

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Long Beach Unified School District	Dr. Jill Baker, Superintendent	jbaker@lbschools.net 562.997.8240

The following pages represent the full update, which includes:

- **Supplement to the Annual Update- CDE Template**

- *A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*
- *A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*
- *A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*
- A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation
- A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update

- **Mid-Year LCAP Progress Report**

- Metrics
- Expenditures

- **Budget Overview for Parents Update**

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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Long Beach Unified School District	Dr. Jill Baker, Superintendent	jbaker@lbschools.net 562.997.8240

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

LBUSD was allocated approximately \$11.2M through the Budget Act of 2021 that was identified by the state after the LCAP was approved. During the Fall of 2021, LBUSD engaged families and partners in conjunction with the ESSER III plan. LBUSD employed a strategy that has found success by engaging the community through a budget engagement process so that the responses can inform multiple resources- categorical, COVID assistance, LCAP, etc. This approach takes a holistic approach to budgeting.

As mentioned later in this document, LBUSD’s community engagement process has focused on three guiding questions:

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

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

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

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

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

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

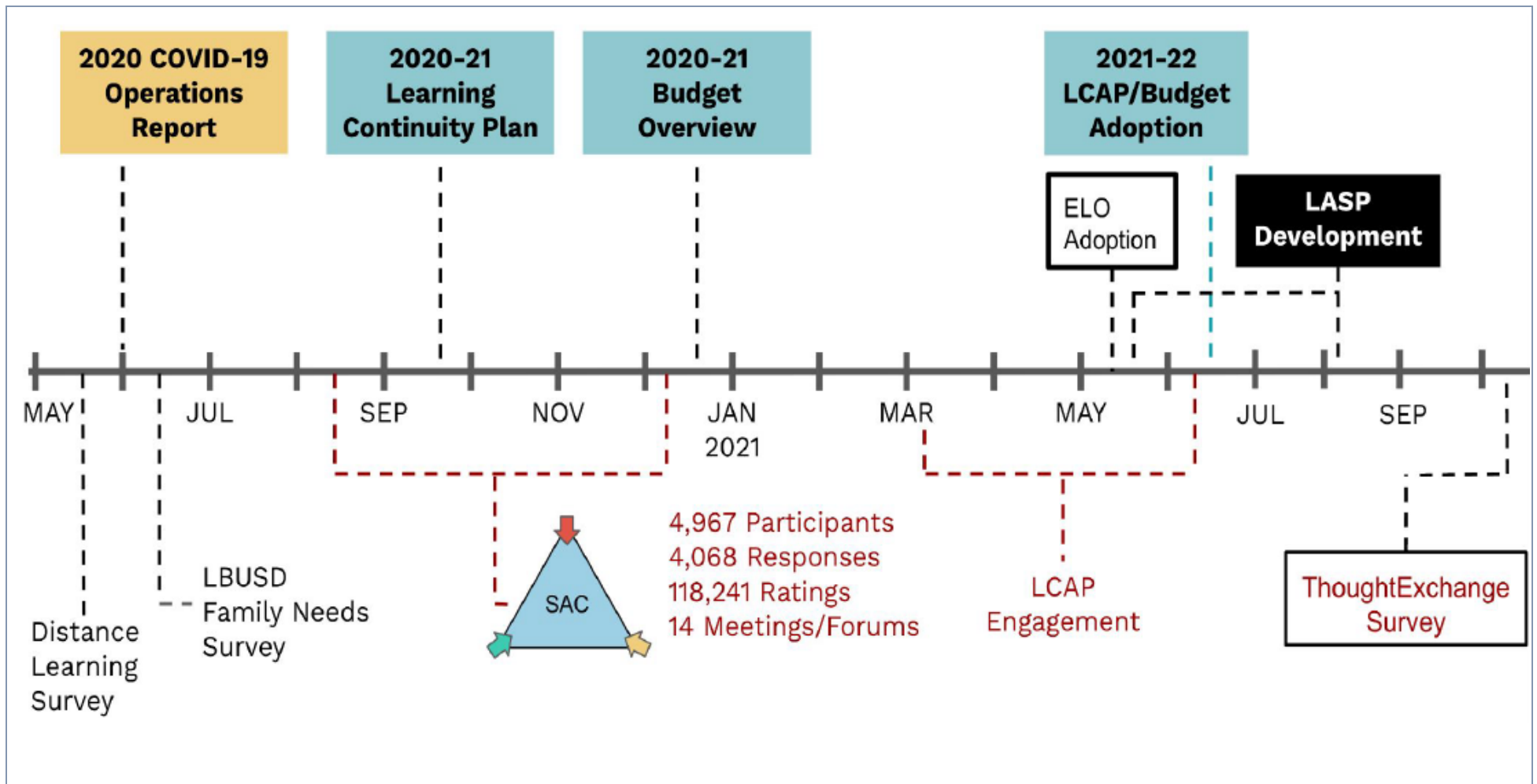
The addition of literacy teachers aligns with the community engagement themes of: Academic Supports, Literacy Interventions, and Reduction in class sizes.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

For the past 2 + years, LBUSD has engaged in a comprehensive community budget engagement process. For Budget planning, there have been 3 main streams of input:

- Surveys/ThoughtExchanges,
- Community Forums and
- District & Community Group Meetings

Here is a summary of the engagement process since May of 2020:



During this process, LBUSD has focused on three guiding questions as we seek input from the community:

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

These three questions have served LBUSD well to gain valuable input and recommendations resulting in the formation of interventions and activities that have been included in the LCAP, ELO and other budgets, including the Learning Acceleration and Support Plan (LASP), ESSER I and ESSER II, and ESSER III.

LBUSD intends to continue this process as engagement on budgets does not end. Since there are multiple budgets- categorical, COVID assistance, LCAP, etc, LBUSD provides continuity using a continual, consistent process to ensure there is alignment between resources.

Beginning in February 2022, the Budget Engagement Process will begin with a new ThoughtExchange© extending the same themes as in previous years. The question that will be asked is:

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

As results from the ThoughtExchange© come in, LBUSD intends to use this feedback to continue the conversation at district parent group meetings and community meetings. These meetings will be ongoing throughout the process during the Spring and up to June, when the LCAP will be presented to the Board of Education. Ideas shared in various meetings and ThoughtExchange© will inform the 2022-23 LCAP.

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

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

LBUSD has a multi-year plan to use various COVID relief resources, as represented by the graphic below:

**Long Beach Unified School District
COVID Supplemental Resources- Allocation by Fiscal Year**

Subject to Change
as of 9/30/2021

Resources	Expiration	FY2020	FY2021	FY2022	FY2023	FY2024	Cumulative
		Revenue	Revenue	Revenue	Revenue	Revenue	
CARES Act:							
Coronavirus Relief Funds	May 30, 2021	\$ 6.0	\$ 50.0	\$ -	\$ -	\$ -	\$ 56.0
State Learning Loss Mitigation Funds	June 30, 2021	\$ -	\$ 6.3	\$ -	\$ -	\$ -	\$ 6.3
Governor Emergency Education Relief Funds	September 30, 2022	\$ -	\$ 0.1	\$ 4.5	\$ -	\$ -	\$ 4.6
ESSER I	September 30, 2022	\$ -	\$ 6.9	\$ 16.9	\$ -	\$ -	\$ 23.8
Sub-total CARES Act		\$ 6.0	\$ 63.3	\$ 21.4	\$ -	\$ -	\$ 90.7
In-Person Instruction & Expanded Learning Opportunities Grants:							
In-Person Grant	September 30, 2022	\$ -	\$ -	\$ 23.5	\$ -	\$ -	\$ 23.5
Expanded Learning Opportunity Grant	September 30, 2022	\$ -	\$ 1.4	\$ 54.1	\$ -	\$ -	\$ 55.5
Sub-total IPI and ELO Grant		\$ -	\$ 1.4	\$ 77.6	\$ -	\$ -	\$ 79.0
CRRSA Act:							
ESSER II	September 30, 2023	\$ -	\$ -	\$ 40.0	\$ 54.6	\$ -	\$ 94.6
GEER II*	September 30, 2023	\$ -	\$ -	\$ 5.0	\$ -	\$ -	\$ 5.0
Sub-total CRRSA Act		\$ -	\$ -	\$ 45.0	\$ 54.6	\$ -	\$ 99.6
ARP Act:							
ESSER III	September 30, 2024	\$ -	\$ -	\$ -	\$ 81.0	\$ 131.1	\$ 212.1
GRAND TOTAL COVID Supplemental Resources		\$ 6.0	\$ 64.7	\$ 144.0	\$ 135.6	\$ 131.1	\$ 481.4

More specifically to ESSER III, the plan calls for expenses to begin in the 2022-23 fiscal year. As shown above, LBUSD has planned for the use of COVID relief funds in a very strategic and purposeful manner. The Board approved ESSER III plan details the following budget:

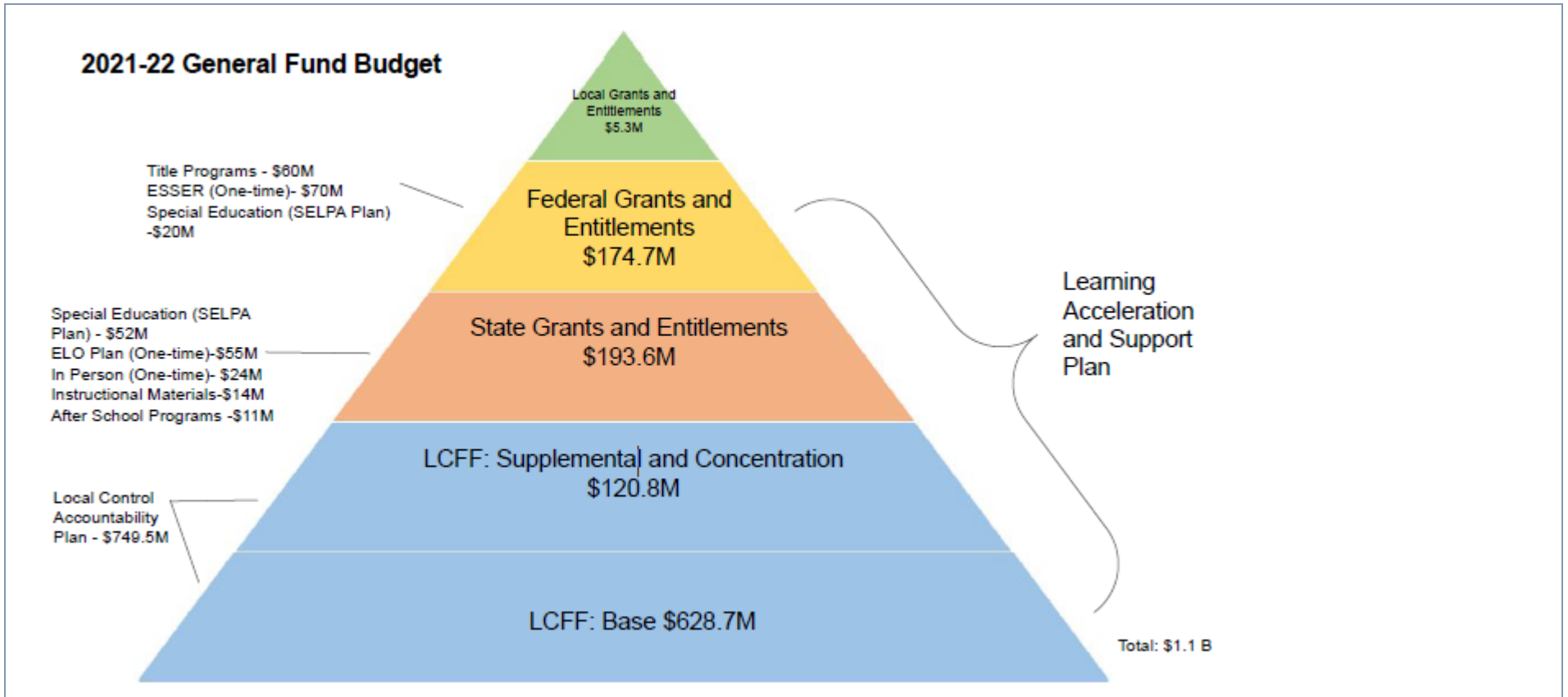
- Implementation of strategies for continuous and safe in-person learning: \$85,368,965
- Addressing the academic impact of lost instructional time: \$82,810,000
- Implementation of additional actions: \$43,870,000

At this time, since the plan goes into effect in Fiscal Year 2023, LBUSD has not experienced challenges or successes in implementation.

The approved ESSER III plan can be viewed: [English](#) [Spanish](#) [Khmer](#)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The culmination of LBUSD’s budget engagement process results in the district’s LCAP. The LCAP anchors the entire LBUSD budget as this provides the foundation of funding of the district’s base program. In addition, the concentration and supplemental grants (additional parts of the LCFF that is based on unduplicated pupils (EL, Low SES, Homeless, Foster, etc.)) provide for programs and services that are intended to meet the needs of the unduplicated pupils. In the budget planning of other resources, such as ESSER and other one-time funding sources, the LCAP continues to provide the foundation of the budget, while the other resources provide programs and services that augment or supplement the LCAP. The coordination of all these resources through the budget engagement process prevents stand alone/one-time services that are not sustainable. For example, the ESSER budgets (as shown in the prompt above) envision a multi-year effort to fund programs and services. Here is a graphic depiction of the budget:



LBUSD considers the Learning Acceleration and Support Plan (LASP) as an initial attempt to show a larger picture of the various budgets to show how programs and services can be multifaceted and multifunded. The school district began this planning based upon students' needs, blending together various resources – including significant pandemic recovery funding from the state and federal governments – to provide the best possible learning opportunities and related support. The LASP is an internal, non-required plan that intends to inform the LBUSD community about various services for students using multiple funding sources. The pandemic years' experience and community feedback has led to the plan's focus on four pillars: Pillar I: Academic Acceleration & Support; Pillar II: Social-Emotional Well-Being; Pillar III: Engagement & Voice; and Pillar IV: Infrastructure & Capital for the Future. The LASP can be found at: <https://www.lbschools.net/Asset/Files/Superintendent/Acc-Plan/LASP-21-22-EN.pdf>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

2021-22 Mid-Year Local Control and Accountability Plan: Progress Report February 2022

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Long Beach Unified School District (LBUSD)	Dr. Jill Baker, Superintendent of Schools	JBaker@lbschools.net / 562-997-8242

The LEA shall present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the local educational agency.

The update shall include all of the following:

- 1) The supplement to the annual update required by subdivision (a).
- 2) All available mid-year outcome data related to metrics identified in the 2021–22 LCAP.
- 3) Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

Goal #	Description
1	Students will receive basic services that are fundamental to academic success, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Mid-Year 2021-22 Progress: Data			
Metric	Baseline	Mid-Year Progress (Feb 2022)	Desired Outcome for 2023-24
Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	99.3% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements. (2021-22)	Data not available. CDE expects the data to be input into the SARC's sometime in February.	100% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements.
Rate of compliance with the instructional materials requirements.	100% compliance with the instructional materials requirements.	<i>The following is excerpted from LBUSD Board of Education Resolution 102021-A:</i>	100% compliance with the instructional materials requirements.

(Resolution on the Sufficiency of Textbooks)	(2021-22)	<p>Sufficient textbooks and instructional materials were provided to each student, including English learners, which are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:</p> <ul style="list-style-type: none"> • Mathematics • Science • History-Social Science • English/Language Arts, including the English language development component of an adopted program <p>NOW, THEREFORE, BE IT IS RESOLVED that for the 2021 -2022 school year, the Long Beach Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.</p> <p>(10/20/21)</p>	
<p>Percentage of schools in “good” or “exemplary” repair.</p> <p>(Facility Inspection Tool)</p>	<p>100% of schools in “good” or “exemplary” repair.</p> <p>(2021-22)</p>	<p>82 of 83 schools were rated as “good” or “exemplary” repair according to the 2021 Facility Inspection Reports-99%.</p> <p>Note: There were 4 schools that were under construction and did not receive an inspection. In addition, there was one school (Avalon) that is TBD.</p>	<p>100% of schools in “good” or “exemplary” repair.</p>

Mid-Year 2021-22 Progress: Expenditures

Action #	Title	Description	Total Funds	Contributing	Mid-Year Expenditures	Status
1	Assistance to Teachers	Provide assistance to teachers through the Beginning Teacher Support and Assessment (BTSA), National Board Certification, and Teachers on Special Assignment. These services help to strengthen the quality of classroom instruction, and they supplement many other professional development opportunities funded by different federal, state, and foundation sources. In particular, BTSA includes training on ensuring positive relationships with students, communicating with hard-to-reach families, and supporting English Learners and other students in need.	\$5,568,962	Y	\$2,180,617	<p>In Progress</p> <p>Spending is in line with original budgeted costs as the costs mid-year reflect 40% of total line budget.</p>

2	Technology Infrastructure and Support Services	<p>Enhance LBUSD’s technology infrastructure and support services. This enhancement builds on student, family, and staff experiences during distance learning and ensures that online / digital resources are integral to the educational process.</p> <p>As expressed by stakeholders, many students have struggled either to access their classes or to remain engaged academically due to inadequate devices and/or poor internet services. Such technical challenges have disproportionately impacted unduplicated pupils. This action/service helps replace outdated Chromebooks, document cameras, and related equipment like noise-canceling headphones. It also enhances technology support throughout the district, with an emphasis on sites with high concentrations of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth.</p>	\$1,430,594	Y	\$59,205	<p>In Progress</p> <p>Other one-time funds were used for technology purchases in the first half of the year.</p>
3	Plant/Maintenance Services (Base)	<p>Provide general support to schools in their efforts to implement the LCAP, including basic plant services, maintenance business services, building maintenance workers, and equipment replacement.</p> <p>Supplementary services are directed to LBUSD’s largest schools, where a substantial proportion of students are unduplicated pupils. These resources are intended to expedite repairs in high-need areas and contribute to the culture/climate of the sites.</p>	\$84,630,703	N	\$34,953,785	<p>In Progress</p> <p>Base custodial staff sending is in line with original budgeted costs. Some facility improvements, including playground repair (approx \$10M), are awaiting contract approvals.</p>

Goal #	Description
2	Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.

Mid-Year 2021-22 Progress: Data

Metric	Baseline	Mid-Year Progress (Feb 2022)	Desired Outcome for 2023-24
Percentage of favorable responses in the Social- Emotional Learning Survey. (District Data)	73% favorable responses in the Social-Emotional Learning Survey. (2019-20)	The CORE Survey, which includes the Social-Emotional data, the School Culture and Climate data, and the Parent Satisfaction data, will be administered in the Spring of 2022.	79% favorable responses in the Social-Emotional Learning Survey.
Percentage of favorable responses in the School Culture and Climate Survey. (District Data)	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 75% Students ● 93% Parents ● 78% Staff (2019-20)	The CORE Survey, which includes the Social-Emotional data, the School Culture and Climate data, and the Parent Satisfaction data, will be administered in the Spring of 2022.	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 81% Students ● 99% Parents ● 84% Staff
Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey (CORE District Data)	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 65% Students ● 93% Parents ● 81% Staff (2019-20)	The CORE Survey, which includes the Social-Emotional data, the School Culture and Climate data, and the Parent Satisfaction data, will be administered in the Spring of 2022.	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 71% Students ● 99% Parents ● 87% Staff
Percentage of favorable responses in the Safety (School Connectedness) Survey (CORE District Data)	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 76% Students ● 93% Parents ● 82% Staff (2019-20)	The CORE Survey, which includes the Social-Emotional data, the School Culture and Climate data, and the Parent Satisfaction data, will be administered in the Spring of 2022.	Percentage of favorable responses in the School Culture and Climate Survey. <ul style="list-style-type: none"> ● 82% Students ● 99% Parents ● 88% Staff
Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. (District Data)	94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs. (2019-20)	The CORE Survey, which includes the Social-Emotional data, the School Culture and Climate data, and the Parent Satisfaction data, will be administered in the Spring of 2022.	100% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.

Average number of views for each Parent University online workshop in English, Spanish, and Khmer. (District Data)	946.7 average views for each Parent University online workshop in English, Spanish, and Khmer. (2020-21)	1,769 average views for Parent University events from Aug 28, 2021 - Feb 8, 2022 (21,229 views total)	1,000 average views for each Parent University online workshop in English, Spanish, and Khmer.
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Mid-Year 2021-22 Progress: Expenditures

Action #	Title	Description	Total Funds	Contributing	Mid-Year Expenditures	Status
1	Community and Ancillary Services (Base)	<p>As stated in the district’s equity definition, LBUSD strives to uplift groups that have been historically marginalized, amplifying student voices and embracing the community as true partners in education. Community and ancillary services support this vision. They offer targeted supports – in group or individual settings -- that relate to academic, behavioral, social-emotional, health, psychological, and other needs.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> • Community and Ancillary Services (Recreation Aides, etc.); and • Administrative services and contracts (e.g., Most Inspiring Students, etc.). <p>Community and ancillary services include classified staff members who help promote a safe, secure, and inviting campus environment by mentoring students, principally unduplicated pupils, on appropriate behaviors in playgrounds, restrooms, and other common areas. They discuss personal problems with students to prevent destructive or injurious behavior (such as gang associations, drugs, etc.), communicate with parents, and make referrals to counseling centers, with special emphasis on low-income students, English learners, and homeless / foster youth. Overall, community and ancillary services enhance LBUSD’s liaison work, connecting schools, homes, and communities in matters of health, welfare, attendance, and educational needs. The additional adult-to-student connections that are made possible by these services have benefits for unduplicated pupils.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the social-emotional learning initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. There is an emphasis on cultivating the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making among students.</p>	\$9,007,587	N	\$2,987,793	<p>In Progress</p> <p>Sports costs (such as bussing & referees) and community permits expenses have been down due to the health and safety precautions related to COVID.</p>

		Moreover, community and ancillary services are part of a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development.				
2	Community and Ancillary Services (Supplemental/ Concentration)	<p>As stated in the district’s equity definition, LBUSD strives to uplift groups that have been historically marginalized, amplifying student voices and embracing the community as true partners in education. Community and ancillary services support this vision. The particular actions/services supported here are Student Advisory resources at the high school level.</p> <p>Specifically, LBUSD has allocated funds to develop student-led projects that address academic, behavioral, social-emotional, health, psychological, and other needs. These projects are expected to align with the State Priority Areas, LBUSD equity initiatives, and other local efforts, with an emphasis on low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth to close opportunity gaps. Actions and services can be provided in school, group, or individual settings. They include academic interventions outside the regular day (above and beyond other planned expenditures elsewhere in the LCAP), social-emotional supports, and programs to engage students based on their unique needs.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students’ classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It initiates a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development. 	\$227,225	Y	\$255,130	<p>In Progress</p> <p>Additional budget was given to approved student backed projects at the high schools.</p>
3	Parent Engagement / Outreach	<p>Provide additional parent engagement / outreach supports to schools. These services include traditional and electronic parent communications, as well as different types of Parent University assistance, particularly those that are technology-based. Altogether, they are aligned with the recommendations from the National School Public Relations Association’s recent communications audit, whose core message is to “expand LBUSD’s inclusive culture for diverse families.”</p> <p>A critical part of these services is ensuring that all families have access to engagement opportunities and two-way communication. Such access includes simultaneous translation utilizing Zoom, conference call lines, and other technological tools. This way, Spanish, Khmer, and other non-English</p>	\$939,291	Y	\$669,557	<p>In Progress</p> <p>School Loop and School Messenger costs are completed. A partial FTE is included and the expense is in line with the original budgeted costs.</p>

		<p>speakers can participate fully in dialogue with school and district staff.</p> <p>Numerous equity initiatives drive the actions and services in this section. One of the most critical is the community engagement initiative, which seeks to develop and build trusting relationships with all stakeholders; create systems that provide opportunities for diverse perspectives to be shared; and enhance district methods for interacting with parents. Moreover, Parent University workshops and other family offerings are designed to align with key initiatives, including learning acceleration, support, and enrichment; social-emotional well-being; etc.</p>				
4	Restorative Justice	<p>Expand programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This expansion provides restorative justice professional development workshops to encourage conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions. It also includes district efforts to promote relationship-centered schools through its Equity Leadership Team.</p> <p>LBUSD plans to develop schoolwide use of restorative practices to increase relationships between adults and students; shift schoolwide disciplinary practices; and decrease student suspension rates with a focus on decreasing overrepresentation of students of color and unduplicated pupils. Actions and services include modeling and coaching of restorative justice practices in classrooms to increase students' sense of belonging and shift overall school culture. They also provide staff members with release time and technical expertise to support teacher learning and schoolwide implementation.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It initiates a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development. • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. 	\$1,123,993	Y	\$253,501	<p>In Progress</p> <p>2 of the 4 Middle School TOSA positions remain vacant.</p>

Goal #	Description
3	Students will make academic progress on the Common Core State Standards so that they can be prepared for both college and careers upon high school graduation.

Mid-Year 2021-22 Progress: Data

Metric	Baseline	Mid-Year Progress (Feb 2022)	Desired Outcome for 2023-24
Percentage of students who meet or exceed standards in English Language Arts. (Smarter Balanced Assessments)	Percentage of students who meet or exceed standards in English Language Arts. <ul style="list-style-type: none"> 54% All Students 47% Economically Disadvantaged 40% African Americans 48% Hispanics 10% English Learners 25% Students with Disabilities (2018-19)	The Smarter Balanced Assessments will be administered in the Spring of 2022.	Percentage of students who meet or exceed standards in English Language Arts. <ul style="list-style-type: none"> 63% All Students 62% Economically Disadvantaged 55% African Americans 63% Hispanics 25% English Learners 40% Students with Disabilities
Percentage of students who meet or exceed standards in Mathematics. (Smarter Balanced Assessments)	Percentage of students who meet or exceed standards in Mathematics. <ul style="list-style-type: none"> 46% All Students 39% Economically Disadvantaged 28% African Americans 40% Hispanics 12% English Learners 22% Students with Disabilities (2018-19)	The Smarter Balanced Assessments will be administered in the Spring of 2022.	Percentage of students who meet or exceed standards in Mathematics. <ul style="list-style-type: none"> 55% All Students 54% Economically Disadvantaged 43% African Americans 55% Hispanics 27% English Learners 37% Students with Disabilities
Redesignation rate to a level above the state average. (DataQuest)	24% District 14% State (2020-21)	Redesignation Rates are calculated at the end of the school year and are based on several criteria, including the English Language Proficiency Assessments for California (ELPAC) which the administration window will begin in February and end in May of 2022.	Increase the redesignation rate to a level above the state average.
Percentage of English Learners making	41% of English Learners making progress	The window for administering the English Language	50% of English Learners making progress

<p>progress towards English language proficiency (i.e., progressed at least one level or maintained a level 4 result from the prior year on the English Language Proficiency Assessments for California)</p> <p>(California SchoolDashboard)</p>	<p>towards English language proficiency.</p> <p>(2018-19)</p>	<p>Proficiency Assessments for California (ELPAC) will begin in February and end in May of 2022.</p>	<p>towards English language proficiency.</p>
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Mid-Year 2021-22 Progress: Expenditures

Action #	Title	Description	Total Funds	Contributing	Mid-Year Expenditures	Status
1	Instruction	<p>Classroom instruction is vital to student achievement. At LBUSD, it is anchored in the <u>"Understandings Continuum,"</u> a planning tool that helps educators to integrate key teacher practices as part of daily instruction, builds collective efficacy, promotes caring relationships with students, and inspires reflection throughout the instructional process.</p> <p>LBUSD strives for "Excellence and Equity" in classroom instruction. This means creating a student-centered and anti-racist school experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. Diversity is an asset to a dynamic learning experience. With all students in mind, teachers uplift groups of students that have been historically marginalized and, in the process, cultivate academic, social, and emotional growth.</p> <p>One important equity initiative centers on workforce diversity. LBUSD's goal is to develop a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community; sustain and increase the percentage of highly qualified K-12 certificated candidates by 10% in under-represented groups and to develop improved organizational structures to promote equity and excellence organizational objectives while creating an environment that promotes employee engagement and retention. Among the key actions is anti-racist and anti-bias human resources training/professional development. In addition, LBUSD has <u>Grading for Equity guidelines</u> that focus on how student performance is assessed through an equity lens.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> ● Teachers ● Alternative Settings ● Student Testing 	\$305,937,331	N	\$133,844,459	<p>In Progress</p> <p>Base teaching staff spending is in line with original budgeted costs, as the costs mid-year reflect 44% of total line budget.</p>

2	Instruction-Related Services (Base)	<p>The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of teachers. Such teacher characteristics are developed through a wide array of instruction-related services, which span from pre-service preparation programs, through induction processes, through curricular support, through ongoing professional development, through regular collaboration with colleagues. They also involve instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports that enable differentiation, particularly for unduplicated pupils.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The goals of the curriculum and professional development initiative are to support teacher and leader development in the eight competencies for culturally responsive teaching and ensure a culturally relevant curriculum. LBUSD aims to create and deploy a professional development plan that incorporates training for principals and teachers around culturally relevant and sustaining practices centering on academic success, cultural competence, and critical consciousness, as well as their relationship to students’ social-emotional learning and well-being. • The goal of the equity leadership and talent development initiative is to support teacher and administrator growth and development in the 7 domains and 21 dimensions of LBUSD’s administrator standards. District staff focus on the creation of an equity-centered curriculum for each program; the implementation of equity-focused recruitment and retention efforts; and the expansion of partnerships with community organizations to support an equity-centered pipeline of talent. <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> • Teachers on Special Assignments, Trainers and Coaches- Provide collaborative, collegial support through the induction process, as well as site curriculum support. This includes training work with the Equity and Excellence Policy. • Basic Library Services- Provides teacher librarians and library materials. • Principals- Provides professional development to staff, along with leading the Instructional Leadership Teams with walk-through and data analysis protocols. • Site Staff (non-academic)- Training in equity and bias will provide for a more empathetic and positive climate. • Supplemental Educational Supports for Unduplicated Pupils- provides training for Tier 1 interventions for students, such as 	\$51,826,289	N	\$23,415,765	<p>In Progress</p> <p>Instructional staff (TOSAa, Librarians), some Administration and some Parent Involvement staff spending is in line with original budgeted costs, as the costs mid-year reflect 45% of total line budget.</p>
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		<p>in-class differentiation techniques. Also provides for expertise on data analysis.</p> <p>Additional actions and services include:</p> <ul style="list-style-type: none"> ● Professional Development for Certificated and Classified Staff ● Leadership Development 				
3	Instruction-Related Services (Supplemental/Concentration)	<p>The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of teachers. Such teacher characteristics are enhanced by a wide array of supplemental instruction-related services, including:</p> <ul style="list-style-type: none"> ● Professional Development for Certificated and Classified Staff ● Supplemental Educational Supports for Unduplicated Pupils ● Gifted and Talented Education <p>As part of its “Excellence and Equity” agenda, LBUSD seeks to ensure a culturally relevant curriculum, one that helps create a student-centered and anti-racist school experience and that amplifies student voices. This initiative involves defining what a culturally relevant and responsive classroom looks like. It also involves a district curriculum audit, with an eye toward academic success, cultural competence, and critical consciousness, as well as social-emotional learning and well-being. LBUSD then plans to support teacher and leader development in the eight competencies for culturally responsive teaching and other areas that promote equitable educational experiences. Comprehensive training is planned for every certificated staff member in the district, with special emphasis on supporting unduplicated pupils.</p> <p>Instruction-related services additionally include Instructional Aides, who are tasked to work with teachers in classrooms where the achievement gap is the hardest to close (i.e., where English Language Arts and Mathematics performance on the Smarter Balanced or comparable assessments are low). Instructional Aides help provide more individualized instruction and targeted interventions to low-income students, English learners, foster youth, and others who are struggling and require additional attention. They also free up the teachers’ ability to devote more instructional time directed at the needs of unduplicated pupils.</p> <p>These supplemental services are part of a broader system of academic supports that LBUSD utilizes to improve educational outcomes for unduplicated pupils. Through enhanced technological infrastructure, not only do students have access to online resources that expand their learning opportunities, but teachers also gain real-time information on who might be struggling in certain areas. Such data allow them to create targeted interventions. Instructional Aides help them implement and monitor these interventions, which principally benefit unduplicated pupils, whose unique needs often necessitate greater individual attention. More generally, the</p>	\$18,669,203	Y	\$8,723,271	<p>In Progress</p> <p>Supplemental staff (i.e. instructional aides, GATE) spending is in line with original budgeted costs, as the costs mid-year reflect 30% of total line budget.</p> <p>Culturally responsive supplies and materials are included (\$3.2M)</p>

		emphasis on supporting the neediest students reflects the district’s “Excellence and Equity” agenda. One of the key initiatives is for staff to use equity-centered data to drive programmatic decisions and interventions that increase access, opportunity, and success for students.				
4	General Administration and Other Services	<p>LBUSD’s departments exist to support schools in providing a student-centered and anti-racist educational experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. They are structured to enhance the instructional services, with clear lines of authority, accountability, transparency, and equity. LBUSD employs more than 12,000 people (making it the largest employer in Long Beach), and since the early 2000s, it has been recognized as one of the world’s top school systems.</p> <p>The actions and services in this section include:</p> <ul style="list-style-type: none"> - General Administration - Enterprise (Health Benefit Administration) - Other Outgo (Insurance) - Contributions (Special Education Support, etc.) <p>Overall compensation, which includes career increments and benefit contributions, is an important component in attracting and retaining highly qualified staff members who can support LBUSD students, particularly the low-income and other historically disadvantaged subgroups. According to “The Cost of Teacher Turnover in Five School Districts: A Pilot Study” by the National Commission on Teaching and America’s Future, employee turnover is a significant issue. LBUSD aims to address it systematically and sustainably so that long-range efforts can positively impact the neediest students.</p> <p>Reaching unduplicated pupils requires staffing capacity to focus on their unique needs. The teacher shortage is an ongoing concern not only in California but across the nation. LBUSD is acting proactively both to attract and to retain high-quality, equity-driven teachers. As education professionals consider coming to or staying in Long Beach, their decisions are heavily influenced by the factors listed above, including, but not limited to salary, benefits, size, and strength of pension shortfalls. Teacher turnover and teacher shortages have a high probability of creating greater disparity among students. The measures herein are designed to reduce teacher turnover, retain experienced teachers, and attract new professionals in order to protect and expand bandwidth, which helps to hedge against drains that are most likely to disadvantage unduplicated pupils. At the same time, they help create an environment of short- and long-term fiscal stability.</p> <p>More broadly, the actions and services in this section reflect the district’s equity initiative on workforce diversity. The goal is to develop a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified</p>	\$162,979,128	N	\$20,488,675	<p>In Progress</p> <p>Office Staff, Administration of Insurance and Benefits are in line with this line item.</p> <p>A major budgeted expense is unknown at this time. The Special Education Support contribution/encroachment will be calculated at the end of the school year.</p>

		workforce that is reflective of our students and community. It includes both refining internal human resource practices and engaging external partners to raise the profile of the educator profession to recruit a future diverse workforce.				
5	Literacy Support	<p>Expand literacy support in elementary and K-8 schools. This expansion includes the deployment of research-based, consistent literacy interventions across all sites (principally for those with high concentrations of unduplicated pupils) through the allocation and ongoing training of literacy teachers, as well as the purchase of intervention materials.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. It includes the development of intervention models for literacy and math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Students with substantial need in English Language Arts, including unduplicated pupils, principally benefit from these academic supports, as staff use equity-centered data to drive programmatic decisions.</p>	\$14,926,120	Y	\$7,281,521	<p>In Progress</p> <p>Literacy materials are included in the expense (\$1.2M).</p> <p>Literacy teaching staff spending is in line with original budgeted costs, as the costs mid-year reflect 41% of total line budget.</p>
6	Library Education Program	<p>Enhance the library education program. This enhancement includes both teacher librarian and library media assistant support, as appropriate, based on site and student needs (with priority placed on schools with low English Language Arts scores and high concentrations of unduplicated pupils). Teacher librarians and library media assistants augment core literacy instruction, as they provide digital instructional resources to accelerate learning, help students with their research skills for class projects, and collaborate with classroom teachers on delivering academic interventions. Overall, the program is part of the learning acceleration, support, and enrichment initiative, which includes the development of intervention models for literacy and math as well as other extended learning opportunities. Students with substantial need in English Language Arts, including unduplicated pupils, principally benefit from these academic supports, as staff use equity-centered data to drive programmatic decisions.</p>	\$4,738,938	Y	\$1,992,256	<p>In Progress</p> <p>Teacher Librarian and Media Assistant staff spending is in line with original budgeted costs, as the costs mid-year reflect 42% of total line budget.</p>
7	English Learner Support	<p>Provide support to English Learners and their families. These efforts include translation/interpretation services, English Language Proficiency Assessments for California (ELPAC) administration beyond reimbursable costs, parent involvement, and technical assistance to schools, among many others. In particular, LBUSD aims to build a responsive language accessibility unit to enhance translation, interpretation, and stakeholder support.</p> <p>The expansion of EL support is part of a broader effort to establish the "LBUSD Multilingual Office." This office merges World Language, English</p>	\$2,523,395	Y	\$641,042	<p>In Progress</p> <p>An additional \$1million was budgeted to expand the interpreter unit. 4 new positions were just posted.</p> <p>From original budget, the interpreters, some research staff and ELPAC administration costs are in line with original budgeted costs, as the</p>

		<p>Learner, and Dual Immersion services, providing greater support to both students and families. One of its top priorities is to strengthen the home-school connection and enhance current parent engagement efforts by, for example, increasing access to behavioral and mental health services. Additionally, the Multilingual Office plans to collaborate with school-based intervention coordinators, who can help deliver differentiated interventions for ELs, particularly long-term ELs.</p> <p>A cohort of school sites with the highest EL populations are prioritized for additional professional learning under the supervision of a Director/Principal-Supervisor who collaborates with the English learner specialists to provide targeted support designed to address disparities in EL student achievement by increasing the subject matter knowledge and teaching skills of both the teachers and administrators at these sites to accelerate English learners' language acquisition and grade-level achievement. EL coaches and curricula specialists provide on-site training for school sites to address school-specific needs related to ELs, including primary/heritage language instruction strategies and curricula. These additional professional learning activities, including the assignment of coaches, are provided as differentiated resources for high need schools.</p> <p>Beginning this school year (2021-22), a new support structure is being implemented as a systems approach to enhance the way in which we support schools and English Learner Services. A new Multilingual Office has been initiated, hiring experts in English Learners, ELD, Coaching, Parent Engagement, World Languages and Dual Immersion. For English Learner services they are charged with the following: Transparency of Data (regular reporting of data and regular progress monitoring); Update Reclassification Criteria; Strengthen Home/School Connections; Provide support to sites to increase EL parent engagement; and Provide PD with an asset based approach, including robust training and coaching in designated and integrated ELD. This new office is an attempt to consolidate expertise into one place- not a scattered approach that may have hindered progress in this area.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goals of the community engagement initiative are to develop and build trusting relationships with all stakeholders; create systems that provide opportunities for diverse perspectives to be shared; and enhance district methods for interacting with parents. The latter objective includes ensuring that all families have access to engagement opportunities and two-way communication, particularly when it comes to language. Moreover, from the standpoint of academic growth, the learning acceleration, support, and enrichment initiative focuses on the development of intervention models for literacy and math as well as other extended learning opportunities.</p> <p>Note that, in the spirit of local control and accountability, most English</p>				<p>costs mid-year reflect 42% of total line budget.</p>
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		<p>Learner services are determined at the school level. Sites have the flexibility to construct plans – with advisement from the English Learner Advisory Committee and approval from the School Site Council -- that address the unique needs of their students. These plans are expected to align with the State Priority Areas, LBUSD equity initiatives, and other local efforts.</p> <p>Furthermore, other resources, particularly Title I federal funds, are often used to support English Learners. Although the LCAP does not specifically itemize these expenditures, it is important to highlight the many different ways that services are provided to students in need.</p>				
8	Mathematics Support	<p>Provide math interventions and enrichments to extend learning opportunities for students. These programs include:</p> <ul style="list-style-type: none"> • Math interventions/tutorials, particularly in Algebra; • Math instructional software; and • The Urban Math Collaborative. <p>The latter program prepares historically underprivileged students from low-income neighborhoods for potential careers in “Science, Technology, Engineering, and Math” (STEM). Building upon prior work, LBUSD plans to expand middle school math interventions that seek to help struggling learners build their conceptual understanding of the standards while practicing necessary fundamental skills. These supports incorporate opportunities for students to engage in structured mathematical conversations and articulate their reasoning – pedagogical strategies that have proven to be effective, particularly with unduplicated pupils, leading up to Algebra success.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. The equity initiatives include the development of intervention models for literacy and math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Students with substantial need in Mathematics, including unduplicated pupils, principally benefit from these academic supports, as staff use equity-centered data to drive programmatic decisions.</p>	\$1,365,532	Y	\$1,090,919	<p>In Progress</p> <p>Lexia, Urban Math Collaborative aides and Algebra Intervention staff at 2 high schools are included in this line item. We are projecting this item as in line with the budget.</p>
9	Early Learning Initiative	<p>Provide early learning opportunities to expand school readiness and equip young children with a solid foundation for immediate and long-term academic success. These services include:</p> <ul style="list-style-type: none"> • Transitional Kindergarten is the first year of a two-year program that provides children, with birthdays between September 2 and 	\$9,280,006	Y	\$4,084,269	<p>In Progress</p> <p>TK teachers, some Speech teachers and some Educare staff spending is in line with original budgeted costs, as the costs mid-year reflect 44% of total line budget.</p>

		<p>December 2, a curriculum that is age and developmentally appropriate, taught by credentialed teachers.</p> <ul style="list-style-type: none"> • Early Transitional Kindergarten is for students turning five years of age after the eligibility date for Transitional Kindergarten. • Expansion of CDC/preschool programs by adding general education teachers to increase early learning school access, particularly for low-income students. This expansion of early learning programs leads to greater participation among low-income preschoolers in a structured, developmentally appropriate program. There is a focus on Social-emotional Learning and Reading/Literacy skills to build the educational foundation for early learners. English-Language Arts and Math achievement are expected to improve, particularly for low-income, foster and English Learners. • Educare is formed through a public-private partnership between Head Start/Early Head Start, State Preschool, LBUSD, Los Angeles Chamber of Commerce, private donations, families, community, and staff. This collaboration is committed to all its enrolled children and their families as they receive high quality care and education from the moment they are born to the day they enter kindergarten. <p>These programs are part of LBUSD’s broader Early Learning Systems, which also include Child Development Centers and Head Start/Early Head Start. They are grounded in research-based best practices, most notably social-emotional development, integrated learning, partnerships with families, language development, and responsive instruction.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. Moreover, the social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p>				
10	School-based Student Support	<p>Allocate resources directly to schools so that they can implement the Common Core State Standards and address the unique needs of their students. Site expenditures are expected to align with the State Priority Areas, LBUSD equity initiatives, and other local efforts, with an emphasis on low income pupils, English Learners and foster youth to close opportunity gaps. Details of these site expenditures are available at lbschools.net.</p>	\$10,050,039	Y	\$3,350,076	<p>In Progress</p> <p>These are school site expenditures. We are projecting a surplus carry over for this line item, as expenses at the school sites are running low at this point in the year.</p> <p>School Site Councils (SSC) make recommendations for site expenses</p>

		<p>The allocations to school sites uses School Site Council (SSC) to make recommendations about interventions, materials and professional development that enhance classroom instruction. The actions and services are determined by each SSC, based on the SSC’s Student Need Assessment as laid out in the SPSA. Although LCFF services are not required to be in the SPSA, LBUSD uses the same transparent process by involving all stakeholders/voices through the elected SSC representatives. In looking at some of the 2021-22 SPSAs, here is a sampling of activities that are focused on English Learners, Low-income, Foster and Homeless Youth:</p> <ul style="list-style-type: none"> • FTEs for personnel, such as health assistant and counseling to provide social-emotional & health support as schools reopen • EL Support: classroom reading materials in the primary language and primary language support aides. • Saturday School: to provide struggling students extended day opportunities in a tutorial. • Aides: to provide tech and/or 1:1 instructional support in classrooms or on the playground. • Collaboration Time: to provide for teachers to collaborate to analyze learning data, plan common lessons, including infusing equity initiatives. • Professional development: Work and training to support culturally relevant instruction. <p>Each activity included in the SPSA has a description of the needs of students, data related to the need, description of activity, funding source and projected cost, duration of services and how the activity is monitored/measured for effectiveness.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students’ classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It initiates a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development. • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. 			<p>based on student need. These can include interventions, professional development, materials, and parent involvement activities.</p> <p>The site budget and proposed expenditures can be found in their School Plan for Student Achievement (SPSA)</p>
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		<ul style="list-style-type: none"> The learning acceleration, support, and enrichment initiative enables the development of intervention models for literacy and math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. 				
11	Learning Acceleration Programs	<p>Provide research-based, targeted, and tiered academic interventions to accelerate student learning, particularly for unduplicated pupils. These services include:</p> <ul style="list-style-type: none"> Tutoring and/or other extended learning opportunities that augment the core academic program; Curriculum and instructional materials to implement the interventions; and Professional development for and coordination of staff who deliver the interventions. <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. It includes the development of intervention models for literacy and math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Students with substantial need in English Language Arts and Mathematics principally benefit from these academic supports, as staff use equity-centered data to drive programmatic decisions.</p>	\$5,185,275	Y	\$1,526,596	<p>In Progress</p> <p>Other one-time funds have been used to implement the Professional Development and Tutoring, as described in this plan.</p> <p>Intervention Coordinators have not yet been hired as envisioned in this line item.</p>
12	Tutoring Support	<p>Provide enhanced tutoring support at 29 high-need schools with significant concentrations of low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth. These tutorials are based on the following guidelines:</p> <ul style="list-style-type: none"> Establish extended hours of English Language Arts and Mathematics tutoring sessions provided by classroom teachers on an additional hourly basis, teachers on special assignment, program specialists, or other certificated staff. Students who are not meeting ELA and Math standards (i.e., “Not Met” or “Nearly Met”) should receive the highest priority for scheduling. 	\$2,250,000	Y	\$0.00	<p>Not Started</p> <p>Other one-time funds were used to offer tutoring options during the first half of the year.</p> <p>It is anticipated that these tutoring programs will start in the second semester.</p>

		<ul style="list-style-type: none"> Tutoring times are established based on consultation with School Site Councils. <p>These guidelines were developed collaboratively between LBUSD and community partners to provide additional services to high-need students at the following sites: King, Smith, Edison, Addams, Robinson, Garfield, Willard, Roosevelt, Lincoln, Dooley, McKinley, Powell, Oropeza, Whittier, Barton, Washington, Franklin, Lindbergh, Stephens, Lindsey, Hamilton, Jefferson, Nelson, Hoover, Educational Partnership High School, Long Beach Learning Center, Jordan, Renaissance, and Cabrillo. The tutoring sessions in this section go above and beyond other planned tutorials elsewhere in the LCAP.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. Moreover, the social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p>				
13	Black Student Achievement Initiative	<p>Develop and engage a Black student achievement advisory committee (including parents and other stakeholders) to recommend additional supports for Black students -- above and beyond other planned programs elsewhere in the LCAP. The recommended supports would align with numerous equity initiatives, specifically:</p> <ul style="list-style-type: none"> The student voice and participation initiative seeks to actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum. The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It initiates a continuum of integrated levels of support that involve resources for Tier I-III discipline practices, restorative justice, and identity development. The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. The learning acceleration, support, and enrichment initiative enables the development of intervention models for literacy and 	\$750,000	N	\$750	<p>In Progress</p> <p>Planning for the new program is still in process, as the Black Student Achievement Initiative has just started. The expenses represented to date are start-up supplies.</p>

		math to support students during the school day, which is then supplemented by research-based, targeted intervention instruction and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities.				
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Goal #	Description
4	Students will demonstrate readiness for college and careers.

Mid-Year 2021-22 Progress: Data

Metric	Baseline	Mid-Year Progress (Feb 2022)	Desired Outcome for 2023-24
Percentage of 8th grade students who demonstrate high school readiness based on multiple measures. (District Data)	56% of 8th grade students demonstrate high school readiness based on multiple measures. (2018-19)	High School Readiness is a compilation of data from middle school that includes: <ul style="list-style-type: none"> • Middle School GPA • Attendance • Suspensions • D/Fs in Math and ELA LBUSD has studied several years of student success at high school and determined that the above data is a reliable indicator of high school success.	65% of 8th grade students demonstrate high school readiness based on multiple measures.
Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – English. (Smarter Balanced Assessments)	23% of 11th graders achieve “Ready for College” in the Early Assessment Program – English. (2018-19)	The Smarter Balanced Assessments are administered in Spring of 2022.	29% of 11th graders achieve “Ready for College” in the Early Assessment Program – English.
Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – Mathematics. (Smarter Balanced Assessments)	10% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics. (2018-19)	The Smarter Balanced Assessments are administered in Spring of 2022.	16% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics.

<p>Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures.</p> <p>(California School Dashboard)</p>	<p>40% of 12th grade students demonstrate college and career readiness based on multiple measures.</p> <p>(2018-19)</p>	<p>This measure is based on the number of high school graduates who are prepared for college or a career. College or career readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. The following measures are approved as indicating college or career readiness:</p> <ul style="list-style-type: none"> -Career Technical Education Pathway Completion -Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics -Advanced Placement Exams -International Baccalaureate Exams -College Credit Course (formerly called Dual Enrollment) -a-g Completion -State Seal of Biliteracy -Military Science/Leadership <p>This is calculated at the end of the school year.</p>	<p>49% of 12th grade students demonstrate college and career readiness based on multiple measures.</p>
<p>Percentage of high school graduates who complete the a-g requirements.</p> <p>(DataQuest)</p>	<p>60% of high school graduates complete the a-g requirements.</p> <p>(2018-19)</p>	<p>Graduation rates and A-G completion will be calculated at the end of the school year.</p>	<p>66% of high school graduates complete the a-g requirements.</p>
<p>Percentage of high school graduates who complete a Career Technical Education (CTE) pathway.</p> <p>(College/Career Indicator)</p>	<p>18% of high school graduates complete a Career Technical Education (CTE) pathway.</p> <p>(2018-19)</p>	<p>Graduation rates and CTE completion will be calculated at the end of the school year.</p>	<p>24% of high school graduates complete a Career Technical Education (CTE) pathway.</p>
<p>Percentage of high school graduates who complete the A-G Requirements <u>and</u> a Career Technical Education (CTE) pathway.</p> <p>(Local data)</p>	<p>11% of high school graduates complete the A-G Requirements <u>and</u> a Career Technical Education (CTE) pathway</p> <p>(2018-19)</p>	<p>Graduation rates and A-G completion will be calculated at the end of the school year.</p>	<p>17% of high school graduates complete the A-G Requirements <u>and</u> a Career Technical Education (CTE) pathway</p>
<p>Percentage of high school graduates who enroll in a two- or four-year college.</p> <p>(National Student Clearinghouse)</p>	<p>66% of high school graduates enroll in a two- or four-year college.</p> <p>(2018-19)</p>	<p>For the Class of 2021: 66.6% of graduates enrolled in a two or four-year college.</p>	<p>72% of high school graduates enroll in a two- or four-year college.</p>
<p>Percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course.</p> <p>(College Board)</p>	<p>51% of 11th and 12th grade students enroll in at least one Advanced Placement course.</p> <p>(2018-19)</p>	<p>Mid Year data: 48.7%</p>	<p>57% of 11th and 12th grade students enroll in at least one Advanced Placement course.</p>
<p>Passing rate of 11th and 12th grade Advanced</p>	<p>46% of 11th and 12th grade Advanced</p>	<p>Advanced Placement exams data will be calculated after</p>	<p>52% of 11th and 12th grade Advanced</p>

Placement exams. (College Board)	Placement exams achieve passing scores of 3 or higher. (2018-19)	the tests are administered (Spring 2022)	Placement exams achieve passing scores of 3 or higher.
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Mid-Year 2021-22 Progress: Expenditures

Action #	Title	Description	Total Funds	Contributing	Mid-Year Expenditures	Status
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1	Counseling Support	<p>Expand counseling support and other services related to social-emotional learning (SEL) and mental health. The counseling support targets high-need sites first, followed by other significant areas where student priorities remain. Direct outreach efforts are primarily geared toward underrepresented students, including low income pupils, English Learners, and foster youth.</p> <p>As part of LBUUSD’s holistic approach to wellness, counselors play a pivotal role in coordinating social-emotional supports and mental health referrals for families. They are available to support families at every school site, but the aspect of their work that contributes to increased and improved services for unduplicated pupils concerns specific connections with disengaged families who are experiencing trauma like never before. This process includes more personalized and targeted supports for low-income families, English learners, and foster youth who are otherwise unresponsive to traditional means of communication. It also involves more specialized coordination with the School-Based Mental Health Collaborative and other community partners due to their socioeconomic challenges, language barriers, and unstable home environments.</p> <p>The SEL initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It includes the following milestones:</p> <ul style="list-style-type: none"> Teachers and administrators will develop a working knowledge of the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies & SEL Student Outcomes through professional development. The “CASEL 5” focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. 	\$10,670,839	Y	\$4,870,634	<p>In Progress</p> <p>Counseling staff spending is in line with original budgeted costs, as the costs mid-year reflect 46% of total line budget.</p>
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		<ul style="list-style-type: none"> • A continuum of integrated levels of support will be initiated with resources for Tier I-III discipline practices, restorative justice, and identity development. • SEL objectives will be integrated into core and elective content and instruction. • Adult SEL supports will be designed and deployed. <p>LBUSD has prioritized the centralization of its SEL systems and structures districtwide to support greater fidelity and infuse SEL across all content areas and throughout the day. Our vision is “to teach all students that everyone has feelings and is able to respond to them in productive ways by using problem-solving skills and mindfulness strategies so that they can maintain positive relationships, value diversity in others, and show empathy and compassion for different perspectives in order to be caring humans who make positive changes in our communities and make the world a better place.”</p>				
2	College and Career Readiness	<p>Expand college and career readiness efforts by providing additional support for the Long Beach College Promise, including:</p> <ul style="list-style-type: none"> • College visits to Long Beach City College for fourth graders and California State University, Long Beach, for fifth graders. These tours promote a college-going culture starting in elementary school, which is principally beneficial to unduplicated pupils who lack exposure to postsecondary opportunities. • A high school readiness program that prepares at-promise sixth through eighth graders for high school. This program -- which provides additional counseling sessions for unduplicated pupils in support of students’ communication, coping, and social skills -- focuses on sites with high concentrations of unduplicated pupils (Washington, Franklin, and Hamilton middle schools) and aligns with LBUSD’s social-emotional learning equity initiative. • Advancement Via Individual Determination (AVID), a program that strives to close the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. • The establishment of a partnership with the University of Southern California to place near-peer college advisors at our high schools. College advisors focus on supporting first-generation, low-income, and underrepresented students. • Dual enrollment opportunities such as the Ethnic Studies Program with the California State University, Long Beach. 	\$4,864,392	Y	\$1,516,120	<p>In progress</p> <p>The expenses for this line item include: Ethnic Studies, Middle School aides, AVID tutors. Several large contracts have not been paid yet for this year including PSATS (\$600K).</p>

		<ul style="list-style-type: none"> Free PSAT and SAT exams to ensure that students, principally those from low-income backgrounds, can meet college requirements. <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being.</p>				
3	Advanced Placement Support	<p>Expand college and career readiness efforts by providing additional support for Advanced Placement (AP) courses and exams. Specifically, these resources provide teachers to increase the number of AP classes and pay for nearly the entire cost of AP exam fees. They principally benefit unduplicated pupils who have historically lacked access to college-level courses due to financial barriers.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. Moreover, the curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum.</p>	\$5,000,559	Y	\$1,487,860	<p>In Progress</p> <p>Some High School A.P. staff spending is in line with original budgeted costs. A large AP contract will be upcoming in the Spring (\$1.4M).</p>

Goal #	Description
5	Students will be actively engaged in their learning so that they can meet the Common Core State Standards and prepare for college and careers.

Mid-Year 2021-22 Progress: Data

Metric	Baseline	Mid-Year Progress (Feb 2022)	Desired Outcome for 2023-24
Attendance Rate (CALPADS)	Elem / Middle / K-8 95.8% High School 95.5% (2019-20)	Mid Year data: 90% Elem / Middle / K-8 Rate: 89.1% High School Rate: 90.2%	Elem / Middle / K-8 97.0% High School 96.5%
Graduation Rate (DataQuest)	90% Graduation Rate (2019-20)	Graduation rates and A-G completion will be calculated at the end of the school year.	90% Graduation Rate
Chronic Absenteeism Rate (California School Dashboard)	12.5% District 10.1% State (2019-20)	Mid Year data: 25%	Decrease the chronic absenteeism rate to a level below the state average.
Suspension Rate (DataQuest)	3.5% District 3.4% State (2019-20)	Mid Year data: 1.7%	Decrease the suspension rate to a level below the state average.
Expulsion Rate (DataQuest)	0.02% District 0.06% State (2019-20)	Mid Year data is unavailable at this time.	Decrease the expulsion rate to a level below the state average.
Middle School Dropout Rate (DataQuest)	0.1% District N/A State (2019-20)	Dropout rates are calculated at the end of each school year.	Decrease the middle school dropout rate to a level below the state average.

High School Dropout Rate (DataQuest)	7.1% District 7.0% State (2019-20)	Dropout rates are calculated at the end of each school year.	Decrease the high school dropout rate to a level below the state average.
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Mid-Year 2021-22 Progress: Expenditures

Action #	Title	Description	Total Funds	Contributing	Mid-Year Expenditures	Status
1	Pupil Services (Base)	<p>As stated in the district’s equity definition, LBUSD strives to uplift groups that have been historically marginalized, amplifying student voices and embracing the community as true partners in education. Pupil services support this vision. They offer targeted supports – in group or individual settings -- that relate to academic, behavioral, social-emotional, health, psychological, and other needs. Enhancements include nursing and psychological services.</p> <p>As part of LBUSD’s holistic approach to wellness, nurses provide in-service training to teachers, administrators, and staff, particularly on COVID-19 and related issues, while helping to conduct outreach that connects families with community resources. Similarly, psychologists lend their expertise to social-emotional learning efforts while helping to coordinate school-based mental health services. Both nursing and psychological services play integral roles in LBUSD’s multi-tiered re-engagement process, which affirms the importance of regular daily participation among students. They strive to ensure that parent communications and home visits show care and concern rather than being perceived as punitive. They are intended to be a very personal way to connect with families while recognizing and respecting appropriate boundaries.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the SEL initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p>	\$24,425,927	N	\$9,809,114	<p>In Progress</p> <p>Some Social Workers, Psychologists, Nurses and Health Assistant staff spending is in line with original budgeted costs, as the costs mid-year reflect 40% of total line budget.</p>
2	Pupil Services (Supplemental/Concentration)	Pupil services include nursing and psychological services, as well as school safety therapist support, which go above and beyond the basic program with targeted individual or small-group sessions on health / mental health problems that interfere with unduplicated pupils’ academic, behavioral, or social-emotional growth. Nurses, psychologists, and school safety therapist	\$6,213,089	Y	\$2,255,800	<p>In Progress</p> <p>Some Nurses and Psychologist staff spending is in line with original budgeted costs, as the costs mid-year reflect 36% of total line</p>

		<p>staff connect families, especially those of unduplicated pupils who are experiencing trauma like never before, with appropriate resources. This process includes more personalized supports for low-income families, English Learners, and foster youth who are otherwise unresponsive to traditional means of communication. It also involves more specialized coordination with the School-Based Mental Health Collaborative and other community partners due to their socioeconomic challenges, language barriers, and unstable home environments.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the SEL initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p>				<p>budget.</p> <p>Contract nurse costs have not been transferred in yet. They fill vacant positions at the sites.</p>
3	High School Wellness Centers	<p>Establish Wellness Centers at each high school so that students have a safe place on campus where they can drop in to receive social-emotional support during the school day. Wellness Centers can be of assistance and support with conflict resolution, short-term individual/group counseling, stress management, and more.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <p>The student voice and participation initiative seeks to actively include student voice in decisions related to students' classroom experience, school experience, and the district curriculum.</p> <p>The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It integrates SEL objectives into core and elective content and instruction.</p>	\$1,633,588	Y	\$706,647	<p>In Progress</p> <p>Start-up supplies and furniture to establish the High School Wellness Centers comprises the spending for the line item. It is projected that the line item is on budget.</p>
4	Male and Female Leadership Academies	<p>Expand programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This expansion includes the Male and Female Leadership Academies, which help to steer students away from gangs and build leadership by improving self-respect and cultural awareness. Academy participants receive culturally relevant and responsive mentorship; attend workshops and events that build their leadership skills; engage in community service projects; and benefit from individualized academic support.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> The student voice and participation initiative seeks to actively 	\$576,215	Y	\$137,126	<p>In Progress</p> <p>The Male and Female Leadership Academies have been budgeted to expand their programs to more schools. This represents the start-up expenses as well as paying hourly expenses of coordinators. We are projecting a surplus/carry-over budget for this line item.</p>

		<p>include student voice in decisions related to students' classroom experience, school experience, and the district curriculum.</p> <ul style="list-style-type: none"> • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It integrates SEL objectives into core and elective content and instruction. • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. 				
5	Foster Youth Services	<p>Ensure the right of foster youth to have full access to the same academic resources, services, and extracurricular activities that are available to all students, thereby supporting their path to high school graduation and beyond. Additional social workers will provide social-emotional learning interventions, academic/attendance tracking, intensive case management, and referrals for students identified as foster youth.</p> <p>On April 1, 2014, the Board of Education unanimously approved a policy that includes the following actions:</p> <ul style="list-style-type: none"> • Ensure that placement decisions for foster youth are based on the students' best interests, as defined in law and administrative regulation. • Designate a staff person as a district liaison for foster youth. • Ensure that all appropriate staff members receive training regarding the enrollment, placement, and rights of foster youth. • Develop strategies to build students' feelings of connectedness to school. • Collaborate with local agencies to address the needs of foster youth. • Regularly report to the Board on the educational outcomes of foster youth. <p>Numerous equity initiatives drive the actions and services in this section. Specifically, the goals of the social-emotional learning initiative are to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. Moreover, from the standpoint of academic growth, the learning acceleration, support, and enrichment</p>	\$769,804	Y	\$295,418	<p>In Progress</p> <p>Some Social Workers and Ethnic Studies staff spending is in line with original budgeted costs, as the costs mid-year reflect 38% of total line budget.</p>

		<p>initiative focuses on the development of intervention models for literacy and math as well as other extended learning opportunities.</p> <p>Note that, in the spirit of local control and accountability, most foster youth services are determined at the school level. Sites have the flexibility to construct plans – with approval from the School Site Council -- that address the unique needs of their students. These plans are expected to align with the State Priority Areas, LBUSD equity initiatives, and other local efforts.</p> <p>Furthermore, other resources, particularly Title I federal funds, are often used to support foster youth. Although the LCAP does not specifically itemize these expenditures, it is important to highlight the many different ways that services are provided to students in need.</p>				
6	Linked Learning Initiative	<p>Enhance the Linked Learning Initiative, which uses rigorous coursework, technical training, work-based learning, and related student services to create connections between high school, college, and careers. This enhancement:</p> <ul style="list-style-type: none"> • Allocates resources for work-based learning activities; • Provides pathway program incentives; and • Expands pathway program staff support <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The student voice and participation initiative seeks to actively include student voice in decisions related to students’ classroom experience, school experience, and the district curriculum. • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It integrates SEL objectives into core and elective content and instruction. • The curriculum and professional development initiative supports teacher and leader development in the eight competencies for culturally responsive teaching and ensures a culturally relevant curriculum. • The learning acceleration, support, and enrichment initiative, which focuses on research-based targeted intervention classes and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. 	\$8,687,937	Y	\$3,509,504	<p>In Progress</p> <p>Linked Learning Coordinators, IB Coordinator, College & Career Coordinator and Pathway Coordinator staff spending is in line with original budgeted costs, as the costs mid-year reflect 40% of total line budget.</p>
7	Elementary Music Program	<p>Enhance the elementary music program districtwide so that, among many objectives, it creates a foundation for broader courses of study in middle</p>	\$3,979,719	Y	\$1,670,242	<p>In Progress</p> <p>Itinerant Music Teacher staff spending is in line with original</p>

		<p>school and beyond. This enhancement includes itinerant music teachers.</p> <p>Numerous equity initiatives drive the actions and services in this section. Specifically:</p> <ul style="list-style-type: none"> • The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. • The learning acceleration, support, and enrichment initiative, which focuses on research-based targeted intervention classes and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. 				<p>budgeted costs, as the costs mid-year reflect 42% of total line budget.</p> <p>Bussing costs for student performances is embedded into the line item.</p>
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Budget Overview for Parents- Mid Year Update

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Long Beach Unified School District	Dr. Jill Baker, Superintendent	jbaker@lbschools.net 562.997.8240

When LBUSD adopted the LCAP and Budget in June 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents (BOP) is as follows:

Item	As adopted in BOP	Amount per Budget Act	1 st Interim Report	Projection based on CALPADS
Date	June 2021	Aug 2021	Oct 2021	(March 2022 Projection)
Total LCFF Funds	\$752.4 M	\$763.6 M	\$759.6 M	\$ 756.1 M
LCFF Supplemental/ Concentration Grants	\$120.6 M	\$131.8 M	\$127.8 M	\$124.3 M