainings (Title II), expanded learning opportunities beyond the school day (After School Education and Safety), intensified services for students in need (Special Education, Migrant Education, Indian Education, McKinney-Vento Homeless Assistance, etc.), work-based learning programs (Career Technical Education, etc.), and other supplemental federal, state, and local programs for student supports." The district ensures alignment between the LCAP and federal funds by requiring all schools and departments to create plans ("Single Plan for Student Achievement" for sites and "Goals and Objectives Action Plans" for central offices), in which services are directly linked to an LCAP goal. These plans incorporate both process and outcome data, are reviewed with affected stakeholders (School Site Councils, district advisory groups, etc.), and evaluated for effectiveness using quantitative and qualitative methods. Specifically, LBUSD requires site and/or district stakeholders to collect relevant information on the myriad ways that federal funds augment core services to deepen the positive impact on student success and achievement gaps. These analyses are ultimately provided to the Board of Education in either a written report or a public presentation. The Board conducts such reviews on a quarterly basis through a series of workshops, and with the Superintendent's support, ensures that all district resources are directed toward the same goals.

LBUSD utilizes numerous existing structures to communicate LCAP goals. Before the school year begins, the Superintendent convenes a Management Team Meeting, in which he and the Board of Education articulate districtwide priorities and key initiatives. Level Offices have monthly meetings and site visits of varying frequencies (with the neediest schools receiving more support than others) to ensure that plans are implemented with fidelity. Moreover, LBUSD holds a School Site Council Institute to bring the entire district on the same page. This training usually sees over 220 principals, teachers, parents, community members, students, and other participants from 80+ schools. The agenda typically involves discussion of LCAP goals and tools that sites can use to monitor their data, evaluate their interventions, and solicit input from parents and community members -- all with an eye towards aligning their federal, state, and local funds.

## Title I, Part A

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### *Parent and Family Engagement*

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#### *ESSA SECTIONS 1112(b)(3) and 1112(b)(7)*

*Describe how the LEA will carry out its responsibility under Section 1111(d).*

The Long Beach Unified School District has numerous, long standing structures in place for effective communication with key stakeholders, particularly when it comes to its strategic objectives. LBUSD also believes in systems reform –i.e., applying a consistent and equitable approach with high expectations for all schools and for all students. LBUSD has communicated alignment with the major initiatives/requirements, such as the LCAP, Strategic Plan, the Long Beach College Promise, and other locally driven initiatives.

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

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

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

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

Here is the formal means of family engagement:

- District Community Advisory Committee- District monthly meetings with families of Title I schools, SSC members and other parent leaders. Representatives from each of the Title I schools make up this parent advisory committee. These monthly meetings provide opportunities for parents to become involved and informed about the education of their children. Parents are also introduced to the various District programs (including interventions) that are available for their children. As representatives, parents are encouraged to disseminate information from the meetings to other parents at their school, in School Site Council, District English Learner Advisory Committee (DELAC), PTA, or staff meetings.
- School Site Council Institute- Bi-annual convening of School Site Council representatives from each school site.
- District English Learner Advisory Committee- District monthly meetings with EL families and other parent leaders. Each California public school district, grades Kindergarten through 12, with 51 or more English learners must form a District-level English Learner Advisory Committee (DELAC). Parents of English Learners participate in meetings about English Learner (EL) services which

include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

- Coalition of Informed African American Parents- District monthly meetings with African American families and parent leaders. As a District and CIAAP group we strongly believe that parents play an essential role in helping students attain success in school. We must work together as partners to make certain that all children meet high academic standards. To help make this happen, we provide parents/guardians with the information, tools, and skills that will empower parents to elevate achievement in their home, school, and community.
- Pacific Islanders Education Voyage- Monthly meetings with Pacific Islander families and parent leaders. The group holds presentations and discusses pertinent information and data about Pacific Islander student achievement.
- Superintendent Parent Connection- Superintendent's monthly meetings with parent representatives from each site.
- CORE Parent Survey- LBUSD surveys parents, staff and students in grades 4-12 on a range of school climate indicators that have been found to predict positive student academic achievement. The indicators fall under four broad areas of focus: Teaching and Learning, Knowledge of Discipline/Rules/Norms, Safety, and Sense of Belonging. LBUSD also supplements the climate survey with sections on Attendance, Safe and Civil Education, AP Courses (High school students only) and Technology. In addition to school culture and climate, we also assess the social-emotional learning of students. Four social-emotional competencies are included on the survey: growth mindset, self-efficacy, self-management, and social awareness.

The Title I Parent Involvement Policy is annually reviewed by the District Community Advisory Committee (DCAC). Most recently, DCAC reviewed the Parent Involvement Policy on November 18, 2021 and recommended no changes to the Board of Education adopted policy (12/6/2017).

Although LBUSD is not receiving Comprehensive Support and Improvement (CSI) grant funding, CDE has identified 5 CSI schools and 13 Additional Targeted Support and Improvement (ATSI) schools. Of the CSI schools, 2 are high schools identified for graduation rate and 3 middle schools identified as Low Performing. All CSI and ATSI schools will be receiving technical assistance to ensure that they complete a SPSA that addresses a comprehensive needs assessment (based on student performance data) and interventions are identified that specifically address student needs. This effort will be led by the School Site Council (SSC) who has the legal responsibility for developing a compliant SPSA, which embeds the CSI or ATSI plan. SSC involves parents in the joint development of the SPSA. In addition, the identified schools will be monitored by LBUSD State/Federal Programs office, Level Superintendents and the Superintendent to ensure that there is alignment between proposed expenditures and the reason(s) for the CSI/ATSI identification. LBUSD Budget Analysts will assist SSC in examining any potential resource inequities.

*Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.*

Board Policy 6020.1 contains fifteen components. BP 6020.1 is annually distributed, discussed and revised (if needed) by action of DCAC. Part of DCAC membership is to report to their site's SSC. It is also referenced in the annually distributed LBUSD Parent Guidelines under "Parent Involvement". The policy is also available in the school district's website under the Board of Education > Board Policies. Selected components are listed with action items as listed with the strategy (in parenthesis).

Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement; (This is accomplished by consulting with parents at district level parent group meetings, such as DCAC, DELAC and CIAAP. Each of these committees provide insight into the needs of parents and students and presents recommendations to the Board of Education or Superintendent.)

Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance; (School Site Council meetings serve as a forum for approval of the Single Plan for Student Achievement. Deliberations and approvals at the SSC meetings, especially with regard to the development of the SPSA Needs Assessment focuses on data to show needs. From there, the SSC approves activities to meet the needs of the students. The English Language Advisory Committee provides recommendations to the SSC for programs to assist EL students, using data specific to results of ELs.)

Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s); (To assist sites with this section of the policy, there is a central translation unit that support sites with oral interpretation for meetings and written translation for documents. In addition, with advocacy as a recommendation of DELAC, sites are encouraged to, "Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population.")

Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development; (The district has created two recommended presentations to address the required parent training: Understanding the Common Core State Standards and Understanding the Testing Process. Both presentations contain requisite components to comply with Title I regulations)

Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy,

as necessary; (Annually, parents, administrators, teachers, and other District staff meet to review and revise (if necessary) the District's parent involvement policy. The District provides the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance. At least 1 percent of the District's Title I, Part A funds is reserved for parental involvement and 90% of those funds is distributed to schools to be used for their parent involvement programs.

LBUSD has revamped the Parent University webpage with robust parent information, resources and video tutorials. The offerings are divided into sections as follows:

- Social Emotional Learning
- Videos of Parent Workshops
- Tech Support
- Family Resource Centers
- Self Care Monthly Calendar
- Community Resources
- Virtual Wellness Center

The School Site Council also uses resources for parent engagement as part of the Parent Involvement section in the SPSA. It is also worthy to note that Long Beach Unified School District commits additional resources for Parent Involvement beyond the 1% required reservation.

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### *Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children*

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#### *ESSA SECTIONS 1112(b)(5) and 1112(b)(9)*

*Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.*

Long Beach Unified School District has long advocated for using Title I strategically in upgrading the entire education program, particularly focusing on closing the achievement gap. The importance of closing the gap is found in the strategic plan and the LCAP. All schools in Long Beach have adopted operating its Title I as a Schoolwide Projects school.

One of the foundations of the work of School Site Council (SSC) at all schools is the development of the Single Plan of Student Achievement (SPSA), including the analysis of data for all students and the site's subgroups. This analysis of need leads the SSC to set the school goals for English/Language Arts, Math, English Learners and Culture/Climate Domains. SSC continues their work with approving activities and programs that address the needs that were identified in the analysis. As part of annual SSC training, the following four questions are recommended to guide discussion of activities/programs: (1) What data do we have to say this is a priority for us to fund? (2) Is this activity allowable and do we have enough funds? (3) Does this activity meet the needs of our students? (4) Is this activity targeting our students who are

having difficulty in school? By centering discussions on these four questions, the SSC can be confident that resources are used in a manner to meet the needs of students, ensure compliance, and stay focused on stated goals.

The evaluation of effectiveness of the SPSA revolves around two areas: Goal achievement and program impact.

- Goal achievement: The summative work of evaluation of the SPSA is completed in the Fall. SSCs analyze summative data (SBAC, CORE Survey, etc.) to determine to what degree did the overall SPSA activities funded impacted the results. Did the school meet or partially/not meet last year's goals for each of the four SPSA areas (ELA, Math, EL and Culture/Climate). Data is shared about promising practices/programs that impacted the attainment of the goals. In addition, this gives a jumping point for discussions about program modifications.
- Program Impact: SSC is also tasked with identifying strategies/programs/activities from the SPSA that contributed to meeting the goal and/or barriers that may have prevented the meeting of the goals.

No two schools are alike. Thus programs and activities funded through schoolwide programs differ. Just because another school uses a program does not necessarily mean that it will work at every school, with every type of learner. Tasked with improving student achievement for all students and students who are underperforming, approving programs and activities that meet the needs of students is the key to an effective SPSA. This is where analysis of ongoing data and goal achievement data is critical. If a program/activity is not proving effective, it should be revised or eliminated. Discussions should ensue about other possible activities that may improve results. If a program/activity is effective, can other students be targeted and would the program have the same positive growth effect? Can the school bring it to scale? SSCs should be engaged in these deliberations.

The SPSA is divided into the following sections:

- Needs Assessment
- Achievement and Interventions
- Climate
- Professional Development
- Parent and Community Involvement
- Assurances

Excluding the first and last sections, SPSAs include activities/programs approved by the SSC based on the goals and needs assessment, including interventions (and their associated materials) aligned with standards. Many sites use technology as a tool to implement the intervention. In addition, extending the school day is a popular strategy, by providing structured after-school tutoring. Some other examples of interventions included in SPSAs are: teacher planning time (hourly additional/sub release), counseling (FTE), EL Specialist (FTE), Reading Intervention Specialist (FTE), Safe and Civil Schools training and other positive school climate programs, supplemental materials, and parent involvement activities.

*Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.*

NA

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## *Homeless Children and Youth Services*

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### *ESSA SECTION 1112(b)(6)*

*Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).*

With nearly 5,000 homeless students identified within LBUSD, the Homeless Education program focuses on comprehensive case management to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district (BP 6173). It is also imperative that adequate resources are reserved to provide transitional services and referrals to community agencies so that students and families receive academic, health and social support. The Homeless Education Program, which is available to all sites (including non-Title I sites), identifies and eliminates potential barriers related to students' academic and social success. Case management may include some or all of the following:

- Reviewing the student's attendance records, discipline records (if any), health screen and student/parent conference logs.
- Reviewing the school-aged siblings' records.
- Contacting school site personnel for additional information/clarification.
- Conferencing directly with a secondary school student.
- Conferencing with the parent via phone, in person or a home visit.
- Assessing the student/family strengths and addressing their perspectives about school and barriers to education.
- Linking direct/indirect services such as assisting with enrollment, providing transportation assistance, providing school uniform/clothing support, providing basic toiletries and school supplies, coordinating with school support staff (nutrition services, site-based mental health services, school nurse, counselor, enrollment clerk, special education department, Head Start), coordinating with community agencies and partners.
- Monitoring ongoing support to check the appropriateness of the initial services provided.
- Revising ongoing services to make necessary adjustments as needed.
- School personnel and/or Homeless Education Program staff make adjustments by adding services based on the family's updated living situations and the student's academic success.

In conjunction with case management, the Homeless Education Program of LBUSD implements the following activities:

- Professional Development
- Parent Trainings
- After School Tutoring
- Summer School and Enrichment
- Data/Technology Upgrades
- Collaboration- with local social services, including the City of Long Beach's MultiService Center, local shelters, and Cabrillo Villages; with higher education institutions, including CSULB and LBCC; with early childhood education agencies, including Head Start and CDC.

The Title I Reservation provides for the aforementioned items and adequate resources are reviewed annually between the Title I office and the District's Homeless Liaison. In order to coordinate the case management and other activities, the Homeless Education Program office has the following personnel: Homeless Liaison, School Social Worker (solely focused on Homeless Education), and Transitional Services Community Worker (solely focused on Homeless Education and paid through the reservation).

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## *Student Transitions*

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### *ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)*

*Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.*

Transitioning students from Preschool to Kindergarten

Students will be given a smooth transition from preschool programs to the regular elementary kindergarten program. Each preschool program will vary slightly but there will be an overarching theme of literacy and mathematics with parent training embedded. All children entering kindergarten and their parents will be given a chance to attend one of five district Annual Kindergarten Festivals which focus on the expectations of kindergarten students, information on registration, and math and literacy training for parents. The City of Long Beach has multiple agencies at the Festivals to inform parents about the services they provide to families. LBUSD offers a Kindergarten Readiness Guide for Parents that addresses readiness skills with activities and links.

The following programs have these preschool transitional pieces:

**Special Education:** When the student makes the transition from preschool to kindergarten, an IEP meeting is held to discuss the child's placement and what would be the best kindergarten setting to meet the student's needs. Each student with an IEP has a transitional placement plan included in their annual IEP to allow for a smooth transition from preschool to kindergarten. Whenever possible, the receiving kindergarten teacher will be invited to the transitional IEP to become acquainted with the child and the parents.

**English Learners:** All EL preschoolers will be given ELD instruction through Total Physical response (TPR) and Specially Designed Academic Instruction in English (SDAIE) strategies. Parents also receive training on expectations and the standards for kindergarten.

**Head Start:** Throughout the year, Head Start children participate in Kindergarten readiness activities designed to foster the development of the whole child, with an emphasis on language on literacy. Near the end of the year, children visit a Kindergarten classroom as a concrete transitional learning experience. Ten of the district's Head Start programs are located on elementary campuses, the close proximity results in ongoing collaboration between kindergarten and preschool teachers. Head Start children enrolled at centers located on these campuses enjoyed shared learning environments with kindergarten children along with an acquaintance with kindergarten teachers. Children's portfolios, containing samples of their work, are given to parents to share with Kindergarten teachers. During the final Parent/Teacher conference, preschool parents are given the following materials: • Calendar of Ideas (for continued learning during the

summer) • Kindergarten readiness activities • Kindergarten reading list • Through a donation from Operation Bell, all children transitioning to Kindergarten receive a backpack and school uniform.

Child Development Centers Preschool Program: In this program, literacy is a focal transitional piece. Preschoolers are given instruction in Concepts about Print with alphabet knowledge and letter sounds. There is extensive work on small motor skills with use of writing and cutting tools. The Desired Result Developmental Profile is used to assess pupil performance and these results are shared with the elementary school. Curriculum mapping is used to ensure consistency of instruction in all CDC classrooms. The CDC also provides a tour of the kindergarten classroom.

This year, LBUSD convened a task force of Head Start, CDC and K-5 teachers and administrators to explore mechanisms and pedagogy to make the preschool transition into elementary school more seamless.

*Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:*

- A. through coordination with institutions of higher education, employers, and other local partners; and*
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

Transitioning students from Middle to High School and Beyond

As established in the Academic and Career Success Initiative, LBUSD is committed to preparing all students for college and the world of work. High School Choice is the first process for a smooth transition into high school. Beginning in the Fall of the 8th grade year, students begin the process of selecting which high school to attend for 9th grade. This process extends through the 8th grade year with high schools hosting 8th graders for “shadow days,” where 8th graders attend classes with a paired high schooler to experience the high school campus. High schools also host parent information night as well as participate in a city-wide high school choice summit. In December, 8th graders complete an online application for their high school choice. Final placements are completed by February.

During the summer, each high school provides an extensive incoming freshman orientation which involves upperclassmen assisting the new 9th graders. The orientation involves pre-registration into classes, issuance of textbooks, expectations, mentorship, relationship-building and a mock school day. The upperclassmen serve as mentors to the 9th graders in a formal manner to ensure a smooth transition, especially throughout the first semester.

Adults on campus, including skilled counselors, work with individual 9th graders to build relationships with students and to work on a path to graduation. Drop-in and referral counseling services are offered.

Linked Learning naturally builds bridges with the business and professional community. Linked Learning is a proven approach to education that combines college-focused academics, work-based learning and integrated student supports. By centering high school around industry themes, learning becomes relevant. Students graduate with the skills and confidence to succeed in college, career and life.

High Schools maintain a robust career center which provides a variety of opportunities to explore careers. Services include: career decision-making workshops, job postings, apprenticeship information, college application workshops, financial aide and scholarship workshops.

The Long Beach College Promise is a joint commitment by the Long Beach Unified School District, Long Beach City College, and California State University, Long Beach and the City of Long Beach to make higher education an attainable goal for every student. It includes many educational benefits and services. Most notably, it provides all incoming students at LBCC with a tuition-free first year, and it guarantees CSULB admission to Promise students who complete minimum college preparatory requirements. The three institutions pledge to assist students and families with these requirements by starting outreach services in 6th grade and continuing them through the college transition.

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### *Additional Information Regarding Use of Funds Under this Part*

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#### *ESSA SECTION 1112(b)(13) (A–B)*

*Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:*

- A. assist schools in identifying and serving gifted and talented students; and*
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.*

LBUSD's Consolidated Application reservations do not include services for gifted or digital literacy. The authorized reservations include:

- Administration, which include personnel for the leadership of state and federal programs, Equity & Engagement, Research, and early childhood education (CDC and Educare).
- Homeless Education (required)
- Parent and Family Engagement (required and supplemental), which includes Parent University, Community Workers, etc.
- Foster Care Social Worker
- Behavioral Specialist
- Male and Female Leadership Academy
- Assistance to Schools, which include a variety of centrally administered supplemental programs:
  - Middle School Summer Bridge
  - Homework Helpline
  - Travel/Conferences
  - Education Celebration
  - CORE
  - Summer Administrative Professional Development
  - Supplemental Examinations
  - Kinder Festival
  - Robotics
  - SEAL Summer Program
  - SSC Institute
  - APEX Online
  - Harmony Project

## Title I, Part A, Educator Equity

### ESSA SECTION 1112(b)(2)

*Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

Long Beach Unified School District used the definitions of ineffective, inexperienced, and out-of-field teachers provided by CDE along with 2020-21 local data to identify teachers in each category sorted by site.

LBUSD used multiple criteria in its data analysis to define the schools as “highest” or “lowest” rate of serving low income or minority students, as follows. LBUSD felt that using multiple criteria would present a clear picture of the gaps present.

Methods of data analysis to define the schools with “highest” vs. “lowest” rates:

1. 10 sites with the highest rates of (minority; low income) compared to 10 sites with the lowest rates of (minority; low income)
2. Sites with 75% or more (minority; low income) rate compared to sites with 74% or fewer (minority; low income) rate

In addition, LBUSD looked at data by level (elementary, middle & K-8 schools, and high schools).

#### LBUSD Teacher Workforce summary:

| Designation  | Definition   | LBUSD Teacher Workforce                                       |
|--|--|---|
| <b>Out-of-field Teachers</b><br><br><i>Total: 270<br/>(8.2% of workforce)</i>  | A teacher working under any of the following authorizations: <ul style="list-style-type: none"> <li>• GELAP (General Education Limited Assignment Permit)</li> </ul> | 9 teachers (less than 1%)                                     |
|  | <ul style="list-style-type: none"> <li>• SELAP (Special Education Limited Assignment Permit)</li> </ul>  | 2 teachers (less than 1%)                                     |
|  | <ul style="list-style-type: none"> <li>• Short Term Waiver</li> </ul>  | 11 teachers (less than 1%)                                    |
|  | <ul style="list-style-type: none"> <li>• Emergency English Learner or Bilingual Authorization Permit</li> </ul>  | 8 teachers (less than 1%)                                     |
|  | <ul style="list-style-type: none"> <li>• Board Authorization</li> </ul>  | 231 teachers (6.9%)   |
| <b>Inexperienced Teachers</b><br><br><i>Total: 129<br/>(3.9% of workforce)</i> | Teachers with 2 or less years of teaching experience.  | 62 teachers with 1-year exp.<br>67 teachers with 2 years exp. |
| <b>Ineffective Teachers</b><br><br><i>Total: 11</i>                            | A teacher working under any of the following authorizations: <ul style="list-style-type: none"> <li>• PIP (Provisional Internship Permit)</li> </ul>                 | 1 teacher (less than 1%)                                      |
|  | <ul style="list-style-type: none"> <li>• STSP (Short Term Staff Permit)</li> </ul>   | 8 teachers (less than 1%)                                     |

|                                    |  |                           |
|------------------------------------|--|---------------------------|
| <i>(less than 1% of workforce)</i> | <ul style="list-style-type: none"> <li>• Variable Term Waiver</li> </ul> | 2 teachers (less than 1%) |
|                                    | <ul style="list-style-type: none"> <li>• Substitute Permit</li> </ul>    | 0 teachers                |

## MINORITY STUDENTS

Are minority students taught at higher rates than other students by out of field teachers?

Data:

| Criteria  | Average Rate of Minority Students | Average Percent of Out-of-Field Teachers |
|---|-----------------------------------|--|
| 10 Schools with the Highest percentage of minority students.      | <b>99.2%</b>                      | <b>7.5%</b>                              |
| <i>Gap</i>  | <i>41.8% minority rate gap</i>    | <i>1.2% Out-of-Field gap</i>             |
| 10 Schools with the Lowest percentage of minority students.       | <b>57.4%</b>                      | <b>6.3%</b>                              |
| LBUSD schools serving at least 75% minority students. (65 sites)  | <b>93.4%</b>                      | <b>8.7%</b>                              |
| <i>Gap</i>  | <i>30.7% minority rate gap</i>    | <i>2.4% Out-of-Field gap</i>             |
| LBUSD schools serving less than 75% minority students. (18 sites) | <b>62.7%</b>                      | <b>6.3%</b>                              |

| Data by Level (Rate at Level)                    | Elem (1% out-of-field)   | Middle School/K-8 (12.6% out-of-field)                                 | High School (10.5% out-of-field)                                       |
|--|--|--|--|
| Schools serving at least 75% minority students.  | 34 schools<br>94.6% ave. Minority rate<br>1.0% out-of-field teachers | 17 schools<br>95.1% ave. Minority rate<br>13.6 % out-of-field teachers | 14 schools<br>88.5% ave. Minority rate<br>11.5 % out-of-field teachers |
| <i>Gaps</i>                                      | <i>33.9% minority rate gap<br/>&lt;1% out of field gap</i>           | <i>29.7% minority rate gap<br/>3.4% out of field gap</i>               | <i>33.9% minority rate gap<br/>6.8% out of field gap</i>               |
| Schools serving less than 75% minority students. | 11 schools<br>60.7% ave. Minority rate<br>0.9% out-of-field teachers | 6 schools<br>65.4% ave. Minority rate<br>10.2 % out-of-field teachers  | 1 school<br>67.9% ave. Minority rate<br>4.7 % out-of-field teachers    |

## Analysis

Out-of-field teachers include teaching with a state issued Emergency permit, GELAP/SELAP, Waiver, or a locally approved Board Authorization. Of these permits, the data is as follows:

- Emergency permit (state issued): 18 teachers
- GELAP/SELAP (state issued): 10 teachers
- Waiver (state issued): 11 teachers

- Board Authorization (locally approved): 231 teachers

The vast majority of out-of-field teachers in LBUSD are Board Authorizations, which allows a local Board of Education to expand a subject authorization to teachers who hold a full credential (Education Codes 44256(b), 44258.2 and 44263). To teach under a Board Authorization, a fully credentialed teacher must complete 12 semester units in the additional subject to be authorized for middle school and 18 semester units in the additional subject to be authorized for high school. School level data affirms the impact of Board authorizations at the middle school (12.6% out-of-field teachers; 3.4% gap) and high school (10.5% out-of-field teachers; 6.8% gap), with a 1% rate at elementary schools. This is an area that LBUSD will focus on as the rates and gaps, although minimal, are the highest of all data sets.

Minority students are not taught at a significantly higher rate by out-of-field students. There is a 2.4% difference using the 75% threshold serving minority students and a 1.2% in the top/bottom 10 schools of serving minority students showing a very small gap.

**Are minority students taught at higher rates than other students by inexperienced teachers?**

**Data:**

| Criteria  | Average Rate of Minority Students | Average Percent of Inexperienced Teachers |
|---|-----------------------------------|---|
| 10 Schools with the Highest percentage of minority students.          | <b>99.2%</b>                      | <b>4.7%</b>                               |
| <i>Gap</i>  | <i>41.8% minority rate gap</i>    | <i>3.7% Inexperienced gap</i>             |
| 10 Schools with the Lowest percentage of minority students.           | <b>57.4%</b>                      | <b>1.0%</b>                               |
| All LBUSD schools serving at least 75% minority students. (65 sites)  | <b>93.4%</b>                      | <b>4.3%</b>                               |
| <i>Gap</i>  | <i>30.7% minority rate gap</i>    | <i>1.7% Inexperienced gap</i>             |
| All LBUSD schools serving less than 75% minority students. (18 sites) | <b>62.7%</b>                      | <b>2.6%</b>                               |

| Data by Level (Rate at Level)                    | Elem (3.3% inexperienced)   | Middle School/K-8 (4.2% inexperienced)                                 | High School (4.2% inexperienced)                                       |
|--|---|--|--|
| Schools serving at least 75% minority students.  | 34 schools<br>94.6% ave. Minority rate<br>3.8% inexperienced teachers | 17 schools<br>95.1% ave. Minority rate<br>5.4 % inexperienced teachers | 14 schools<br>88.5% ave. Minority rate<br>3.6 % inexperienced teachers |
| <i>Gaps</i>                                      | <i>33.9% minority rate gap<br/>2.4% inexperience gap</i>              | <i>29.7% minority rate gap<br/>4.0% inexperience gap</i>               | <i>33.9% minority rate gap<br/>3.7% inexperience gap</i>               |
| Schools serving less than 75% minority students. | 11 schools<br>60.7% ave. Minority rate<br>1.4% inexperienced teachers | 6 schools<br>65.4% ave. Minority rate<br>1.4% inexperienced teachers   | 1 school<br>67.9% ave. Minority rate<br>7.3 % inexperienced teachers   |

## Analysis

Minority students are not taught at significantly higher rates than other students by teachers who had been teaching for two years or less. In total, LBUSD had only 129 teachers in 2020-21 who were considered inexperienced (2 or fewer years teaching), which is a total of 3.9% of the teacher workforce. There is a less than 1.7% difference using the 75% threshold serving minority students and a 3.7% in the top/bottom 10 schools of serving minority students. As for the levels, there is not a significant gap (ranging from 2.4% to 4%) of inexperienced teachers teaching minority students, nor a high rate of inexperienced teachers at any level.

## Are minority students taught at higher rates than other students by ineffective teachers?

Data:

| Criteria  | Average Rate of Minority Students | Average Percent of Ineffective Teachers |
|---|-----------------------------------|---|
| 10 Schools with the Highest percentage of minority students.          | 99.2%                             | 0.2%                                    |
| <i>Gap</i>  | <i>41.8% minority rate gap</i>    | <i>&lt;1% Ineffective gap</i>           |
| 10 Schools with the Lowest percentage of minority students.           | 57.4%                             | 0%                                      |
| All LBUSD schools serving at least 75% minority students. (65 sites)  | 93.4%                             | 0.4%                                    |
| <i>Gap</i>  | <i>30.7% minority rate gap</i>    | <i>&lt;1% Ineffective gap</i>           |
| All LBUSD schools serving less than 75% minority students. (18 sites) | 62.7%                             | 0%                                      |

| Data by Level (Rate at Level)                    | Elem (0.2% ineffective)   | Middle School/K-8 (0.4% ineffective)                                 | High School (0.4% ineffective)                                       |
|--|---|--|--|
| Schools serving at least 75% minority students.  | 34 schools<br>94.6% ave. Minority rate<br>0.2% ineffective teachers | 17 schools<br>95.1% ave. Minority rate<br>0.6 % ineffective teachers | 14 schools<br>88.5% ave. Minority rate<br>0.5 % ineffective teachers |
| <i>Gaps</i>                                      | <i>33.9% minority rate gap<br/>&lt;1% ineffective gap</i>           | <i>29.7% minority rate gap<br/>&lt;1% ineffective gap</i>            | <i>33.9% minority rate gap<br/>&lt;1% ineffective gap</i>            |
| Schools serving less than 75% minority students. | 11 schools<br>60.7% ave. Minority rate<br>0.0% ineffective teachers | 6 schools<br>65.4% ave. Minority rate<br>0.0 % ineffective teachers  | 1 school<br>67.9% ave. Minority rate<br>0.0 % ineffective teachers   |

## Analysis

Minority students are not taught at significantly higher rates than other students by teachers who were teaching with a limited assignment credential. In total, LBUSD had only 11 teachers in 2020-21 who were

teaching with a limited assignment credential, which is less than 1% of the teacher workforce. The sets of data regarding schools all display a gap difference of less than 1%, including within the grade levels.

## LOW INCOME STUDENTS

Are low-income students taught at higher rates than other students by out-of-field teachers?

Data:

| Criteria  | Average Rate of Low Income Students | Average Percent of Out-of-Field Teachers |
|---|-------------------------------------|--|
| 10 Schools with the Highest percentage of low-income students.          | <b>92.3%</b>                        | <b>11.3%</b>                             |
| <i>Gap</i>  | <i>67.3% poverty rate gap</i>       | <i>5.4% Out-of-field gap</i>             |
| 10 Schools with the Lowest percentage of low-income students.           | <b>25.0%</b>                        | <b>5.9%</b>                              |
| All LBUSD schools serving at least 75% low-income students. (44 sites)  | <b>86.4%</b>                        | <b>8.2%</b>                              |
| <i>Gap</i>  | <i>42.6% poverty rate gap</i>       | <i>&lt;1% Out-of-field gap</i>           |
| All LBUSD schools serving less than 75% low-income students. (39 sites) | <b>43.8%</b>                        | <b>8.1%</b>                              |

| Data by Level (Rate at Level)                      | Elem (1.0% out-of-field)   | Middle School/K-8 (12.6% out-of-field)                                   | High School (10.5% out-of-field)  |
|--|--|--|---|
| Schools serving at least 75% low-income students.  | 26 schools<br>86.8% ave. low-income rate<br>1.2% out-of-field teachers | 13 schools<br>87.8% ave. low-income rate<br>13.6 % out-of-field teachers | 5 schools<br>81.0% ave. low-income rate<br>12.1 % out-of-field teachers |
| <i>Gaps</i>  | <i>46.6% poverty rate gap<br/>&lt;1% out-of-field gap</i>              | <i>46.7% poverty rate gap<br/>3.0% out-of-field gap</i>                  | <i>27.7% poverty rate gap<br/>2.1% out-of-field gap</i>                 |
| Schools serving less than 75% low-income students. | 19 schools<br>40.2% ave. low-income rate<br>0.8% out-of-field teachers | 10 schools<br>41.1% ave. low-income rate<br>10.6 % out-of-field teachers | 10 school<br>53.3% ave. low-income rate<br>10.0 % out-of-field teachers |

## Analysis

The vast majority of out-of-field teachers are Board Authorizations, which allows a local Board of Education to expand a subject authorization to teachers who hold a full credential (Education Codes 44256(b), 44258.2 and 44263. To teach under a Board Authorization. A teacher must complete 12

semester units in the additional subject to be authorized for middle school and 18 semester units in the additional subject to be authorized for high school. School level data affirms the impact of Board authorizations at the middle school (12.6% out-of-field teachers; 3% gap) and high school (10.5% out-of-field teachers; 2.1% gap), with a less than 1% rate at elementary schools.

There is a less than 1% difference using the 75% threshold serving low-income students, however, there is a 5.4% difference in the top/bottom 10 schools of serving low-income students. Note that 5 schools of the 10 schools serving the highest rate of low-income students are middle schools, while there is only 1 middle school represented in the 10 schools serving the lowest rate of low-income students- reinforcing the Board Authorizations’ impact at the middle school level.

**Are low-income students taught at higher rates than other students by inexperienced teachers?**

Data:

| Criteria  | Average Rate of Low Income Students | Average Percent of Inexperienced Teachers |
|---|-------------------------------------|---|
| 10 Schools with the Highest percentage of low-income students.          | <b>92.3%</b>                        | <b>6.1%</b>                               |
| <i>Gap</i>  | <i>67.3% poverty rate gap</i>       | <i>4.6% Out-of-field gap</i>              |
| 10 Schools with the Lowest percentage of low-income students.           | <b>25.0%</b>                        | <b>1.5%</b>                               |
| All LBUSD schools serving at least 75% low-income students. (44 sites)  | <b>86.4%</b>                        | <b>4.8%</b>                               |
| <i>Gap</i>  | <i>42.6% poverty rate gap</i>       | <i>1.7% Out-of-field gap</i>              |
| All LBUSD schools serving less than 75% low-income students. (39 sites) | <b>43.8%</b>                        | <b>3.1%</b>                               |

| Data by Level (Rate at Level)                      | Elem (3.3% inexperienced)   | Middle School/K-8 (4.2% inexperienced)                                    | High School (4.2% inexperienced)  |
|--|---|---|---|
| Schools serving at least 75% low-income students.  | 26 schools<br>86.8% ave. low-income rate<br>4.1% inexperienced teachers | 13 schools<br>87.8% ave. low-income rate<br>6.1 % inexperienced teachers  | 5 schools<br>81.0% ave. low-income rate<br>3.5 % inexperienced teachers |
| <i>Gaps</i>  | <i>46.6% poverty rate gap<br/>2.0% inexperienced gap</i>                | <i>46.7% poverty rate gap<br/>4.5% inexperienced gap</i>                  | <i>27.7% poverty rate gap<br/>&lt;1% inexperienced gap</i>              |
| Schools serving less than 75% low-income students. | 19 schools<br>40.2% ave. low-income rate<br>2.1% inexperienced teachers | 10 schools<br>41.1% ave. low-income rate<br>10.6 % inexperienced teachers | 10 school<br>53.3% ave. low-income rate<br>4.4 % inexperienced teachers |

## Analysis

In total, LBUSD had only 129 teachers in 2020-21 who were considered inexperienced (2 or fewer years teaching), which is a total of 3.9% of the teacher workforce. There is a small difference in the top/bottom 10 schools of serving low-income students (4.6% difference). However, looking at the 75% threshold serving low-income students, there was not a significant difference (1.7%) with each school averaging less than 5% of their teachers. The middle level shows the highest gap at 4.5% inexperienced teachers teaching low income students. That said, there is no significant gap of inexperienced teachers teaching at significantly higher rates at low income schools.

### Are low-income students taught at higher rates than other students by ineffective teachers?

Data:

| Criteria  | Average Rate of Low Income Students | Average Percent of Inexperienced Teachers |
|---|-------------------------------------|---|
| 10 Schools with the Highest percentage of low-income students.          | <b>92.3%</b>                        | <b>0.2%</b>                               |
| <i>Gap</i>  | <i>67.3% poverty rate gap</i>       | <i>&lt;1% inexperienced gap</i>           |
| 10 Schools with the Lowest percentage of low-income students.           | <b>25.0%</b>                        | <b>0.0%</b>                               |
| All LBUSD schools serving at least 75% low-income students. (44 sites)  | <b>86.4%</b>                        | <b>0.4%</b>                               |
| <i>Gap</i>  | <i>42.6% poverty rate gap</i>       | <i>&lt;1% inexperienced gap</i>           |
| All LBUSD schools serving less than 75% low-income students. (39 sites) | <b>43.8%</b>                        | <b>0.3%</b>                               |

| Data by Level (Rate at Level)                      | Elem (0.2% ineffective)   | Middle School/K-8 (0.4% ineffective)                                   | High School (0.4% ineffective)  |
|--|---|--|---|
| Schools serving at least 75% low-income students.  | 26 schools<br>86.8% ave. low-income rate<br>0.3% ineffective teachers | 13 schools<br>87.8% ave. low-income rate<br>0.6 % ineffective teachers | 5 schools<br>81.0% ave. low-income rate<br>0.0 % ineffective teachers |
| <i>Gaps</i>  | <i>46.6% poverty rate gap<br/>&lt;1% ineffective gap</i>              | <i>46.7% poverty rate gap<br/>&lt;1% ineffective gap</i>               | <i>27.7% poverty rate gap<br/>&lt;1% ineffective gap</i>              |
| Schools serving less than 75% low-income students. | 19 schools<br>40.2% ave. low-income rate<br>0.0% ineffective teachers | 10 schools<br>41.1% ave. low-income rate<br>0.2 % ineffective teachers | 10 school<br>53.3% ave. low-income rate<br>0.5 % ineffective teachers |

## Analysis

Low-income students are not taught at significantly higher rates than other students by ineffective teachers. In total, LBUSD had only 11 teachers in 2020-21 who hold a waiver, PIP or STSP permit, which is less than 1% of the teacher workforce. Although there is a 4.6% gap with the highest and lowest schools serving low-income students, all other metrics, including the levels of schools, boast a less than 1% gap.

### **Commitment**

Currently, LBUSD does not have significant disparities for serving either minority or low-income students. Although the data suggests that there are no major disparities in serving students from poverty and minority students, one of the focus areas is Board Authorizations. Indeed, a Board authorization is used only for fully credentialed teachers when a course is added due to enrollment and demand. Looking at the subjects, the four core subject matters comprise over 60% of the total Board Authorizations: Science, English, Math and Social Science. LBUSD will be looking at master scheduling protocols at the middle and high school levels to reduce the reliance on Board Authorizations to fill a 'one-off' need, consequently eliminating the already small gap.

### **Recruitment and Retention**

LBUSD engages in focused recruitment efforts and screening that targets only fully credentialed candidates. In fact, this year, 93% of LBUSD's new hires were fully credentialed. The district ensures that highly qualified teachers are distributed throughout all of our eighty-three schools. New candidates are sent to interview with principals and schools who are lowest performing are able to select candidates to interview prior to other schools. The transfer of teachers is governed by our contractual agreements with our employee partner associations. A clause in the current contract includes assurances that the lowest performing schools have a preference in the transfer process.

To be clear, LBUSD remains committed to ensuring all of teachers are fully qualified and appropriately credentialed for their assignments. In order to continue to have qualified teachers, LBUSD has long had a partnership with Long Beach's three main education institutions (LBUSD, Long Beach City College and California State University, Long Beach). Together, they have created a pipeline that produces approximately 70 percent of the school district's new teachers, who graduate understanding the district's expectations and approach. The colleges and the school district work together to design teacher prep coursework, with Long Beach Unified teachers and administrators teaching courses at the college of education. Long Beach has increased teacher retention.

## Title II, Part A

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### *Professional Growth and Improvement*

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#### *ESSA SECTION 2102(b)(2)(B)*

*Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.*

One of the hallmarks of the LBUSD is its robust professional development opportunities. LBUSD strives to provide resources and programs that actively engage all members of the school community in continuous professional growth, designed to increase the success of all students. Through an environment of collegiality and collaboration, all employees will have opportunities to increase knowledge, improve performance, and enhance professional satisfaction. LBUSD believes that the quality of the classroom teacher is central to the improvement of student achievement:

- High rates of student achievement are directly related to the quality of classroom instruction regardless of the gender, ethnicity, primary language, or socio-economic status of the student.
- The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of the teacher.
- Teachers develop these characteristics through quality pre-service preparation programs, thorough induction processes, and ongoing professional development opportunities.

To ensure that all teachers are able to effectively implement these ideals, LBUSD has designed an integrated and extensive professional development program, informed by and aligned to the CDE Quality Professional Learning Standards, focusing on 4 main areas: certification/licensure, induction/retention, professional development, and accountability. A variety of programs and services are offered that support these objectives. All programs are designed with the use of scientifically-based research on high quality professional development, in accordance with the guidelines established by Learning Forward. Learning opportunities have been structured to support the redefinition of professional development, to ensure that efforts are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused. In accordance with these standards, high quality professional development is defined by the following criteria:

- Content (Is determined by student and teacher needs through the inter-departmental and collaborative efforts of teachers, administrators, and support staff; Incorporates knowledge of content and teaching pedagogy, and is prioritized based on identified student needs and gap analyses, surfaced by measurable data and key college/career readiness indicators)
- Process (Is closely linked to concrete classroom practice and anchored in our common pedagogical priorities defined in a shared teaching and learning framework; Involves ongoing, structured and unstructured opportunities for collaboration with colleagues around shared priorities; Involves opportunities for cycles of observation, critique, and reflection to improve practice over time)
- Context (Is embedded in the daily routine of teachers; School leaders have the knowledge and skill set to support the implementation of new teaching content and pedagogy)

As a complement to its larger Strategic Plan, LBUSD has pivoted and leveraged multiple funding resources, such as Title I, Title II, General Funds, to move to a new level of professional development: a system that is

personalized and differentiated; provides professional development built on a growth mindset; assesses the efficacy of teacher training tied to student outcomes; and includes multiple delivery models anchored in innovative technology and continuous meaningful feedback loops.

New Teacher Support Programs-The LBUSD Induction program prepares educators for CA public schools and the effective implementation of the CA's adopted standards and curricular frameworks. Candidates will gain knowledge and skills in teaching and learning through job-embedded experiences, professional development opportunities, in-time coaching, additional learning opportunities (peer teacher observations and professional learning communities based on content, grade levels or research topics), and reflection. The participating teachers in the LBUSD program are assigned to an Induction Coach, along with a cohort of fellow Participating Teachers, who are in the same phase of Induction.

Building Leadership Capacity-LBUSD enjoys an outstanding legacy in building leadership capacity of teachers and school leaders. Here is a list of programs: Exploring Leadership, Future Administrators, New Administrator Support, Clear Admin Program, Aspiring Administrator, New Principal Support, Aspiring Director.

Multiple data sources are regularly reviewed by leadership to measure teachers' and administrators' growth and improvement:

- Tools/protocols to inform classroom observations
- Analysis of common district-developed, curriculum-embedded and SBAC assessments
- Site and grade-level action plans with short- and long-term progress indicators
- Parent and student qualitative surveys

Additionally, participants in professional development use a growth tool designed to determine effectiveness using Thomas Guskey's research-based five levels of data which informs subsequent training.

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## *Prioritizing Funding*

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### *ESSA SECTION 2102(b)(2)(C)*

*Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c). ESSA SECTION 2102(b)(2)(C)*

The Title II budget categories that LBUSD is projecting for 2021-22 includes the following:

- Professional Development (79%)
  - Teacher PD (31%)
  - Administrator PD (49%)
  - Other PD (20%)
- Transitional Kindergarten CSR (17%)
- Equitable Services (2%)
- Indirect Costs (3%)

All professional development using Title II funds supplements and supports district priorities aligned to our strategic goals and Understandings Continuum (teaching and learning framework) with specific consideration of the needs of our lowest performing subgroups. For example, our data indicated that successful completion Algebra 1 may be a gatekeeper to college and career readiness for our most vulnerable students, so additional professional development is offered to teachers of these courses, especially those with students who are repeating the course or are enrolling for the first time in grade 9.

One of Long Beach Unified School District's strategic plan goals focuses on closing the achievement gap. Focused resources are planned at the school sites, through SSC, for targeted interventions. In addition, professional development is a dedicated chapter in all SPSAs and a vast majority of schools focus categorical resources for training, collaborative time for planning and observation. This structure highlights the emphasis on site based decisions with a foundation of understanding the data about their students and the knowledge-base of the staff.

LBUSD provides support through district administration of Title II funds, which is focused on major initiatives to address gaps and disparities among subgroups and at low-performing schools, training on evidence-based instructional practices, and standard, structured lesson design. These efforts supplement and support district priorities aligned to our strategic goals and Understandings Continuum (teaching and learning framework) with specific consideration of the needs of our lowest performing subgroups. For example, our data indicate that successful completion of Algebra 1 may be a gatekeeper to college and career readiness for our most vulnerable students, so additional professional development is offered to teachers of these courses, especially those with students who are repeating the course or are enrolling for the first time in grade 9. Other data used to identify current gaps and accelerate movement towards desired state (college and career readiness for all students) include summative assessments (CAASPP), district curriculum-embedded assessments, UCOP a-g completion rates, AP enrollment and pass rates, English learner reclassification rates, elementary reading and math assessments, and classroom observations. Formal classroom observations that include administrators at both the site and district levels occur monthly at all sites. Interim curriculum-embedded assessment data is collected regularly. Together, with the summative assessment data collected annually, these data inform professional development design and planning by the district K-12 Steering Committee which meets monthly.

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### *Data and Ongoing Consultation to Support Continuous Improvement*

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#### *ESSA SECTION 2102(b)(2)(D)*

*Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.*

The Long Beach Unified School District utilizes multiple sources of data when planning for staffing needs and professional development activities. The needs assessment process includes student data, teacher and administrator focus groups, surveys, review of professional development plans, teacher credential and staff projections, pre/post tests of teacher knowledge base at professional development offerings, and participant satisfaction surveys. This information coupled with plans for new curriculum adoptions assists the district in planning effective professional development programs at the central level. School sites then

plan their professional development around unique student and teacher needs. The district further utilizes best practice/research-based strategies when developing new professional development programs.

Each professional development cycle within the myPD system (the end-user has personalized his/her own professional growth options) has an evaluation component that specifies evidence that is used to determine if the gap/discrepancy has been resolved. This evidence may include documents that demonstrate effects on student performance and changes in teaching practice. The results of the evaluation are ongoing and provides continuous feedback to participants, throughout the implementation process.

As mentioned in the Professional Growth and Improvement section, LBUSD's high quality professional development is defined by Content, Process and Context. The content of PD offerings is determined by student and teacher needs and is always aligned to district goals and accompanying initiatives. Ensuring that the offerings align to content knowledge, quality instruction and that there is opportunity to practice in the classroom environment and reflection of the learnings is critical.

The content of professional development in LBUSD is determined as follows:

- Through a collaborative effort of teachers, administrators, and support staff.
- Driven by identified student needs based on measurable data that includes a variety of assessment tools (including standardized test scores, district-based assessments, and classroom assessments).
- A process that examines the gaps/discrepancies between what the data indicates and what is desired, and prioritizes needs
- In collaboration with their peers and site-level administrators, teachers will be required to identify gaps in their content and pedagogical knowledge.
- Identifies staff development that has the greatest potential for improving student learning, has institutional support, and has strong advocates at the school and district level
- Based on best-practice research on teaching and learning.

To the greatest extent possible, the data-driven professional development efforts are school-site based. However, it is recognized that consistency in curriculum and instruction across the district is crucial for ensuring the academic success of all students. To this end, professional development programs that are centered on introducing teachers to new curriculum and pedagogical practices be developed and implemented through the Office of Curriculum, Instruction, and Professional Development.

Consultation occurs and data are analyzed in a variety of formal district contexts/structures:

- Principal Supervisor meetings w/ administrators
- TK-12 Collaboration Meetings (formerly, K-12 Implementation Steering Committee)
- Assessment Steering Committee
- English Learner Planning Committee
- Interdepartmental Collaboration Meetings (Curriculum Office & Level Offices)
- Specialized instructional coaches' collaborative
- Parent forums

Additionally, leadership participates in quarterly meetings with stakeholder groups at secondary sites to review data and solicit stakeholder input.

Data include:

- Interim (benchmark) ELA and math assessments

- Summative SBAC, PSAT, SAT, AP , ELPAC
- Culture/Climate/Safety/SEL surveys from parents, students, teachers/leaders
- Classroom observations/walk-throughs

The district engages in consultation and collaboration with the following external partners:

- ASPEN Institute
- Council of Great City Schools
- Californians for Justice
- California Conference for Equality and Justice
- WestEd
- Los Angeles County Office of Education
- Learning Forward
- Long Beach College Promise
- Long Beach City College
- California State University, Long Beach

## Title III, Part A

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### *Title III Professional Development*

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#### *ESSA SECTION 3115(c)(2)*

*Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.*

Professional development is designed based on multiple data sources used to identify gaps, needs, and trends in order to address systematically the instruction and assessment of our English Learners', including evidence-based effective pedagogy (instructional strategies with an emphasis on formative assessment practices), curricula (core subject content and English language development), assessment, interventions, and primary/heritage language development and instruction. Technical guidance and resources related to English learner instruction, including support from the Regional Specialist at the Los Angeles County Office of Education, as thought-partners and professional learning designers, support district leaders in the development of a comprehensive approach to EL professional development.

Multi-delivery modes for teacher and administrative professional learning are utilized, all of which are recursive and include participants' ongoing new learning, application, and reflection, following a "plan, do, study, act" cycle. More than 150 online modules, addressing ELs acquisition of English language proficiency and mastery of grade-level content standards, are available to all teachers and administrators to be used individually and in instructional leadership teams as part of this cycle. Ongoing in-person professional learning is provided to teachers and administrators by specialists, focusing on the 2012 ELD Standards and Framework documents and their alignment to district and school priorities. A cadre of specialists/coaches trained in language acquisition strategies are deployed to high-need school sites to work side-by-side with teachers and administrators and support school site instructional leadership teams. All classroom teachers, school administrators (principals and vice/assistant principals) and district-level administrators participated in a full- day and a half EL Summer Equity Institute, focused on the implementation of the 2012 ELD Standards in order to better support instruction at their sites in meeting the needs of English Learners. This PD will be enhanced with ongoing support to teachers to assist them in identifying and providing intervention support services to EL students. The district provides quarterly full-day release time for all schools' instructional leadership teams (ILTs) to participate in additional professional learning that is designed to improve the instruction (curricula implementation and instructional strategies) and assessment (formative, interim, and summative) of ELs. The content for each of the full-day professional learning sessions is grounded in the Standards and Framework documents and reflects monitoring of site implementation (determining 'current reality', moving toward desired state). The monitoring process, which guides the ongoing professional learning is supported by weekly classroom observations (administrators and coaches) and monthly district assessment data reviews to emphasize shared accountability and purpose. A K-12 Collaboration Committee (district-level administrators and specialists) meets monthly to review the monitoring data and identify needed professional learning content and experiences which may include cross-site collaboration, observations, direct teaching, and collaborative lesson and unit study.

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. Professional learning for paraprofessionals is provided, aligned to their role in the classroom working with students and supporting parents of English learners. Instructional aides participate in training related to primary language support, effective instructional strategies and interventions. Parent mentors who provide training to parents and community members in how to support their children's education receive training from the certificated program coordinators.

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### *Enhanced Instructional Opportunities*

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#### *ESSA SECTIONS 3115(e)(1) and 3116*

*Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.*

Enhanced support for immigrant children and youth is designed to strategically address both language/academic as well as social-emotional needs, recognizing the unique and varied backgrounds and experiences of our immigrant students. Sites are provided a listing of all eligible students who meet the criteria for immigrant student funding support so that these students are prioritized. LBUSD provides primary language support to immigrant students to support them in accessing the core curriculum. In addition, family outreach will be provided to ensure that newcomer-families receive workshops so that they can fully participate, including topics such as: How to Navigate the U.S. Education System, How to Read and Interpret Student Achievement Data, A-G Requirements, Parent and Family Engagement, Academic and Educational Vocabulary, etc.

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## *Title III Programs and Activities*

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### *ESSA SECTION 3116(b)(1)*

*Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.*

The district's prioritization of Title III Part A funded support and services is guided by multiple data points and stakeholder input. Parent and community input is gathered via consultation with, and feedback from, parents and community members including the District English Learner Advisory Council, the Superintendent's Advisory Committee, and community organizations such as the United Cambodian Community. Each of these mechanisms allow for ongoing feedback and response on a monthly basis throughout the school year. As part of the consultation and planning process for this Addendum, the Superintendent met with over 100 English language parents to review the district's Learning Acceleration and Support Plan during the 2020-2021 school year. This plan builds coherence across multiple strategies, programs and processes developed to improve students' core classroom experiences, while providing the interventions that students need to accelerate their learning and ensure their well-being. In addition, the Superintendent solicited their input regarding high-quality research-based language programs to be offered in the district. Subsequently parents were provided an additional opportunity to give input to the Superintendent regarding programs and activities for English learners via a survey.

Regular updates will be provided to parents throughout the school year. Additional data to guide the development of the district's language education program plan will be coordinated by the TK-12 Collaboration Committee which consists of curriculum leaders, coordinators, district-level administrators, and executive staff. During these monthly meetings, the focal point is to analyze data, discuss successes and areas of need, and collaborate to plan professional development sessions geared towards closing the achievement gap and supporting programs and services for English language learners.

Parental input identified native language instruction, via the district's current dual immersion model at six sites, as a priority. These dual immersion language programs are part of the core program. Title III funding supports additional curriculum and assessment development and teacher professional development to enhance these programs for English learner students. In response to parents' requests, an additional dual immersion site will open in September, as part of the district's core program. Parents also requested that primary language support and mentoring activities provided by college student instructional aides and extended-day tutoring be expanded as part of the Title III supplemental program. Parents also requested current parent education and literacy programs be continued to be offered by the district. These programs are under the direction of the two bilingual coordinators and support high-need schools using parent mentors and parent education specialists.

Systematic and strategic ELD instruction is provided through the core program for all ELs. Supplemental support includes EL coaches from the Multilingual Services Office who work with teachers and administrators at high-need schools to improve instruction, primary language instructional aides, and ongoing comprehensive professional learning activities for teachers and administrators, aligned to data identifying their needs in order to accelerate EL achievement is funded by Title III. In addition to centralized support, all high-need school sites provide academic interventions to supplement and amplify the core

language instruction program, developed in consultation with their EL parents, that may include extended-day tutoring, instructional aides, or additional professional learning support for teachers. The professional learning activities and coaching support for teachers and administrators are primary levers in building capacity within the district and a priority of the district's plan for sustainability.

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## *English Proficiency and Academic Achievement*

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### *ESSA SECTION 3116(b)(2)(A-B)*

*Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:*

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

The district uses curriculum-embedded common assessments in mathematics and English language arts to monthly monitor English learners' progress in acquiring English proficiency and meeting grade-level academic standards as well as summative state assessment data. Additionally, the Board of Education approved the use of a new assessment tool, the i-Ready Diagnostic Assessment, which provides in-depth analytics to hone in the areas where students require targeted support. This evaluation tool also reveals areas of proficiency which allows teachers to design tailored lessons in the core content areas. These data points are reviewed by teachers in planning meetings, by principal supervisors in quarterly meetings with principals, and by the TK-12 Collaborative Committee at the district level. Classroom observations are conducted, at a minimum, monthly by principals and principal supervisors in addition to the formalized CIV process described above. The multiple data regarding the implementation of high-quality instructional programs and student performance inform professional development for professionals and student interventions to be provided as part of a continuous monitoring cycle.

Each site principal, in consultation with site teachers, develops English learner goals which are part of the principal's accountability plan with his/her supervisor and is supported by regular monitoring. These goals include interim benchmarks (e.g., curriculum-embedded assessments, classroom observations) which are reviewed formatively.

In addition to the frequent (ongoing) monitoring touchpoints at school sites, the K-12 Collaborative Committee does an in-depth data review in June, and again in September when summative data are available, to assess program implementation and respond appropriately based on the data in a continuous improvement cycle. The Committee meets monthly and reviews interim student achievement CIV data to systematically gauge and respond to the difference between current reality (performance) and desired results.

## Title IV, Part A

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### *Title IV, Part A Activities and Programs*

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#### *ESSA SECTION 4106(e)(1)*

*Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:*

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;*
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;*
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;*
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and*
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.*

Title IV of ESSA is intended to improve academic achievement by increasing the capacity of the district and schools to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology and digital literacy for all students.

LBUSD is proposing to provide well-rounded education (~32% (\$725K) of the allocation); enhance healthy and safe school environments (~42% (\$950K); improve the use of technology by adding devices directly in the hands of students (~18% (\$400K); and providing equitable services to private schools as well as indirect costs (~5% (\$100K) and ~3% (\$75K), respectively).

During the onset of planning for Title IV in 2019, LBUSD consulted with parent groups regarding Title IV (DCAC 5/16/19 and DELAC 6/3/19). The Superintendent's outreach efforts included consultation with teachers, school site staff & leaders, students and central staff through his Superintendent Parent Forums, Coffee with Chris (staff), Student Advisory Committee Meetings, and Principal Meetings. In addition, the LCAP Community Forums introduced Title IV to community leadership and many community-based organizations. Private Schools are also consulted annually during general and individual consultation meetings. During the revision writing in 2021-22, DCAC was consulted on January 27, 2022.

**Well Rounded Education- Music:** A growing body of international research has found music training to benefit brain development in ways that positively impact thinking and perceiving, sound processing and cognition, the sound-action connection, the brain-creativity connection and the capacity for social relationships and experience to shape the nervous system. This has led to research into the impact of participation in school and community music programs on children's developing brains and cognitive functioning. LBUSD recognizes the academic and social-emotional value of a quality music program. Title IV will provide much-needed supplemental stimulant to this vital program. Title IV will ensure that high schools have specially trained accompanists to provide additional instruction

directly to students. By providing piano accompaniment for soloists and dance or choral groups at a variety of performances and special events including rehearsals, graduations, festivals and competitions, Title IV accompanists supplement the regular music program. Accompanists also consult with the instructor regarding technical music decisions, such as discrepancies in scores and errors in printed music; transpose and transcribe music as needed, and records/uploads music and vocal parts for instructor and student use.

To evaluate its effectiveness, Goal 6, Action 8 of the LCAP states, “[The] enhancement includes itinerant music teachers and a pilot program with the Harmony Project, which provides music education for low-income youth.” This goal is part of active engagement of students in their learning so that they can meet the standards and prepare for college and career. The measurements for this goal includes rates for attendance, graduation, chronic absenteeism, suspensions, dropout and expulsions.

### **Enhance Healthy and Safe School Environments- Campus Staff Assistants and School Intervention**

**Specialists:** The Campus Staff Assistants and School Intervention Specialists support the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. In a role that is key to a Positive Behavioral Intervention and Support program at a school, these positions play a pivotal role in the climate of a school by proactively and positively interacting with the school community.

To evaluate its effectiveness, Goal 7 in LBUSD’s LCAP states, “Schools will be safe, inviting, engaging and supportive places for students, parent and staff.” One of the metrics used for this goal is “Percentage of favorable responses in the school culture and climate survey.”

**Technology:** LBUSD intends to improve and extend teaching and learning through the meaningful use of technology in our schools by providing Chromebooks and other individual-use devices in the hands of students (a major investment in tech has been established as a priority by the LBUSD Board, while reaching 1:1 student to device ratio). Technology shall be used where possible and appropriate to enhance the teaching/learning process; integrated into the curriculum both as a tool for teaching and learning and as the subject of instruction so that our students have the necessary and appropriate skills to compete and thrive in a vastly-changing tech world; Training is provided to staff to use district-supported technology as part of an on-going program to keep competency and productivity at the highest possible levels.

To evaluate its effectiveness, the LBUSD K-12 Tech Skills Scope and Sequence delineates at each grade level, the skills for students to be able to demonstrate at 3 levels (Intro, Reinforce, Mastery) will guide the work. This document is aligned to the CCSS, SBAC, ISTE and MSLS and contains the digital literacy categories. It can be located at: <http://bit.ly/LBUSDTechSkillsSS>