

LONG BEACH UNIFIED SCHOOL DISTRICT

SERVING LONG BEACH, LAKEWOOD, SIGNAL HILL AND
AVALON

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Via E-mail to sbe@cde.ca.gov

December 18, 2013

- California State Board of Education Members
- Karen Stapf Walters, SBE Executive Director

California State Board of Education
1430 N Street, Suite #5111
Sacramento, CA 95814

Dear Board of Education Members and Executive Director Walters,

The State Board of Education's reconsideration of draft Local Control Funding Formula regulations next month presents a key opportunity for the State of California to honor and implement the legislative intent of LCFF. As superintendent of the Long Beach Unified School District, and after more than 30 years in public education in California, I cannot overstate the importance of preserving the long overdue flexibility that LCFF provides. At the same time, our organization takes seriously the considerable increase in local accountability that comes with a shift to local control.

The LCFF has already made a tremendous impact on our daily work. We have quickly begun the challenging but necessary process of engaging diverse groups of stakeholders in the development of our Local Control Accountability Plan. In the short time span since Gov. Jerry Brown and the Legislature approved LCFF, our school district has embarked on a historic, sweeping and systemic effort to engage the Long Beach community in shaping our LCAP. We have received more than 2,700 survey responses to our initial outreach, and our LCAP committee – composed of 69 people from all walks of life – has met three times to highlight the state's eight priorities and examine expenditures and student subgroup data in more and different ways than ever before. This work would not have happened without LCFF. We are focused intently on allocating resources so that students who struggle the most receive the greatest amount of support through appropriate and effective interventions. Early indications are that the LCAP process will be a positive and productive experience for our school system and the 80,000 students we serve. A welcome side effect is that we are building more trust with our community by demonstrating, at a hyper-local level, that we are committed to wise stewardship of public funding.

We have made a firm commitment to total transparency regarding the ongoing LCAP process, posting agendas and videos of our LCAP meetings online, complete with supporting documents and other useful resources such as school-by-school expenditures of discretionary funding. Examples of supporting documents are attached with this communication, and I invite you to visit lbschools.net to view this ever-growing list of public resources.

Our fervent hope in Long Beach is that California will allow sufficient time and flexibility for LCFF to prove its worth. As you know, LCFF attempts to change a dysfunctional system that has been in place for decades. Such change does not happen overnight and will require steadfast support from the State Board of Education. LCFF regulations should continue to provide maximum flexibility. Doing otherwise would thwart the intent of our publicly elected Governor and Legislature, who have founded the LCFF upon the concept of subsidiarity, or the idea that decisions should be made by the least centralized authority available, in this case our Long Beach citizenry and their locally elected school board. This has required a shift in thinking for all of us, and there is no turning back.

Despite our nationally and internationally recognized success in Long Beach, we have much more work ahead as we strive to eliminate achievement gaps. If Long Beach (and all of California) are to accelerate gains in student achievement, then we must be careful not to erase the “L” from LCFF.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Christopher J. Steinhauser".

Christopher J. Steinhauser
Superintendent of Schools

Attachments



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) COMMITTEE MEETING AGENDA

Wednesday, November 20, 2013

4:00 p.m. – 6:00 p.m.

1299 E. 32nd Street, Room ABC, Signal Hill

Objective
<i>To finalize the alignment of the LBUSD Strategic Plan, Waiver Plan, and LCAP. To review the results of the districtwide Student and Parent Support Survey.</i>

- 1. Meeting Overview and Personal Introductions4:00 p.m.**
 - Review the agenda, norms, and improvements from the October meeting.
 - Share your name, title, and organization (if joining us for the first time).
 - Select a facilitator and a recorder for each table.
- 2. Alignment of the LBUSD Strategic Plan, Waiver Plan, and LCAP4:05 p.m.**
 - Review the main suggestions that emerged from the October meeting.
 - Identify lingering gaps and remaining ideas on the alignment exercise.
- 3. Districtwide Student and Parent Support Survey4:30 p.m.**
 - Establish the context for the survey so that the entire committee is on the same page.
 - Analyze the word clouds and identify prominent themes, connections, and reflections.
 - Analyze the main categories of responses and develop a deeper understanding.
 - Generate broad ideas on how to address LCAP goals, based on survey results.
- 4. Next Steps and Exit Surveys5:55 p.m.**

Next Meeting

December 11, 2013

4:00 p.m. – 6:00 p.m.

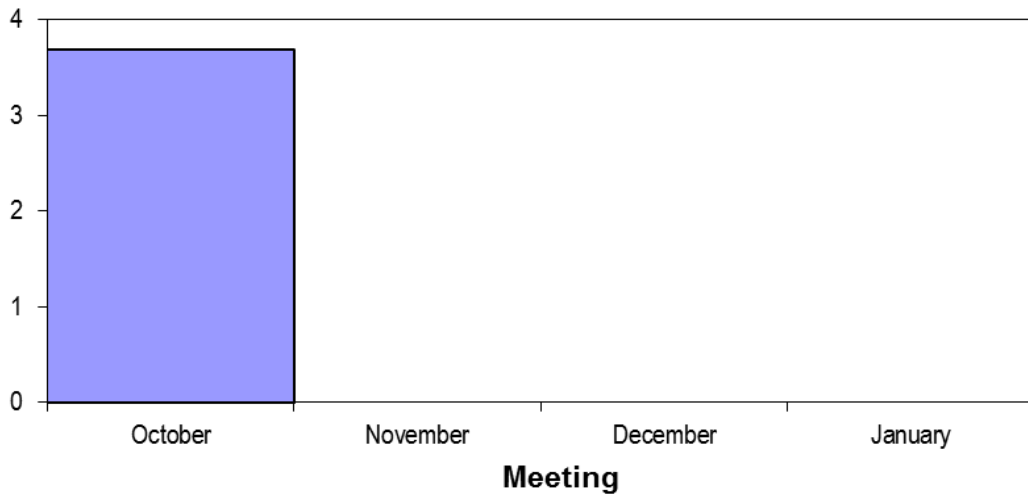
1299 E. 32nd Street, Room ABC, Signal Hill

Standard Ground Rules
<ol style="list-style-type: none"> 1. Start on time; end on time. 2. Silence electronic devices. 3. Adhere to the agenda.

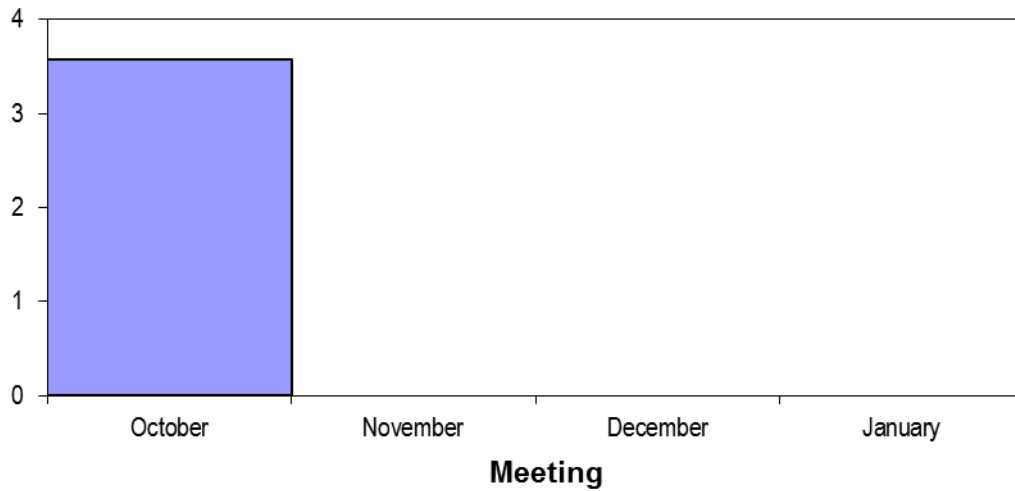
Group Norms
<ol style="list-style-type: none"> 1. Be respectful of others' opinions. 2. Agree to disagree sometimes. 3. Empower others to speak up. 4. Give youth priority to speak. 5. Be brief.

Handouts
<ol style="list-style-type: none"> 1. Agenda 2. Plan Alignment Suggestions 3. Student and Parent Support Survey Word Clouds 4. Survey Summary: Categories of Results 5. Student and Parent Support Survey Results Packet 6. Exit Survey

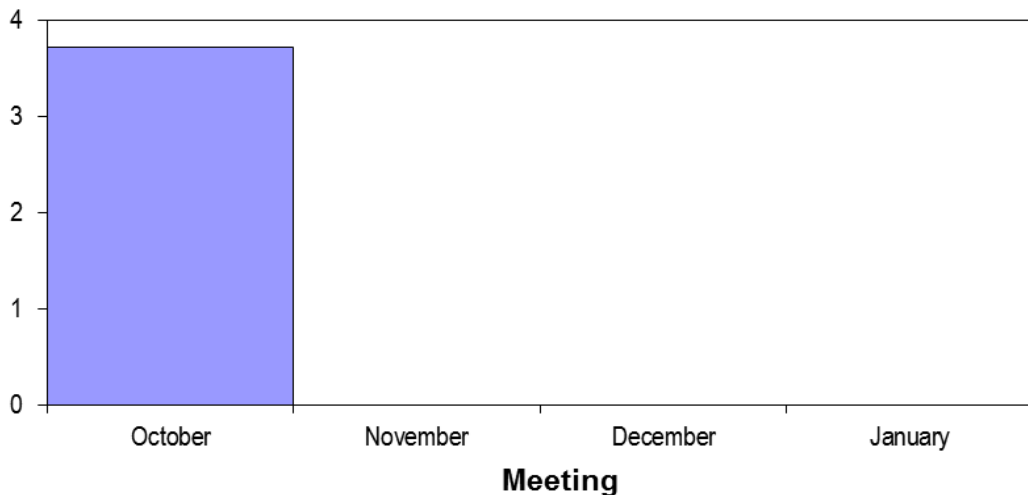
The meeting was a productive use of my time.



The meeting provided helpful information.



I felt that I had opportunities to share my views.



Plan Alignment Suggestions

November 20, 2013

LCAP PRIORITIES

LCAP METRICS

MAIN SUGGESTIONS

ADDITIONAL FEEDBACK

LCAP PRIORITIES	LCAP METRICS	MAIN SUGGESTIONS	ADDITIONAL FEEDBACK
Student Interventions	<p>State Assessments / API UC / CSU Requirements EL Proficiency / Reclassification Rate AP Pass Rate Early Assessment Program</p>	<ul style="list-style-type: none"> Disaggregate all data by relevant subgroups. Add district assessment data where necessary and appropriate. Include participation data (e.g., # of students who take AP tests). <ul style="list-style-type: none"> Highlight subgroup participation to ensure a match with district demographics. Include the following data on college readiness: <ul style="list-style-type: none"> SAT / ACT participation and scores College enrollment nationwide College remediation rates College persistence rates 	
Student Engagement	<p>Attendance Rates Chronic Absenteeism Rates MS / HS Dropout Rates Graduation Rates</p>	<ul style="list-style-type: none"> Highlight attendance goals (i.e., Attendance Incentive Program). Monitor truancy letters. Collect student and, in certain cases, parent survey data that address the metrics in this section. 	
School Climate	<p>Suspension Rates Expulsion Rates Other Local Measures</p>	<ul style="list-style-type: none"> Collect student and, in certain cases, parent survey data that address the metrics in this section. 	
Common Core	<p>Implementation of the Standards</p>	<ul style="list-style-type: none"> Emphasize the role of professional development. 	
Access to a Broad Curriculum	<p>Extent of Access to a Broad Course of Study</p>		
Parent Involvement	<p>Parent Input in Decisions Promotion of Parent Participation in Programs</p>	<ul style="list-style-type: none"> Include the following data on the promotion of parent participation: <ul style="list-style-type: none"> District and site web page views and SchoolLoop SchoolMessenger telephone and text bulletins Participation in major district events (e.g., Education Celebration, HS Choice Fair, etc.) VIPS applications and participants Participation in major district parent trainings (e.g., School Site Council trainings, etc.) Collect parent survey data that address the metrics in this section. 	

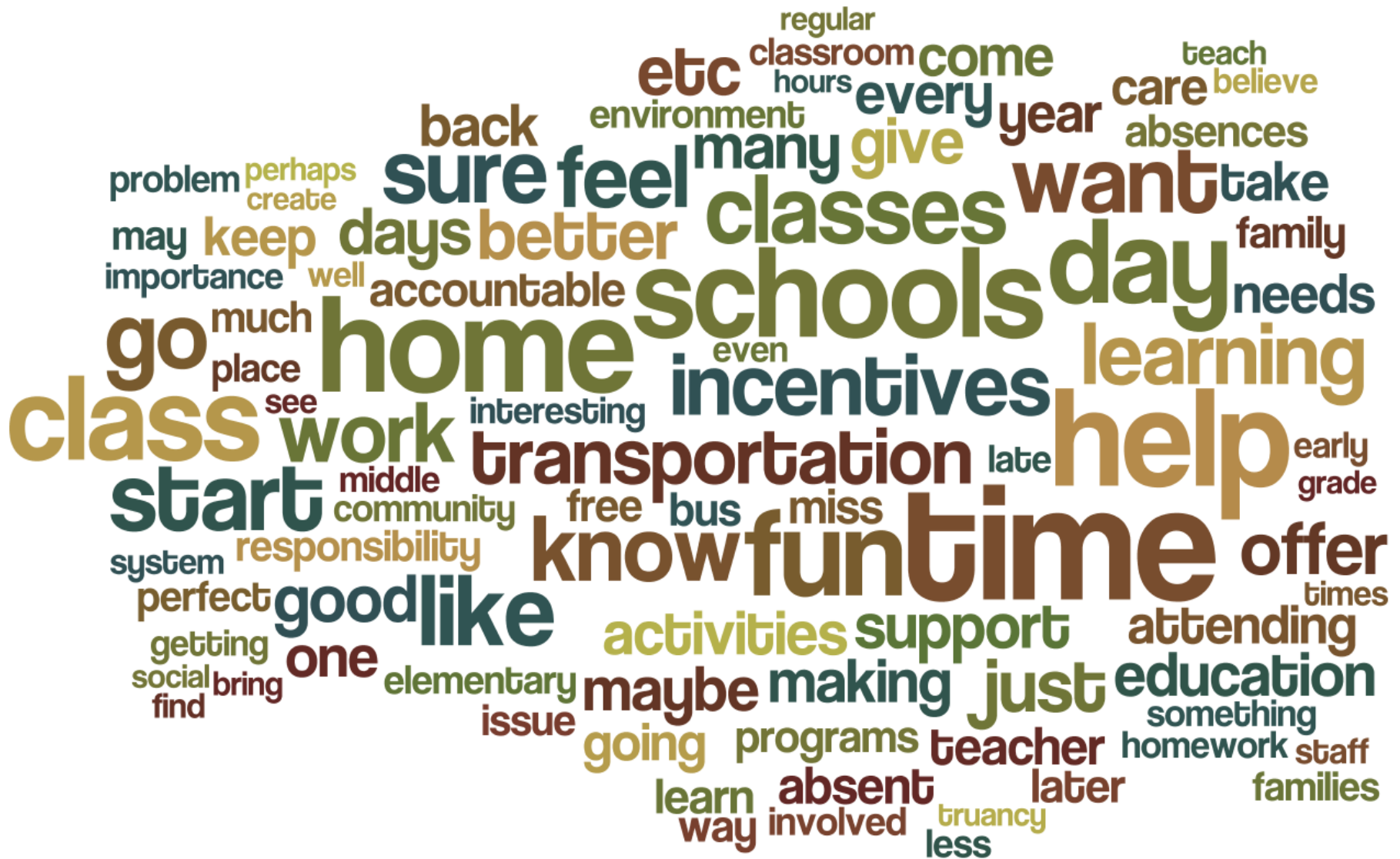
Plan Alignment Suggestions

November 20, 2013

Basic Services (Williams)	Credentialed Teachers Access to Textbooks Facilities in Good Repair		
Other Student Outcomes	Achievements in Other Subject Areas	<ul style="list-style-type: none">• Include career readiness metrics from Linked Learning.	

General Feedback:

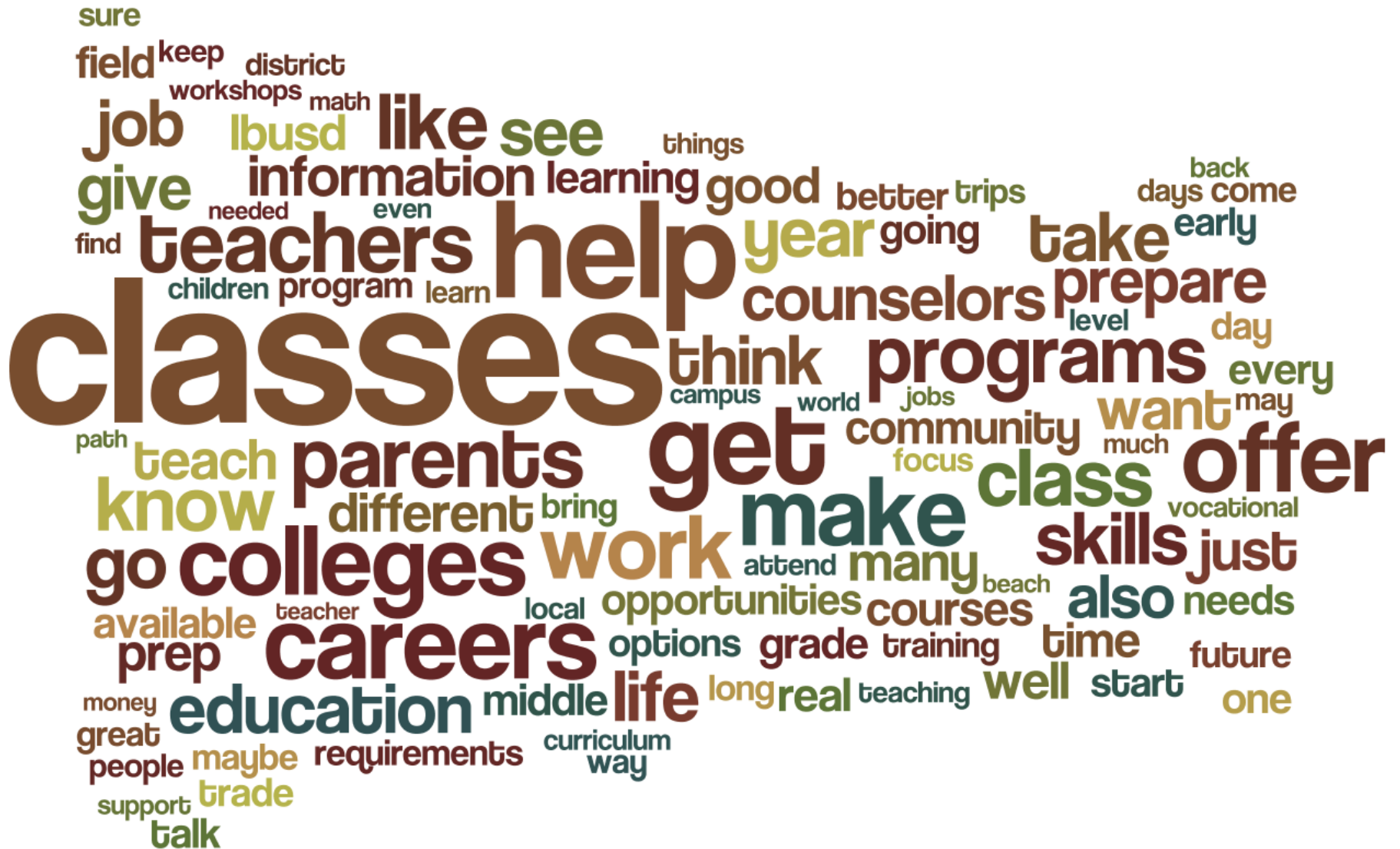
How can LBUSD help more students to attend school regularly?



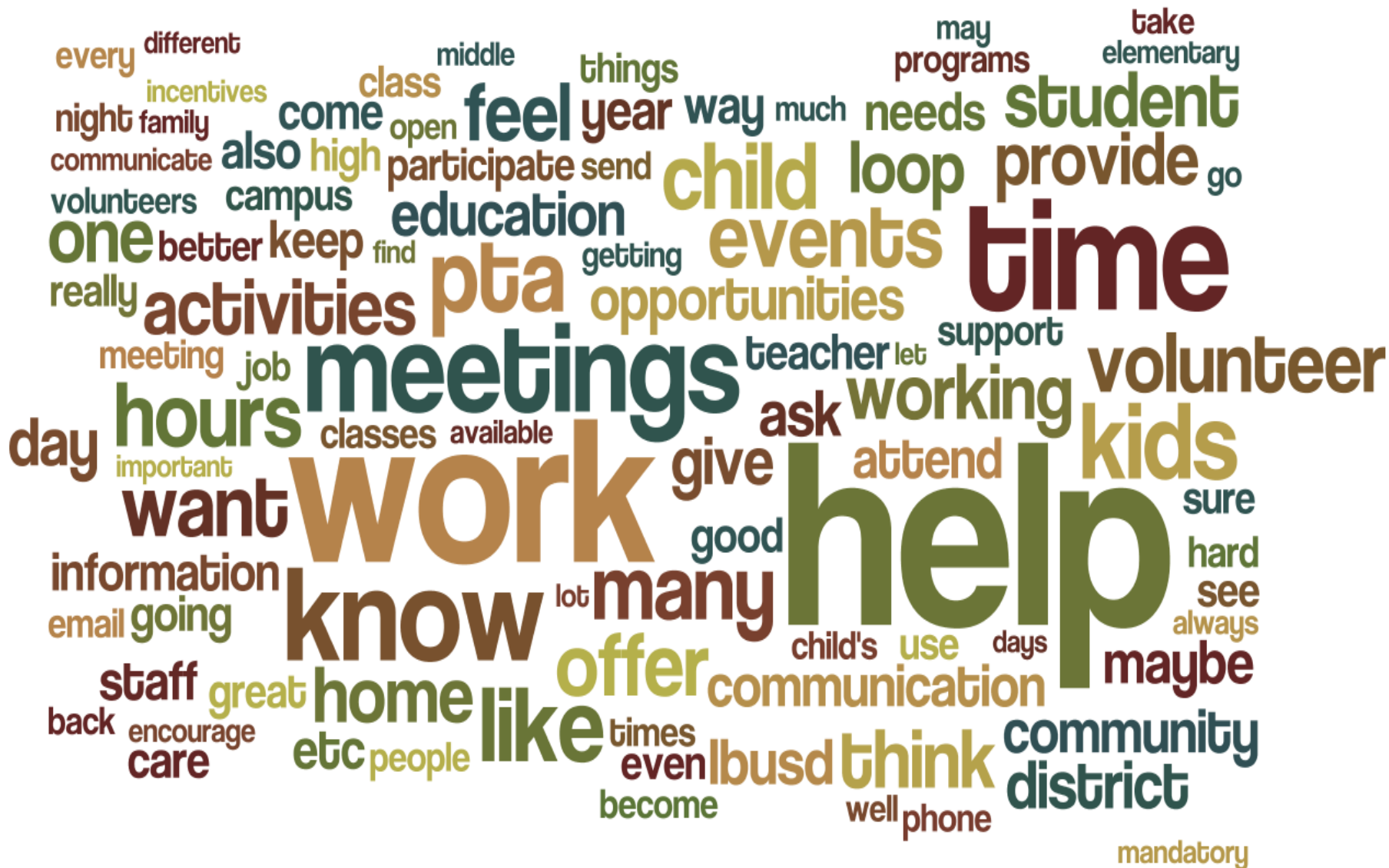
How can LBUSD help more students to graduate from high school?



How can LBUSD help more students to prepare for college and careers?



How can LBUSD help more parents to become involved in our schools?





Local Control Accountability Plan (LCAP) Committee
 Survey Summary: Categories of Results

The following table lists the most prominent categories of results for each question on the districtwide Student and Parent Support Survey.

<p align="center">How can LBUSD help more students to attend school regularly?</p> <ul style="list-style-type: none"> Parent Accountability Incentives Transportation Interest Communication Start Time Consequences 	<p align="center">How can LBUSD help more students to do well in their classes?</p> <ul style="list-style-type: none"> Class Size Tutoring Teacher Instructional Strategies Communication Parent Interest 	<p align="center">How can LBUSD help more students to graduate from high school?</p> <ul style="list-style-type: none"> Extended Learning Counseling Teacher Early Intervention Career Parent Communication
<p align="center">How can LBUSD help more students to prepare for college and careers?</p> <ul style="list-style-type: none"> Career Mentoring Counseling College Outreach Early Intervention Electives Information / Requirements 	<p align="center">How can LBUSD help more parents to become involved in our schools?</p> <ul style="list-style-type: none"> Communication Options Incentives Parent Education School Climate Mandatory Parent Accountability 	



How can LBUSD help more students to attend school regularly?

Category	Response
Communication	Attendance type people to visit the homes of non-attending students.
Communication	Call parent for absent student.
Communication	Personal contact with those who have chronic problems.
Communication	Keep parents involved to ensure that their children attend. If needed, visit the family at home to discuss obstacles that may be getting in the way of the child's attendance (transportation, work schedules, etc.) and work with the parents to provide solutions.
Communication	call home when they are not at school
Consequences	Make the parents accountable for their children's academic achievements, reward/recognize perfect attendances, get school social workers involved with families whose children have poor school attendances, and send warning letters to parents whose children are constantly tardy or absent.
Consequences	Strong discipline for the parents of students that are not attending school regularly.
Consequences	Issue citations for those who have more than 3 absences
Consequences	Prosecute truancies, starting with warning to parents after the third period of absence.
Incentives	Monthly Attendance Awards.
Incentives	Offer incentives
Incentives	It sounds ridiculous to have to say this, but some sort of an incentive program. They show up 5 days in a row they get free admission into a football game... 10 days they get something else so on and so forth, unfortunately at risk youth need something to strive for, something that they want or want to do...
Incentives	Students need an incentive. We are trying "5 Buck Friday" at [redacted] School with the middle and high school. We have monthly attendance awards for elementary. All kids who are on time and attend every day for the month get called up by class and receive a ribbon to wear. There is also an unofficial competition between the grade levels to see which grade has the best attendance. I also think we need to have consequences from SARB to be effective. Those serious offenders keep offending with no real consequences. I have parents tell me often, "I am just sick of getting those letters." They are not held accountable and they know it.
Incentives	give away electronics.....lpad, laptop, iphone; school-wide recognition of each individual per grade level; monetary reward...
Incentives	by providing an incentive at the end of every month or every semester.
Incentives	Give incentives to the students and parents. If they miss find out why and work with the parents and students that have chronic poor attendance.
Interest	Make it fun!
Interest	Classes should be fun. Teachers should be enthusiastic about their subject matter and be able to find a creative way to present what they are trying to teach.
Interest	Fun activities that involve school work.
Interest	Make school fun! Don't get me wrong where my children attend it is very parent involved and my kids enjoy going. Provide more outings or bring in guest speakers that the students can learn from.
Interest	Make school and learning fun.
Interest	Offer classes that they are interested in, and that focus on their career goals/pathways
Interest	Provide a fun activity during lunch everyday so students can have something to look forward to every morning.
Interest	By focusing on what draws the student toward motivation, rather than focusing on negative issues, such as truancy. Offer the students a wider selection of electives that encourage to their interests. They will be interested in participating in what they feel useful for.
Interest	have more fun activities each day which would make children want to show up the next day



How can LBUSD help more students to attend school regularly?

Category	Response
Interest	School needs to be interesting and fun for all not dry, boring and tedious. Learning can be fun if the teacher makes it that way. Teachers need to offer some level of excitement in the classroom. Students need to be curious to see what is offered from one day to the next. The curiosity will bring the student back. Classes can have more on-line interaction, a class can be taught outside under a tree, the school can offer more to do at lunchtime with a tournament, a fair, have lunch trucks. Teachers can talk more to the students and show interest.
Parent Accountability	Attendance has been an issue at three of the schools that I have taught at. Many times it is the parent that causes these tardiness and/or absences. I think the key here is parent accountability. I know we have a system in place, but placing the responsibility on the parents is what will send the message that students need to be in school.
Parent Accountability	I do not think that is up to the district. The child and parents have to be responsible, and if they are not, strict rules are put into place. We need to continue to hold the child and parent responsible. If rules are put in place they need to be followed firmly.
Parent Accountability	As a parent I feel it is my responsibility to make sure my son is prepared and ready for school every day. I feel that parents should be made accountable for their children.
Parent Accountability	It's the parents fault if students don't go because they should make sure to leave and pick up their kid or kids from school.
Parent Accountability	It is not the job of LBUSD ! Its the job of the parent(s) and the student to attend school once they are on school grounds. Each student has a badge, as they enter or leave the school grounds they hit the card reader so we know where they are at !! If they miss so many classes they need to bring their parent ! Use camera when they enter and leave !!
Parent Accountability	I think all of the questions can be answered in the same fashion. If the kids feel connected to the teachers then they feel more accountable to someone (if not someone in their own home). The classroom sizes just has to be smaller, especially for the high risk kids.
Parent Accountability	I believe that it starts at home. However, since LBUSD has to help those parents that are not willing to make school a priority, LBUSD can have more students participate in more future prospective career opportunities. Perhaps have college student speak about their choices and how they felt that they gained so much by always being in school and not falling behind.
Parent Accountability	Make parents accountable
Parent Accountability	I'm not sure this is the right question - as a parent, I think that it is my responsibility to ensure my child attends school regularly. Perhaps LBUSD can assist parents in the success of student attendance. One way of doing this is offering more support and supervision for students before and after school. Providing support in things like well child care (contracting with mobile clinics after school), flu shot clinics, or other health related events on campus may mean that we are required to take our kids out of school only occasionally for appointments and illnesses. More nurse hours at each school.
Parent Accountability	Put the oneness on the parent - it is their responsibility to ensure their kids are at school. Fines might hit parents where it hurts.
Start Time	Change High School start time to after 8 a.m.
Start Time	I think this year's move to later hours will help. If a kid is considering skipping school, an early wake-up makes it too easy. I'm very interested to see how the later hours affect attendance and performance.
Start Time	Start an hour later
Start Time	Don't start school so early
Start Time	This is not an issue for my family, but I think that if school started at 8:00 instead of 9:00 student attendance would improve.
Start Time	CHANGE THE TIME FOR SCHOOL TO START AT 8:00AM, FOR ALL SCHOOLS
Start Time	Later start times for middle & high school, do to all the homework they receive.



How can LBUSD help more students to attend school regularly?

Category	Response
Transportation	transportation is an issue - especially with the 9am start time. Most parents must be at work at 8:30 and with the late school start time it is challenging to meet the requirements of a job and school.
Transportation	Provide transportation for students who live more than 2 miles away from their home school or the overflow school they have been assigned to.
Transportation	Have school buses for those kids that live far away.
Transportation	Find a way to accomodate scheduling so families can work and transport kids.
Transportation	Bring back busing.
Transportation	Provide more school buses so commute will be easy
Transportation	buses



How can LBUSD help more students to do well in their classes?

Category	Response
Class Size	Provide aides. Reduce the class size.
Class Size	Unfortunately the only way is by having fewer student per teacher. I know some student don't try because they don't have help. I know teachers try to help, but my son tells me that sometimes too many students have questions and his question goes unanswered due to little time.
Class Size	Teacher's aides would be helpful, or smaller class sizes. A 1:30 teacher/student ratio is too high for the teacher to reach each child, and parent volunteers are not necessarily qualified to assist teachers.
Class Size	Lower the class size. Get more teachers and aides, and focus on the kids, not just the standards.
Class Size	reduce the class size back to 20
Class Size	Smaller class size.
Class Size	Smaller class size. I believe smaller classes would give both the student and teacher a better opportunity to have a better understanding of their relationship in the learning process. It's very important for the teacher and student to have a connection.
Class Size	Class size is too large and students don't get enough one on one attention. Too much emphasis is placed on state testing or test prep. Because of so many kids in each class teachers can not pay attention to the slower learners.
Class Size	Aside from smaller class sizes, which I don't believe is realistically going to happen, I'm not sure. School loop is a great tool for the students and parents. I feel informed, the kids have resources and ways to get additional information, and we as parents can choose to intervene when or if necessary if we see an issue.
Class Size	Lower class sizes beginning with kindergarten and moving up through the grades as far as possible. Also, the school year should begin in September, or even later if possible. August is too hot even if a site is close to the beach! Many schools do not have air conditioning and/or even ceiling fans. Also, I would think it would be much more expensive to have school in August and run air conditioning in the schools that do have it.
Class Size	Smaller class size Have aides available for teachers Look at potential teachers qualifications/skills over seniority
Class Size	Smaller class size. Unfortunately, this appears to be out of our control.
Class Size	Provide free, easily accessible after school tutoring for all students interested and all students performing below acceptable levels. Reduce class size. 25 in a class maximum. Get rid of illegals who shouldn't be here to begin with. Increase the number of volunteer mentors. Minimum academic performance to participate in high school athletics. Multiple teachers at the elementary level. Allow teachers to specialize in academic areas.
Class Size	Have teacher assistants who will be present in the classroom reinforcing what the teacher has assigned. Students should have the opportunity to turn in late work in ALL grade levels. Extra credit should be available throughout the year. Tutors should be made available, at the school, for students who need additional help. Teacher need to slow down on the instruction to ensure the majority of the class understands the work.
Class Size	Smaller classes or more aides in the classes.



How can LBUSD help more students to do well in their classes?

Category	Response
Class Size	Reduce class size. Improve teacher quality. Kids don't do as well when there are 30 kids crammed into a classroom, and they don't get a lot of support or one-on-one time when there's just one teacher for all those kids.
Class Size	Lower class ratio to 25 or less for grade school, provide part-time teacher aide in grade schools, improve daily access to technology for ALL students, train teachers to use multiple-media technology to teach lessons.
Communication	Communicate with the parents! Make sure parents understand the curriculum, classroom rules, expectations, flow of the day, etc.
Communication	1. Diligently inform parents that their is information on the LBUSD website that can help the children especially during the summer months along with the regular school year. The mathematics is the greatest thing ever but if you don't know that it is there it can't help. When you know that the information is there, you can test your children and immediately determine the areas that they will need help in. In these cases, many parents would immediately find help for their children if they can't provide it. 2. Make contact with the parents prior to getting report cards and/or progress reports via text messages (they will certainly read these) if the children are not progressing.
Communication	ALL TEACHERS NEED TO USE SCHOOL LOOP ON A TIMELY BASIS AND MANNER. IT IS THE PERFECT TOOL TO KEEP PARENTS AND STUDENTS IN COMMUNICATION OF COURSE EXPECTATIONS. Not citing daily homework assignments, and recording test results and grades...does not allow for close accountability...same teachers do not use wisely.
Communication	Make sure the teachers take the time to explain the work and homework during class time. I've often heard my kids say a teacher doesn't explain the work very well. A teacher can tell when a student is falling behind or doesn't seem to be grasping the lesson. A teacher can ask a student after class if they are having problems with understanding the work. I know they can't individually stop and help every student. Also, contact the parents of the student and see if their child needs tutoring (after school help). The sooner you inform the parents the sooner they can get help for the student.
Instructional Strategies	To do well in classes, students must be motivated and inspired in the subject that they are learning. LBUSD can increase the excitement in students by providing them with more hands-on learning and to have more opportunities open to them. If students are interested in engineering then there should be resources in the schools to have the engineering pathway in the curriculum as well as the equipment for a robotics team. If the student is interested in science then the schools should have dissecting laboratories and field trips for doctor shadowing. The extra curricular embedded in the educational system will motivate students to see the practical applications of what they're learning and to do well.
Instructional Strategies	The school should have great teachers with great communication skills with their students. Have students be able to work on their homework before the class ends, that way they can ask questions if they don't understand something.
Instructional Strategies	Emphasize less on the answers to problems and memorizing facts and more on the actual learning and process.
Instructional Strategies	Be more attentive to the students, with positive reinforcement. Find new ways to teach us, it is a proven fact that as humans we only learn 10 percent or less of the material when we are forced to sit through a lecture that doesn't apply to us. Find new ways to teach us, even though it may not be in the budget.
Instructional Strategies	Help them by using constructive criticism, there is a notion out there that EVERYONE is special. Yes, everyone is special, but telling someone does not help them to build self esteem. They need to accomplish tasks and be able to DO it in order to become successful. The greatest praise I received last year from a fellow staff member, is that our middle school children ran the play we did, they did the lights, costume changes, sound effects, all of it without an adult. They CAN do it, you just have to expect them to DO it.
Instructional Strategies	Don't assign group work outside of class. Grades suffer when other students don't do their part and parents and children coordinating schedules to get together is impossible.



How can LBUSD help more students to do well in their classes?

Category	Response
Interest	Make classes interesting, not boring.
Interest	Keep curriculum fresh and on target
Parent	Figure out a way how to get parents to pay more attention to their kids' grades and provide necessary guidance/supervision as soon as grades start to head south. Without meaningful parents' support, the school counselors have a tall mountain to climb! The parents MUST be held accountable for their kids' poor performance.
Parent	Send home instructions on what they are working on home to help parents help with homework. For example mental math...never learned how to do that when I was in school
Parent	For students who are struggling, invite those specific students and parents to family education classes. Cover topics such as organization, effectively doing homework and creating a positive space at home to help get work done with minimal distraction, resources for parents if they cannot help their child, etc. Create smaller learning communities, even in elementary and middle school. Create more multiage programs and ability grouping so students experience success at their ability level instead of constantly struggling with in their age level. Muir had a fantastic model of this that was successful and created an amazing sense of community among parents, teachers and students.
Parent	LBUSD can help students perform at a higher level by communicating with the parents and if there are unqualified instructors, place them in correct and successful environments. Too many teachers were displaced with the cut backs are really are not being successful educators due to the union contract. Based on parent input, student input and supervisor input, unqualified teachers need to be placed in correct or appropriate teaching environments to be successful with students.
Parent	By having parents who make them do their homework and assist them if they are having problems in school, I try to do the best I can in that area, but I know I can do more
Teacher	Better teachers, I am in a [redacted] program. They say that they teach fast, and I am good at "fast," but these teachers don't teach correctly. They get many assignments off of the internet, and give it to us and say to finish it. We learn fast, but we can't learn if the teacher doesn't even explain it. We have to teach our self. -Better teaching
Teacher	Teachers need to make the learning more interactive and interesting! Sitting in a desk and going through a book or listening to a 50 minute lecture is death for middle to high schoolers!
Teacher	Have teachers who are not bored of teaching, that are enthusiastic and enjoy their jobs
Teacher	Teach more clearer, make it understanding, prepare study guides before a test
Teacher	Be more selective when hiring teachers. Encouraging teachers to teach because of the love of teaching, not because of a paycheck. Teachers who genuinely love to teach make learning FUN and help ignite the passion of the subjects being taught.
Teacher	provide good teacher, peaceful and comfortable environment.
Tutoring	Supporting students with after school tutoring and differentiated instruction. Giving resources on-line and in the community to support families. For instance the tutoring offered at CSULB through the reading program. Letting parents know that is available.
Tutoring	making learning fun, offering after school help for those who needed.



How can LBUSD help more students to do well in their classes?

Category	Response
Tutoring	More free tutoring before and after school in many subject areas, not just in math. Move teachers around so they can learn different teaching styles.
Tutoring	Tutoring, either with a teacher or online help.
Tutoring	Tutorial, parent teacher communication
Tutoring	Continue supporting the underachieved by offering different programs that is suitable for them.
Tutoring	Offer after-school tutoring. Offer classes that teach to the child's need, such as a comprehension skills focus for students who can read, but struggle with content. So many reading classes get bogged down with just teaching kids to spell/read. The ones who can read but need comprehension help get overlooked. Offer study skills in elementary school as an after school class. By the time kids get to middle school and it is available in RSP, they are already well behind. Offer real help for struggling students during the summer.
Tutoring	Accessible and affordable tutoring should be provided.. One on one tutoring will be better or small group tutoring. I have found out that afterschool programs do not have the staff or the time to check the students work. A lot of the parents who work long hours or who might not have the education to help their kids with their homework are expecting that afterschool program staff to help their students with their homework. Besides that, students who have discipline problems usually have another problem, and discipline is just a secondary reaction. Teacher and/or staff should concentrate on finding, what's behind the disciplinary issue.
Tutoring	Make tutoring mandatory for students receiving a grade of c- or below. Do not make it optional, it should be mandatory- this would help students get the help they need without the pressures of teenage needing to make the decisions. Make it for them. It's would also improve test scores for students and schools. I know from my experience as parent when given the choice our children will say no to tutoring even if they need it, if mandatory they get the help they need with no questions asked.
Tutoring	Free tutors or more one on one help because the teachers have over 30 kids per class maybe online help for free!



How can LBUSD help more students to graduate from high school?

Category	Response
Career	Offer relevant classes in addition to graduation/college requirements. Let student need/requests drive the Master Schedule as opposed to teacher need and SLC needs.
Career	Expose students to learning environments that reflect the work environment. Again, project based learning is the way to go. Allow students to master a skill or ability in high school. Students need to be organized into cohorts. This will allow them to build relationships with each other around their learning and hold each other accountable.
Career	I think you do a great job for those that are college minded. It is those that will not be going to college that have a problem. Where are the "trade" courses? What about life skills for everyone. Not everyone is college material and if you don't see yourself going to college why would you stay in High School where there is so much emphasis on college. You are on the right track having smaller high schools.
Career	Expose students to learning environments that reflect the work environment. Again, project based learning is the way to go. Allow students to master a skill or ability in high school. Students need to be organized into cohorts. This will allow them to build relationships with each other around their learning and hold each other accountable.
Career	Continue offering support for what students wish to do after high school
Career	Encourage them to learn about potential careers in their future and look at what might be needed to make those careers a reality.
Career	emphasize success in life/earnings with graduation rates
Career	Show all the kids there is purpose to their education and it will be worth completion. Teach them statistically there is little hope to move beyond welfare and be successful, productive members of society without graduating. Teach them that being a successful and productive member of society is the right thing, that everyone should strive for. If they are physically able to take care of themselves, they should be taught that contributing hard work or taxes to society is not only a noble cause that begins with school, but an obligation.
Communication	Increase contact with the parents of all students earning grades below a C.
Communication	Informing parents of their children's progress. With technology today, email, Facebook, Twitter, and even the old fashioned telephone, parents that care, should somehow be informed on how their child is doing, whether good or poor. If they are doing poorly, the parents/teachers can work together to find a solution to help insure passing grades.
Communication	LBUSD needs to do a better job in informing parents regarding resources available to students. I've subscribed to school loop but sometimes important information is omitted there.
Communication	Be more effective in teaching practices, reach out to parents more, provide activities that engage more students
Communication	By providing a clear picture as to what their options will be when they graduate. Providing consistent communication policies between teachers and parents. Motivating students to want to give back and be a contributing member of a community/society. Bring back a more comprehensive Service Program. Get kids involved with others, so they're not so focused on themselves. Middle and high school kids are capable of this.
Communication	Be clear about the pathway necessary to completion.
Counseling	Frequent review with their counselor regarding whether or not they are on track to graduate. Use proactive intervention to ensure that students are meeting requirements.
Counseling	Close relationship with counseling staff.
Counseling	By having counselors/staff keep track of their credits from the beginning of their school year.
Counseling	Believing in ALL student potential to go to college, providing them with counselors that push them to reach higher grounds. Counselor that are not bias, counselors that provide resources for college, and counselors that do their job.



How can LBUSD help more students to graduate from high school?

Category	Response
Counseling	Sincere help from school staff and councilors. Mandatory review of school plans with councilors might be helpful. Intervention procedures to return "lost" students back to school.
Counseling	Have counselors do more reaching out to students who are credit shy.
Early Intervention	Begin high school graduation requirements as early as 7th or 8th grade.
Early Intervention	Same as above. Monitoring closely absences, using counseling if issues with home, incidences at school with other students. Continued encouragement from adults that work with the student on a daily basis to reinforce structure and support.
Early Intervention	support students is their area of need
Early Intervention	It starts in elementary schools. When students are learning and not struggling throughout their school education, they are more likely to graduate. Also, less testing and more performance assessments. Testing is not the real world.
Early Intervention	Provide support beginning in 9th grade to be sure students stay on track. Conduct weekly grade checks for students who are at risk of failure. Provide on site tutoring or tutoring information for students. Utilize students to serve as tutors as part of their community service requirement.
Early Intervention	EARLY intervention programs in grades K-5...
Early Intervention	Make sure they have high-level, rigorous instruction in elementary school so they don't fall farther behind. Student who come into high school without the ability to read and write at grade level have a much more difficult time keeping up with the curriculum/
Early Intervention	provide electives starting at the elementary level: music, art, foreign languages, etc. I think our students today are lacking in foreign languages.
Early Intervention	Start the counseling process as soon as the student starts high school and create a year by year plan of the courses that need to be completed in order to graduate. Participation in extracurricular activities should not be allowed for students on academic probation.
Early Intervention	[Redacted]
Early Intervention	Early Intervention of Graduation Requirements. Provide Semester by Semester remediation opportunity, and Assessment to test to next level/class. Include Parent accountability in communication.
Extended Learning	Summer school for all not just special ed. Drop CAHSEE requirements
Extended Learning	Offer more tutoring classes
Extended Learning	Bring back summer school ☺
Extended Learning	Add more support for students who do not have assistance available at home in a non-threatening environment.
Extended Learning	Have tutoring to help students graduate.
Extended Learning	Tutoring when needed
Extended Learning	We need summer school back!!! PLEASE!!!!
Parent	Hold parents financially responsible for their children graduating from high school. Instigate mandatory birth control for all high school students.
Parent	Hold parents responsible for their students not attending, and make them attend parenting classes. There is no reason students should not be in school every day, unless they have behavioral issues, then they need to show up to the second chance high schools, or the parents need to be held responsible if they are not there, because is it a violation by law, and students tend to commit crimes if they are not in school and of high school age.
Parent	Work with PARENTS on how THEY can support their students with school work, discipline, etc. If they are teaching their students bad behavior at home, and then expecting that it is either 1) tolerated or 2) our responsibility to "change" their student - this is not going to work. THE WHOLE COMMUNITY NEEDS TO BE INVESTED IN TURNING OUT GOOD CITIZENS that will be productive their whole lives. AGAIN - ADMIN THAT IS AT ODDS WITH TEACHERS IS VERY VERY DESTRUCTIVE, NEGATIVE AND WILL NOT WORK. STOP THIS PRACTICE.....



How can LBUSD help more students to graduate from high school?

Category	Response
Parent	Make high school worth college credits, stop providing free education, make parents pay for poor test scores or refund part of the costs it takes to educate a child if the child does not graduate, hold the parents accountable for the work ethic needed to have their child want to perform.
Parent	Again hold the parent accountable for making sure the child is prepared and ready. More parent outreach.
Teacher	Teach for students, not at them. I have noticed this problem for the last three years. Teachers merely do through the motions. I found a handful of educators at Hughes who were sincerely involved in their students' success. But the vast majority, not so much. I regularly tried to schedule parent-teacher conferences to help drive and facilitate this. Over 80 percent of the teachers I reached out to would not make time for the meetings or deign to even respond.
Teacher	Better instruction.
Teacher	Make them feel smart and capable and treat them well with encouragement and respect. Teachers need to start following school policies and act like they are here to teach and stop acting like it is the job from hell.
Teacher	Keep students involved in the learning process have qualified teachers
Teacher	FIRE incompetent teachers!
Teacher	Increase teacher training oportunites for existing staff and provide additioanl support structures for new hires.
Teacher	bettere teachers and claseses that student actually feel that not only they are learning but their teachers care about them and want to be in the class with them



How can LBUSD help more students to prepare for college and careers?

Category	Response
Career	Admit the truth that all students don't go to a 4 year university after high school. Focus on career choices first then, the type of school, trade school, community college, certificate program that gets them the career THEY want and not an empty degree that most drop out of because of lack of interest.
Career	Bring back vocational training to the schools.
Career	By giving them more hands on experience, by providing more orientations and guidance.
Career	COLLEGE IS NOT FOR EVERY ONE, BUT IT IS GOOD TO HELP THE PARENT & STUDENT TO UNDERSTAND HOW IMPORTANT COLLEGE IS, AND IF COLLEGE IS NOT AFFORDABLE, LEARN RESOURCES TO ATTEND, LIKE ON THE JOB TRAINING AND OR OTHER TRADE SCHOOLS THAT THEY CAN ATTEND.
Career	give them vocational classes for entry level of nursing, lawyer, teachers,etc..
Career	Help students determine their job/career interests and requirements of the field. Have college/career fairs and invite parents to attend.
Career	It would be great if we could have a full time career center for the students to access. Ours is only open part time and that is really hard on the kids. When the center is open all the time, the students have the chance to go in for presentations through out the year, every grade and there are computers available for students!!! but limited access means less info on college and careers.
Career	Make volunteering outside of school mandatory for graduation. Have a careers class. Have professionals come in to talk to students. Have college preparedness course in summer?
Career	Millikan does not have a career center - all high schools should have a career center that students can get counseling. Partner with CSULB on how they can help the schools - provide programs/tools/education - partner with the community as well People WANT to help - they don't know how and no one is asking.
Career	Offer more vocational training.
Career	Provide career oriented classes, have professionals come to speak to students, and provide a solid education.
Career	Provide trade training and not expect every student to go to a traditional college College Promise for trade schools too
Career	Putting students in more real world situations through internships and career electives would help them prepare to interact with the world of work and of college -- college is career prep as well - it just focuses on more academically inclined careers.
Career	Stay true to the principals of pathway learning and cultivate the relationships of businesses linked to the pathways.
Career	The Avid program is a great stepping stone for Elementary Students. It allows them to prepare for the next level of education ,Middle School, and gives them an insight into how to organize their subjects. The Career Centers at the High School level were always good. Students could speak to a knowledgeable person about colleges and possible careers that interested them. These programs should continue to be offered to students.
Career	There's should be 2 tracks for high school graduation - one for a vocational path and one for a college path. The vocational path should meet the entrance requirements of a community college. The college path should meet the entrance requirements for Cal State at a minimum, if not UC. I went to a private college prep school and the high school graduation requirements were exactly the same as the UC entrance requirements. Needless to say 100% of graduates went on to college. Also, finals in junior and senior high school courses should be 3 hours long - just like in college.
Career	Utilize the local businesses as a resource to provide in-house internships or training on campus. Today's student really has no idea what its like to work in an office. ☹



How can LBUSD help more students to prepare for college and careers?

Category	Response
College Outreach	Again, college and university visits. Introducing the different programs. Not every child is meant to be a college or university graduate for this reason also technical careers should be introduce to children and providing them with every possibility on how they can be successful with the path of their choice.
College Outreach	Encourage small learning communities in all high schools. Restart Gear - up every three years.
College Outreach	Gear up works well
College Outreach	Have a college day were some local college's come and talk to them. Not when there almost out but to the middle school kids.
College Outreach	keep the college promise going and have career assemblies on campus
College Outreach	Preparatory classes, bringing in college students to speak to class.
Counseling	Hire more school counselors at the high school level to advise students. The counselors currently have a tremendously large and unrealistic case load. The students need and deserve more attention from their counselors!
Counseling	Include a career counselor or invite professionals in the area to talk to students about different vocations, especially those which may be less well known. Teaching, engineering, doctor, etc are too broad as careers. Add more courses directly related to specific careers. When teaching a subject stress its importance and application to preparation for college and specific careers.
Counseling	Increase counseling staff with a primary goal being to eliminate splitting counselors between sites.
Counseling	LBUSD can perhaps contact local community college career centers and have career counselors present material to the children. I think that this is especially needed at the high school level. I am a career counselor at a community college and feel that our HS students need more awareness earlier on as opposed to them beginning to consider careers when they are in the junior and senior years. Providing our children career assessments during their earlier years in high school might encourage them to begin considering careers or even performing some career research as well.
Counseling	mandatory student counselor meetings
Counseling	More Academic Counseling
Counseling	More counselors, smaller case loads
Counseling	Students need to meet more regularly with the counselors to make sure students are meeting their A-G requirements or offer assists with interventions so that they are passing their courses.
Counseling	We're doing a lot. They know the requirements, they know the classes they have to take. Maybe connecting with them more often to see if their goals have changed or their pathway has changed.
Early Intervention	Awareness of what is needed for the process. Starting sophomore year: what classes they should be taking, (Awareness that some high school classes eliminates prerequisite classes in college-Saves time and money for tuition) thinking of majors, colleges to apply to, the application process. Organize college tours or information regarding tours.
Early Intervention	EARLY intervention programs in grades K-5...
Early Intervention	Start having students build career portfolios prior to 6th grade. Start with parent preparation earlier (i.e., middle school). By the time their children are teenagers, they are often overwhelmed with other concerns and may not have enough cumulative knowledge to understand what they need to know to support the transition to college prep.
Early Intervention	Start with the freshman class about college preparation, how to fill out applications, college visits, more info about Junior college.
Early Intervention	Start with the freshman class about college preparation, how to fill out applications, college visits, more info about Junior college.
Early Intervention	This needs to start in elementary school by having more career days and allowing students to go out to the community on field trips to see various occupations that require college degrees.
Electives	have a variety of electives and not just push university as an option



How can LBUSD help more students to prepare for college and careers?

Category	Response
Electives	Offer a larger variety of elective courses as early as possible, middle school or possibly late elementary.
Information / Requirements	Advertise a-g requirements Voc-ed electives
Information / Requirements	Constantly reminding students of the requirements of college and making sure they have the resources available to them. Have college reps speak to the students regularly. Show videos, fieldtrips to colleges. Maybe have an in house college counselors available for students to ask questions.
Information / Requirements	Educate them on the various college majors available.
Information / Requirements	Give them their own checklist (right from the start) of requirements needed to get in to their preferred college. Make the student check off classes as they complete them. They can decide right from the start how to take charge of their own scheduling. The checklisst doesn't change and student should keep it for all four yrs to see their progress. Let them be involved in selecting classes. Have them write out a schedule for all 4 years. Then check check check...They don't have to be physically schd for all yrs...just have their own plan for one that matches their needs.
Information / Requirements	Information at an early age to students, of the benefits a college education provides, seems to be working well. It sticks in their minds forever. My kids know more about college preparation & the benefits of the college education than I did as a elementary student.
Mentoring	Again I think schools need to get all different kinds of speakers from different carreers and walk of life and they need to speak to the kids. Have you ever been truly moved by s charismatic speaker? Well I have and I know that certain words or thought are never forgotten.
Mentoring	Exposure to college life or college classes, one-on-one interactions with college freshmen and/or other college undergraduates
Mentoring	Have more interaction with professionals in those careers.
Mentoring	Implement mentoring programs, employ more counselors to help students receive the individualized attention they need to set academic/career goals.
Mentoring	Jointly work with Corporations and companies that would bring in High School students and intern/view the jobs they may be interested in doing.



How can LBUSD help more parents to become involved in our schools?

Category	Response
Communication	Communication is key. School Loop is especially helpful.
Communication	Send information in different languages and in different means of communication
Communication	Communicate more about the ViPS program and any other opportunities via school mail or social media as permitted by District regulations.
Communication	If any announcements from schools can be emailed directly to parents it may help.
Communication	Survey Parents during Grading/Conference periods. Provide Outreach, Teleparent, communication home. Enlist parents in school-wide activities.
Communication	Provide constant communication between the parents and school, via letters being sent home, school loop, tele communication
Communication	School loop has been a great tool and has made me more involved.
Communication	send out flyers so parents can know when meeting are going on.
Communication	Asking for volunteers
Communication	The teachers and staff need to communicate directly to the parents-phone, fax, email, text,or mail
Communication	Person all invitations and calls. Not recorded messages. Teachers and administration getting to know the parents, red flagging potential problems in early grades and school or community based support & resources being required as needed.
Communication	Ask them to be involved, especially in High School. I get one letter about PTA the first day of school and that's it.
Communication	I'm not sure, but I do know that School Loop is WONDERFUL for keeping parents involved with their children's educations.
Communication	Ask the parents for assistance let us parents know what you need!
Communication	Reaching out in the community to find parents/adults that are willing and able to mentor students at risk would give the community a relationship with the schools that may be lacking. More communication from teachers would help too.
Communication	send more information home or email parents directly of up coming events. Not just on the day of event.
Communication	Interview kids whose parents participate. Ask questions like What do you feel when your parent is helping at school? Why do you like your parent to help with this project ? What do other kids think of your parent helping at school. Send the results to all parents with anonymous answers from kids. Its great to hear it from them.
Communication	By this time too many parents have their own agenda, have students write an essay about what it would be like if their parents were actually there for them and make it mandatory for them to have their parents sign it and return it for a grade! Maybe that would be an eye opening experience for parents!
Communication	School Loop is your number one tool. BUT is must be used effectively by the faculty. Make it mandatory that School Loop is utilized properly by all teachers. It cannot be voluntary, it has to be mandatory to keep it up weekly. The Good teachers are using it and getting results. You want the parents more involved then keep them more informed daily via school loop and the teacher feedback that is inherent in its proper use.
Communication	Improve the communication between parents and staff. We often do not know which administrative official to contact. I must say that I have been quite disappointed with many of the administration not being well informed as to the programs offered at the campuses for which they are responsible. Secondly, CAC (community advisory committee) is a joke. I am completely appalled by the lack of transparency shown by LBUSD in regards to its handling of business in this area. Major changes to LBUSD special education have been put into place and not once did the district make the parents of special education students aware of the changes prior to their installment. When a parent has a question asked publicly at CAC the responses are given by telephone or email to only that parent when the issues at CAC are not regarding individuals but special education as a whole. The responses need to be delivered in the same manner. Publicly.



How can LBUSD help more parents to become involved in our schools?

Category	Response
Communication	make them feel more welcomed/offer and advertise opportunities to come in and help.
Communication	<p>Advertise PTA meeting dates and times.</p> <p>Advertise Booster Club meeting dates and times.</p> <p>Advertise Scholarship opportunities provided through Booster Clubs and PTA.</p> <p>Advertise CSF and NHS opportunities.</p> <p>Advertise GOLD L opportunities.</p> <p>Advertise Full Tuition opportunities.</p> <p>Advertise CLUB VOLLEYBALL scholarship opportunities.</p> <p>Sports connections would help.</p> <p>Share Upward Bound Opportunities through the colleges.</p> <p>Share Engineering Summer program through the colleges.</p> <p>Share Young Black Scholars organization in Los Angeles - Saturday workshops from 8th grade to 12th grade.</p>
Communication	provide parents with Quarterly meetings with teachers, counselors to view their students Roadmaps goals and achievements..like a PERFORMANCE Metric
Incentives	incentives; more of a welcoming environment for parents
Incentives	Offer incentives to the students when their parents get involved. If the student is offered an incentive, they will ask their parents to get involved.
Incentives	email/newsletters via email/cmmty service hours offered to students if student participates with parents...offer after hours and local workshops/seminars...partner with local family services where parents frequent: grocery stores, movie theatres, malls, fast food restaurants, family restaurants, athletic locations and parks, dental and orthodontia offices, pediatrician offices
Incentives	bribe them. free stuff helps. see if some local stores will give coupons to supportive parents. i have a local boutique and would offer up 20% off coupons... i'm sure a lot of stores would.
Mandatory	If we get the students on board they can spread the spirit at home. Offer monthly quarter reward ceremonies. free food and drinks Start a schoolwide Booster club. Require each parent to either donate time or money for their child as well as others.
Mandatory	Requiring them to go to parent conferences not only making it an option. Giving the parent conference throughout the student high school.
Mandatory	Require it for enrollment at school of choice.
Mandatory	Don't ask them, make it mandatory. I wish the community service hours were not eliminated for high school students. My children had to get involved in the community and I did fundraisers with my child to help them earn the hours. We should be made to attend something with our children or with other parents.
Options	offer volunteer options that can be done at night and weekends
Options	Do social events ...evening/weekend to feel involved.
Options	Bring back Saturday Teacher/Parent Conference Day.
Options	Have regular after school (after work hours) events, programs for parents who work (most of them do). Does PTSA meet in evenings or during work hours for most people?



How can LBUSD help more parents to become involved in our schools?

Category	Response
Options	LBUSD can help parents become more involved in our schools by giving parents more opportunities to become involved. When the District moves to shut down schools and does not take any parent input, this discourages parents. When Superintendent Steinhauser is asked why the District did not consult with parents prior to closing Monroe and he states that it would have been too chaotic to involve parents, that discourages parents. The LBUSD has been known for years of doing things behind closed doors and out of the view of the public. The Board meetings were not televised for years and, even now, there is secrecy by the Board. Meetings are rushed through and not everything is brought to light. It's a shame that this District continues to operate this way. What we need is to remove the old Board members and get in fresh ideas where students are the priority.
Options	Hold meetings and fundraisers after 5:00pm., most of us work during that day.
Parent Accountability	Again, up to the adult. The parents have a choice to help where needed Those that work could volunteer by tracing or cutting out projects for the teacher at home. Others could choose if close by their child school to stop by and make copies at lunch time or after school. If the parent really wanted to help they could find a way. Many choose to bury their head in the sand and not help.
Parent Accountability	We do what we can, but it seems to me that a great part of parental involvement is self-motivated.
Parent Accountability	Not sure. We are a household with both parents in the house and who's child(ren) are very well rounded in academics and sports. We continue to stay involved with school work and school events/activities, we don't want to be left in the dark. We believe involved parents keep a student on the straight and narrow. Maybe we are a rarity now a days.
Parent Accountability	That's the real trick right? I see lots of parents who claim they are 'too busy' to help their kids do homework, or too broke to donate to the PTA. And yet they seem to have money for trips to Disneyland and the latest x-box games. It's a question of priorities. These parents JUST DON'T CARE about education. Most probably they are uneducated themselves, but the reality is that the school has become a babysitter for irresponsible parents and their offspring. The burden of responsibility must be pushed back on to parents, not the schools.
Parent Education	The district should continue to provide parent workshops related to their child's education and overall well-being. Perhaps even require attendance once in elementary, middle school, and high school.
Parent Education	It will help the students get much better if their parents get involved with them at all their class.
Parent Education	Some how we need to break the mentality of some of our parents that they are not a part of the education of their children Many say, " That's not my job. Its your job". A totally chosen disconnect.
Parent Education	to give like seminars of classes before school starts so the parents have an idea about the curriculums.
School Climate	Provide an environment that is comfortable for parents to visit. Usually when parents visit a school it's not for a positive reason! Have an open house for parents before school starts, like a kickoff event that introduces the community to the instructors, the facility and the administration. Make it social!
School Climate	Start a VIPS campaign. We have a great program but it is solely advertised by the school and if the school doesn't embrace it then it isn't successful. Show the benefits of VIPS and how parents can help. Especially target the low income schools on how they can help and are wanted. At some schools parents don't feel welcome to be at the school.
School Climate	because it was his first time teaching AVID. My daughter was discouraged from enrolling in the class again in the 10th grade. Wilson wants parents to be involved but it does little to roll it welcoming matt. First, parking is not free when you attend back to school night or other event in the school. I know that they said that it is a donation but you have a couple of high schoolers asking for money. Many parents think that they have to pay so don't go to many activities in the school. The books are in bad shape. In one class, my daughter had to stand listening to the lecture because there were not seats available.



How can LBUSD help more parents to become involved in our schools?

Category	Response
School Climate	Make parents feel welcomed whenever they come on to your campus or contact the school. Office staff needs to think in terms of being customer oriented (cordial, friendly and helpful). Is this possible at all sites? If not, then parents are not going to be involved because they do not feel welcomed.
School Climate	Having super friendly staff at offices, so they feel welcomed.



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) COMMITTEE MEETING AGENDA

Wednesday, October 16, 2013

4:00 p.m. – 6:00 p.m.

1515 Hughes Way, Room 143

Objective
<p><i>To establish a common understanding of the committee process and the LCAP. To begin to align the LBUSD Strategic Plan, Waiver Plan, and LCAP.</i></p>

1. **Meeting Overview and Personal Introductions**4:00 p.m.
 - Share your name, title, and organization with the entire committee.
2. **Superintendent’s Vision for the LCAP Committee**4:05 p.m.
 - Outline the purpose and parameters of our committee.
3. **Group Norms**.....4:15 p.m.
 - Establish codes of conduct that encourage broad participation, listening, and consensus.
4. **LCAP Requirements and Committee Process**4:20 p.m.
 - Establish a common understanding of the LCAP and our committee’s role in developing it.
 - Define our scope of work and our main deliverable by January 29, 2014.
5. **Alignment of the LBUSD Strategic Plan, Waiver Plan, and LCAP**4:45 p.m.
 - Map out the overlaps between existing plans that LBUSD must implement.
 - Identify major gaps and brainstorm ideas on how to fill them.
 - Build upon current structures so that the LCAP becomes integrated within district systems.
6. **Next Steps and Exit Surveys**5:55 p.m.

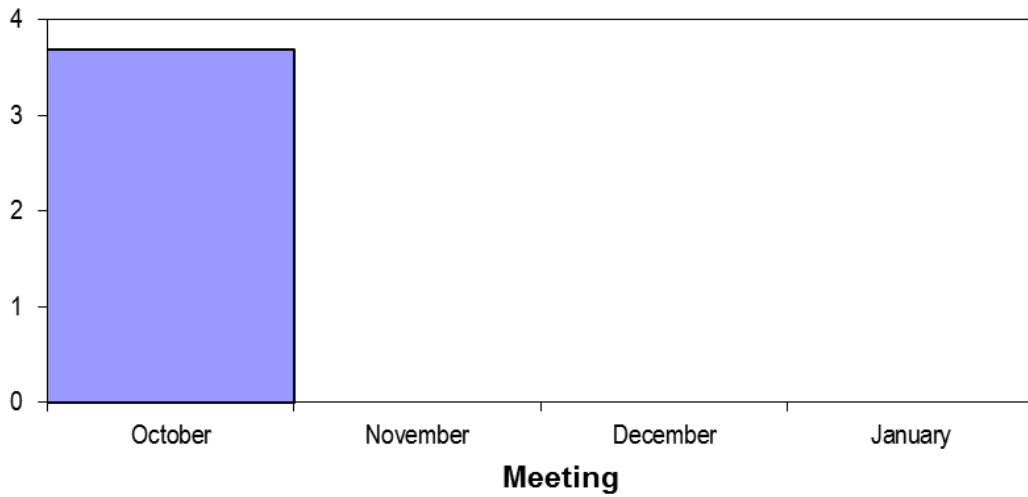
Next Meeting
 November 20, 2013
 4:00 p.m. – 6:00 p.m.
 1515 Hughes Way, Community Room 445

Standard Ground Rules
1. Start on time; end on time. 2. Silence electronic devices. 3. Adhere to the agenda.

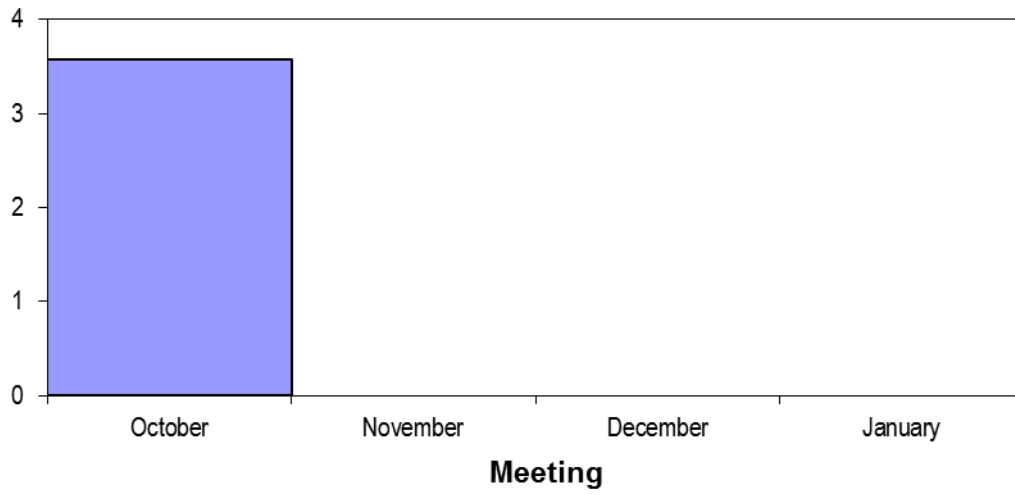
Group Norms

Handouts
1. Agenda 2. LCAP Committee Overview 3. Academic and Career Success Initiative Board Policy 4. North Long Beach Initiative Board Policy Recommendations 5. NCLB Waiver Plan 6. LBUSD Strategic Plan 7. Academic and Career Success Initiative Overview 8. Plan Alignment Matrix 9. Plan Alignment Feedback Form 10. Exit Survey

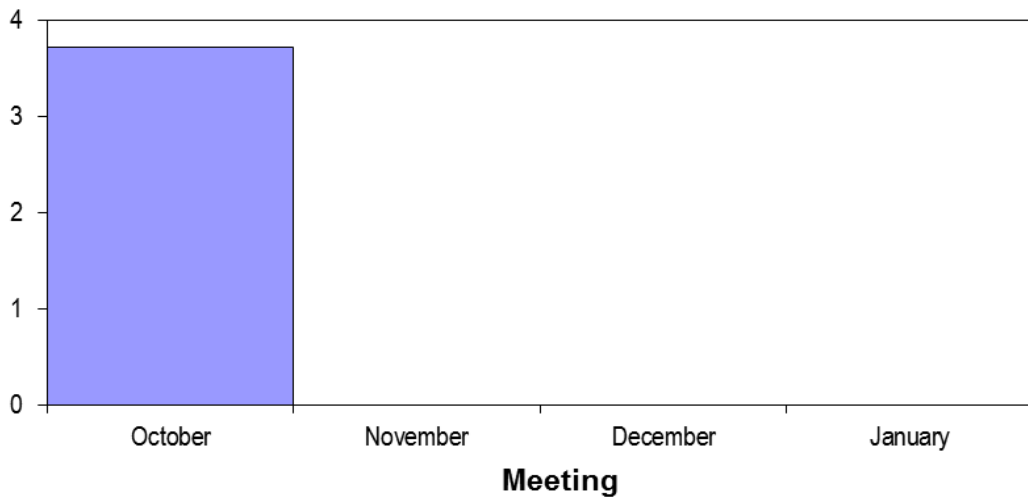
The meeting was a productive use of my time.



The meeting provided helpful information.



I felt that I had opportunities to share my views.





Local Control Accountability Plan (LCAP) Committee Overview

OBJECTIVE

Over the course of four monthly meetings between October 2013 and January 2014, the Committee will develop a series of broad-based policy recommendations to increase student success at the Long Beach Unified School District. These recommendations will be presented to the Superintendent and the Board of Education as the proposed “guiding principles” for the Local Control Accountability Plan, a critical part of California’s new educational funding system. With the Board serving as the official governing entity, the Committee will act as an advisory body to it.

TIMELINE

Meeting Date	Tentative Committee Activities
October 16	Establish a common understanding of the committee process and LCAP. Begin to align the LBUSD Strategic Plan, Waiver Plan, and LCAP.
November 20	Finalize the alignment of the LBUSD Strategic Plan, Waiver Plan, and LCAP. Review the results of the districtwide Student and Parent Support Survey.
December 11	Generate ideas and priorities from the Student and Parent Support Survey. Formulate tentative policy recommendations based on the data.
January 29	Finalize policy recommendations for the LCAP. Prepare for the presentation of policy recommendations to the Board.

All meetings will be from 4:00 p.m. to 6:00 p.m. at 1515 Hughes Way, Community Room 143, Long Beach.

Around the time that the Committee accomplishes its objective, the State of California will issue the official LCAP template that all school systems must use. LBUSD staff will take Committee recommendations (along with Board of Education feedback) and integrate them into the template. Depending on what the State publishes, the Committee or a subgroup thereof *may be* reconvened in Spring 2014 to ensure that the LCAP adequately reflects stakeholder ideas. The bottom line is that it will be an iterative process.

LOGISTICS

The Committee will be public. Committee meetings will focus solely on the agenda items at hand; any personal matters or otherwise unrelated issues will be addressed outside the Committee setting. Audience members will be welcomed as space permits, although direct meeting participation will be reserved to Committee members only. All Committee meetings will be recorded and televised.

CONDUCT

Group norms will be established during the October meeting to ensure that the Committee is civil, inclusive, and productive. These norms will supplement three standard LBUSD “ground rules”: (1) Start on time; end on time. (2) Silence electronic devices. (3) Adhere to the agenda.



SUBJECT: Academic and Career Success for All Students

Enclosures: None

CATEGORY: New Business

Reason for Board
Consideration: Action

Date: September 11, 2007

A-G / College Entrance Requirements Committee
POLICY RECOMMENDATIONS TO THE
BOARD OF EDUCATION

The A-G / College Entrance Requirements Committee recommends that the Board of Education direct the Superintendent to:

- **Enhance the Seamless Education Initiative.** Ensure that students and parents are informed of the A-G Requirements and college preparation beginning in sixth grade. Collaborate with Long Beach City College and California State University, Long Beach to consider the establishment of student benchmarks for guaranteed college admission. Align these higher education initiatives with substantive career technical education programs to ensure that all students have as many postsecondary options as possible.
- **Set clear and comprehensive goals and milestones** that ensure students are prepared for college and work. Metrics should include: (1) *leading indicators* that track student readiness for rigorous high school courses, such as English Language Arts and Mathematics proficiency scores in fifth and eighth grades; (2) *A-G enrollment, A-G completion rates*, and other measurements of student eligibility for higher education; and (3) *college preparation assessments*, such as the SAT, the ACT, the Early Assessment Program, the English Placement Test, and the Entry Level Mathematics Test. Align resources to support the attainment of these goals and milestones.
- **Provide periodic reports on the district's progress** toward the goals and milestones. These reports should be shared with stakeholder groups, including Seamless Education partners and an advisory committee of students, parents, teachers, administrators, and community partners.

Recommendation:

Staff recommends that the Board of Education approve the recommendations of the A-G Committee.

Recommended by:

Christopher J. Steinhauser
Superintendent of Schools

North Long Beach Initiative Policy Recommendations

The North Long Beach Initiative seeks to address the academic and social needs of students, families, and the North Long Beach Community overall. The Initiative has two general objectives. First, it strives to address community-wide issues that prevent the educational success of children. Second, it aims to ensure that the Long Beach Unified School District (LBUSD) has a positive impact in the area.

The Policy Recommendations below are intended to accomplish these objectives. Although the Policy Recommendations are comprehensive in nature, some of them will be addressed primarily by LBUSD while others may be addressed by governmental agencies, community organizations, or partnerships thereof. The Policy Recommendations are aligned with the District's Strategic Plan, Academic and Career Success Initiative, Linked Learning, and other major efforts. They are grouped into six categories: Academics, Health, Safety, Social, Employment, and Communication.

I. **ACADEMICS**

- a. **Enhance educational opportunities and experiences for all students.** LBUSD will strive to ensure that all students have access to rigorous and relevant pathway programs and college preparatory classes.
- b. **Expand tutoring and intervention opportunities for all students.** LBUSD will seek funding and/or partners to expand before and after-school tutoring and academic support services.

II. **HEALTH**

- a. **Promote and expand health education and awareness.** LBUSD will seek to establish partnerships with governmental agencies and community organizations to provide education on healthy eating habits/diets, exercise, and nutrition to students and families.
- b. **Promote greater access to healthy food options.** LBUSD will support and promote efforts to provide residents with additional healthy food options.
- c. **Explore joint use of school facilities.** LBUSD will explore the feasibility of partnering with health care organizations and medical training programs to provide health care services on school campuses.
- d. **Expand current medical services and facilities.** LBUSD will explore funding and partnership opportunities that would allow for expanded health care facilities and services to students and members of the community.

III. **SAFETY**

- a. **Continue to provide students with a safe school environment.** LBUSD will leverage existing resources to more efficiently address safety and security concerns on school campuses and commonly-used routes to and from school.
- b. **Increase students' knowledge and awareness of safety and security issues.** LBUSD will continue to partner with law enforcement agencies and community organizations to improve students' awareness about safety, security, and bullying through workshops and classes.
- c. **Maintain and expand community safety and education efforts.** LBUSD will encourage and support continued outreach to residents about crime prevention and reporting procedures.

IV. SOCIAL

- a. **Increase mentoring opportunities and counseling services for all students.** LBUSD will seek partnerships with governmental agencies and community organizations to provide mentoring opportunities and increased counseling services for all students.
- b. **Expand recreational opportunities for students and the community.** LBUSD will explore partnership opportunities with governmental agencies and community organizations to expand recreational programs and opportunities for students and members of the community.
- c. **Explore joint use of school facilities.** LBUSD will explore the feasibility of expanding joint use agreements to allow non-school entities access to school library facilities, computer labs, and recreational facilities.
- d. **Promote greater access to childcare services and parenting classes.** LBUSD will pursue partnerships with governmental agencies and community organizations to provide greater access to childcare and parenting classes for both students and members of the community.

V. EMPLOYMENT

- a. **Expand student work opportunities.** LBUSD will continue to develop partnerships with businesses and community organizations to expand work opportunities and internships for high school students.
- b. **Improve adult education and training offerings.** LBUSD will continue working to provide adults with education and training options, and will solicit partnerships with governmental agencies and community organizations to improve adult education and training opportunities.
- c. **Support efforts to increase employment in North Long Beach.** LBUSD will encourage and support efforts to identify and recruit businesses that will bring jobs to the North Long Beach Community.

VI. COMMUNICATION

- a. **Promote and publicize academic and extra-curricular achievements of all students and schools.** LBUSD will expand efforts to publicize the accomplishments of students and schools in district-wide publications as well as through a variety of media outlets.
- b. **Promote an awareness of current employment, training, and skill development resources.** LBUSD will support efforts to increase awareness about available employment assistance and training programs.
- c. **Promote programs and activities that support healthy living.** LBUSD will support efforts to increase awareness about educational programs and activities on food preparation, nutrition, and other topics intended to promote healthy lifestyles.
- d. **Promote current medical services and health care options.** LBUSD will support efforts to increase awareness about organizations that provide free or low-cost medical services and programs.
- e. **Promote public safety resources and programs.** LBUSD will support efforts to promote awareness of safety resources and programs that are currently available through law enforcement and other agencies.
- f. **Promote social programs and services for students and adults.** LBUSD will support outreach to community members about available General Educational Development (GED) and vocational training, counseling services, childcare, parenting classes, and family support programs.

NCLB Waiver Plan: The School Quality Improvement System

In order to participate in the School Quality Improvement System, LEAs must complete the Principle 1 Must Dos

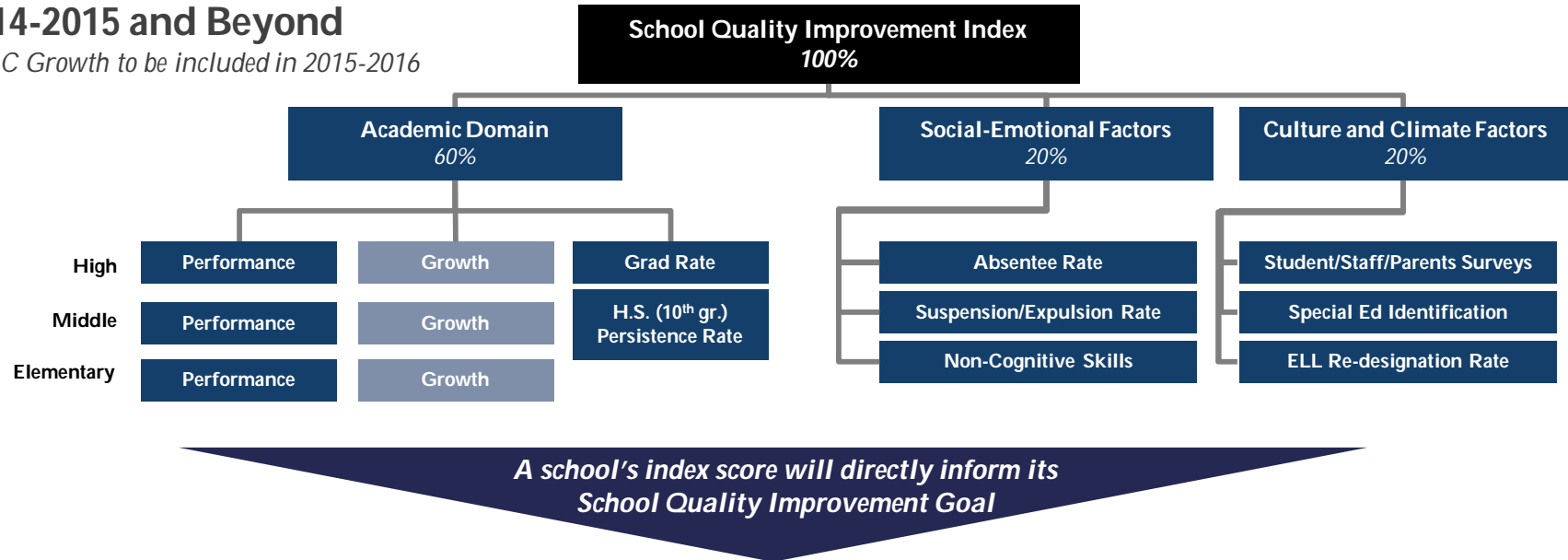
Principle 1: Transition to College and Career Ready Standards

1. Develop district CCSS instructional plans which include necessary pedagogical shifts for engaging all students to master all standards (with emphasis on meeting the needs of EL, SwD, and low achieving students).
2. Identify ELD benchmarked learning targets within the CCSS and new CA ELD standards.
3. Develop district professional development plan for all teachers aligned to CCSS and SBAC.
4. Engage all teacher leaders in CCSS and SBAC based professional development for preparation of CCSS implementation.
5. Full district transition to CCSS in 2013-14.
6. Agree to fully transition to SBAC assessments in 2014-15.

Each school's SQII score will inform its School Quality Improvement Goal, with the ultimate goal of reaching 90% or improving one percentage point per year

2014-2015 and Beyond

SBAC Growth to be included in 2015-2016



Required interventions and timelines

- Schools will receive a detailed report on their School Quality Improvement Index that outlines each component's point distribution so that schools are able to identify focus areas of improvement
- Schools that did not meet their School Quality Improvement Goal after 2 years will be required to join communities of practice focused on the area highlighted on the schools' accountability score card as most in need of improvement
- After 4 years: (1) Schools that did not meet either their 2- or 4-year School Quality Improvement Goal will be required to enter into a peer pairing and (2) Schools that did meet their 2-year School Quality Improvement Goal but not their 4-year goal will be required to join a community of practice

School Quality Improvement Goals

All schools will have as School Quality Improvement Goals either:

- Reaching a score of 90% on its School Quality Improvement Index; or
- Improve the School Quality Improvement Index by increasing 2 percentage points in 2 years, and 4 percentage points in 4 years

Note: 90 point target will be revisited and potentially recalibrated once SBAC comes online

LONG BEACH UNIFIED SCHOOL DISTRICT

Strategic Plan

2011-2016



Goals and Objectives



Strategic Plan

Board Initiative

The goal of the Academic and Career Success for All Students Initiative is to provide all students with as many post-secondary options as possible.

Mission

To support the personal and intellectual success of every student, every day.

Vision

Every student a responsible, productive citizen in a diverse and competitive world.

Shared Values & Beliefs

Success of All Students

All staff members are focused on student success. Students have many avenues and opportunities to learn, to achieve, and to celebrate intellectual, personal, and employment success. All students leave the LBUSD to pursue productive lives.

High Expectations

Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and employees are empowered, supported, and trained to meet expectations.

Respect and Integrity

Communication and interaction among and between stakeholders* is defined by mutual respect, trust, and support.

Teamwork

The organization works collaboratively and creatively to ensure student success in a supportive environment. Decisions are made with stakeholder* input and participation. Successes are recognized and celebrated.

Safety

Schools and work sites are safe and secure for students, parents, and staff.

Effectiveness and Efficiency

Financial and human resources are managed effectively, and prioritized to meet goals and expectations.

Continuous Improvement

Staff, parents, and students collaboratively evaluate progress using multiple, reliable measures, and make changes when needed.

*Note: "Stakeholders" refers to students, parents, staff, and community partners.



Goals & Objectives

Goal 1:

All students will attain proficiency in the core content areas.

Objective 1.1:

To increase the percentage of all students who are proficient/advanced proficient in English-Language Arts by 3% and in Math by 3% annually.

Data Sources: California Standards Tests & Adequate Yearly Progress

Objective 1.2:

To close the achievement gap in the District's four lowest performing sub-groups by increasing the percentage of English Learner, African American, Hispanic and Special Education students who are proficient/advanced proficient in reading by 5% and in math by 5% annually.

Data Sources: California Standards Tests & Adequate Yearly Progress

Objective 1.3:

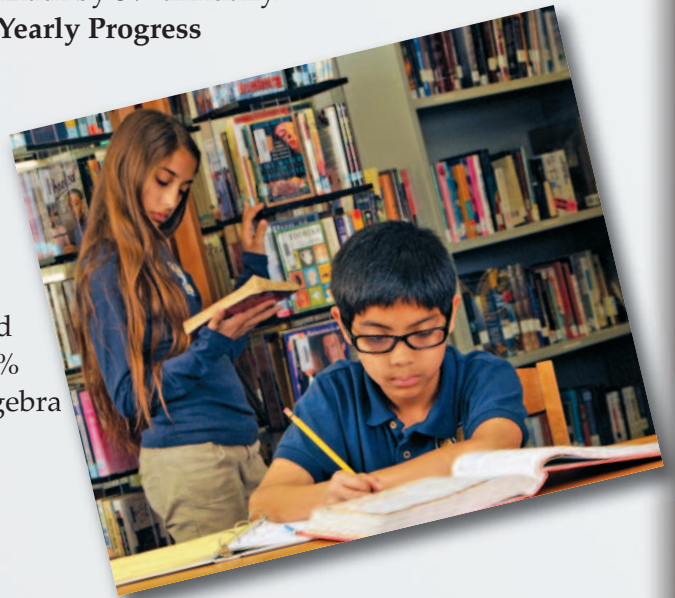
To increase the percentage of 8th grade students who are enrolled in Algebra by 3% annually.

Data Source: LBUSD

Objective 1.4:

To increase the percentage of 8th grade students enrolled in Algebra who are proficient/advanced proficient by 1% and the percentage of 9th grade students enrolled in Algebra who are proficient/advanced proficient by 2% annually.

Data Source: California Standards Tests & Adequate Yearly Progress



Strategies:

- Establish the structure and culture for universal access and continuous improvement by implementing best practices through the professional development of teachers and staff.
- Maintain and develop high expectations for all students through The Pyramid of Interventions based on data.
- Develop criteria to assign fiscal resources to ensure prioritization based on greatest need as indicated by student data.
- Implement District-wide common assessments to promote authentic, timely assessment of student performance as a means to drive instruction.
- Deliver a rigorous and relevant curriculum aligned to the core content standards.

Goals & Objectives

Goal 2:

All students will graduate from high school prepared for post-secondary and career options.

Objective 2.1:

To increase the percentage of students meeting graduation requirements to at least 90%.

Data Source: California Department of Education

Objective 2.2:

To increase the percentage of students completing A-G requirements for college entrance to at least 60%.

Data Source: LBUSD

Objective 2.3:

To increase the percentage of High School junior students having passed the English-Language Arts and Math components of the Early Assessment Program by 3% annually.

Data Source: LBUSD

Objective 2.4:

To increase the percentage of pathways that have Linked Learning certification to at least 90%.

Data Source: High School Office

Strategies:

- Design and deliver a relevant and rigorous curriculum through the professional development of teachers and staff to ensure the success of all students in college and career readiness.
- Acquire and allocate fiscal resources to maintain a comprehensive educational program for students.
- Maintain and build on the current pre-K – 16 seamless education partnerships and agreements as a means to ensure effective transitions for all students.
- Develop programs and strategies to assist re-entry of students who exit school.



Goals & Objectives

Goal 3:

All departments and sites will provide a safe and secure environment for staff and students.

Objective 3.1:

To maintain a positive and safe school and work environment.

Data Source: Surveys

Objective 3.2:

To reduce bullying at schools as measured by staff, student and parent surveys.

Data Source: Surveys

Strategies:

- Implement a District-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments.
- Develop and deploy surveys to identify opportunities to promote the emotional well-being of all students and staff.



Goals & Objectives

Goal 4:

To improve communication throughout the District and Community.

Objective 4.1:

To increase the knowledge of Strategic Planning Goals and Objectives among all stakeholders by highlighting specific practices that are aligned to the District Strategic Plan.

Data Source: Survey

Objective 4.2:

To improve communication among all employees within the district.

Data Source: Survey

Objective 4.3:

To increase parent knowledge and participation in their child's education.

Data Source: Survey

Objective 4.4:

To increase the knowledge and participation of the business community to support school programs.

Data Source: Survey

Strategies:

- Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion.
- Identify opportunities and implement plans to increase parent and business participation to support the personal and intellectual success of every student.
- Ensure common understanding and interpretation of the District's Strategic Plan among all stakeholders.





SUBJECT: Academic and Career Success for All Students

Enclosures: None

CATEGORY: New Business

Reason for Board
Consideration: Action

Date: September 11, 2007

A-G / College Entrance Requirements Committee
POLICY RECOMMENDATIONS TO THE
BOARD OF EDUCATION

The A-G / College Entrance Requirements Committee recommends that the Board of Education direct the Superintendent to:

- **Enhance the Seamless Education Initiative.** Ensure that students and parents are informed of the A-G Requirements and college preparation beginning in sixth grade. Collaborate with Long Beach City College and California State University, Long Beach to consider the establishment of student benchmarks for guaranteed college admission. Align these higher education initiatives with substantive career technical education programs to ensure that all students have as many postsecondary options as possible.
- **Set clear and comprehensive goals and milestones** that ensure students are prepared for college and work. Metrics should include: (1) *leading indicators* that track student readiness for rigorous high school courses, such as English Language Arts and Mathematics proficiency scores in fifth and eighth grades; (2) *A-G enrollment, A-G completion rates*, and other measurements of student eligibility for higher education; and (3) *college preparation assessments*, such as the SAT, the ACT, the Early Assessment Program, the English Placement Test, and the Entry Level Mathematics Test. Align resources to support the attainment of these goals and milestones.
- **Provide periodic reports on the district's progress** toward the goals and milestones. These reports should be shared with stakeholder groups, including Seamless Education partners and an advisory committee of students, parents, teachers, administrators, and community partners.

Recommendation:

Staff recommends that the Board of Education approve the recommendations of the A-G Committee.

Recommended by:

Christopher J. Steinhauser
Superintendent of Schools

Plan Alignment Matrix

LCAP PRIORITIES	LCAP METRICS	NCLB WAIVER PLAN	LBUSD STRATEGIC PLAN
Student Interventions	State Assessments / API	School Quality Improvement Index: Academic	Goal 1: Proficiency in Core Content Areas
	UC / CSU Requirements		Goal 2: College and Career Readiness
	EL Proficiency / Reclassification Rate	School Quality Improvement Index: Culture / Climate	Goal 1: Proficiency in Core Content Areas
	AP Pass Rate		Goal 2: College and Career Readiness
	Early Assessment Program		Goal 2: College and Career Readiness
Student Engagement	Attendance Rates		Attendance Incentive Program
	Chronic Absenteeism Rates	School Quality Improvement Index: Social-Emotional	
	MS / HS Dropout Rates	School Quality Improvement Index: Academic	Goal 2: College and Career Readiness
	Graduation Rates	School Quality Improvement Index: Academic	Goal 2: College and Career Readiness
School Climate	Suspension Rates	School Quality Improvement Index: Social-Emotional	Goal 3: Safe and Secure Environment
	Expulsion Rates	School Quality Improvement Index: Social-Emotional	Goal 3: Safe and Secure Environment
	Other Local Measures		Goal 3: Safe and Secure Environment
Common Core	Implementation of the Standards	Principle 1: Common Core Implementation	Goal 1: Proficiency in Core Content Areas
Access to a Broad Curriculum	Extent of Access to a Broad Course of Study	Principle 1: Common Core Implementation	Goal 1: Proficiency in Core Content Areas
Parent Involvement	Parent Input in Decisions	School Quality Improvement Index: Culture / Climate	Goal 4: Improve Communication
	Promotion of Parent Participation in Programs	School Quality Improvement Index: Culture / Climate	Goal 4: Improve Communication
Basic Services (Williams)	Credentialed Teachers		
	Access to Textbooks		
	Facilities in Good Repair		
Other Student Outcomes	Achievements in Other Subject Areas		

Plan Alignment Feedback Form

LCAP PRIORITIES

LCAP METRICS

OK?

FEEDBACK

QUESTIONS

Student Interventions	State Assessments / API			
	UC / CSU Requirements			
	EL Proficiency / Reclassification Rate			
	AP Pass Rate			
	Early Assessment Program			
Student Engagement	Attendance Rates			

Plan Alignment Feedback Form

	Chronic Absenteeism Rates			
	MS / HS Dropout Rates			
	Graduation Rates			
School Climate	Suspension Rates			
	Expulsion Rates			
	Other Local Measures			
Common Core	Implementation of the Standards			

Plan Alignment Feedback Form

Access to a Broad Curriculum	Extent of Access to a Broad Course of Study			
Parent Involvement	Parent Input in Decisions			
	Promotion of Parent Participation in Programs			
Basic Services (Williams)	Credentialed Teachers			
	Access to Textbooks			
	Facilities in Good Repair			
Other Student Outcomes	Achievements in Other Subject Areas			

LCAP



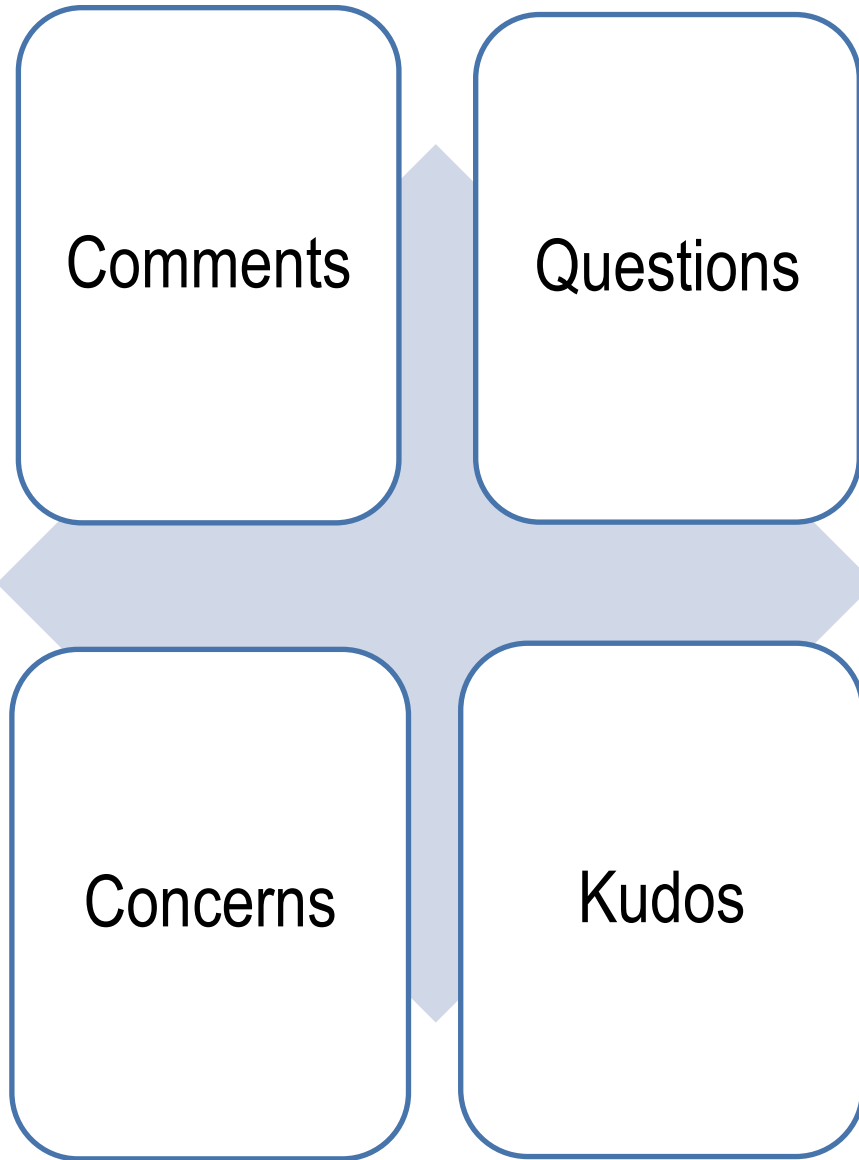
COMMITTEE

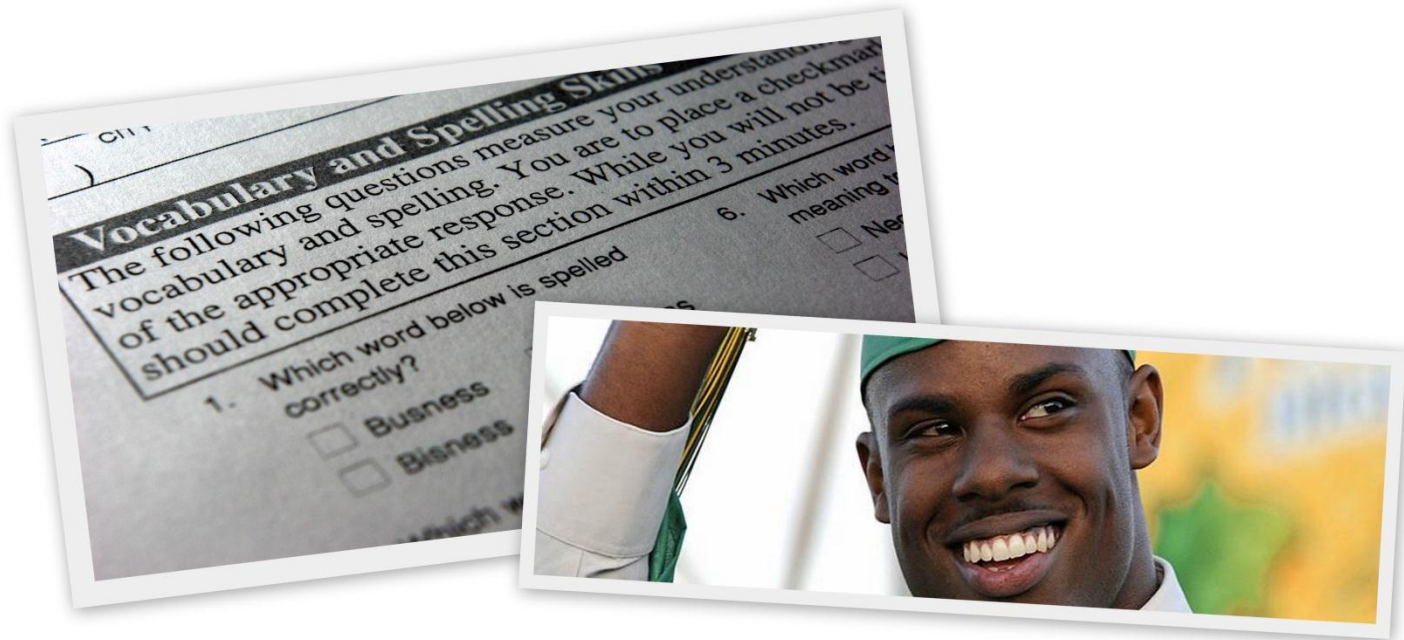


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Local Control Accountability Plan

Supports the new educational funding system in California.

July 1, 2014

July 1, 2014

Three-Year Plan with Annual Updates

July 1, 2014

Three-Year Plan with Annual Updates
Template from Sacramento

July 1, 2014

Three-Year Plan with Annual Updates
Template from Sacramento
District's Annual Goals

July 1, 2014

Three-Year Plan with Annual Updates
Template from Sacramento
District's Annual Goals
Achievement Gap

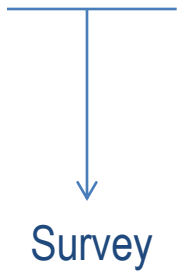
July 1, 2014

Three-Year Plan with Annual Updates
Template from Sacramento
District's Annual Goals
Achievement Gap
State Priorities

July 1, 2014

Three-Year Plan with Annual Updates
Template from Sacramento
District's Annual Goals
Achievement Gap
State Priorities
Actions



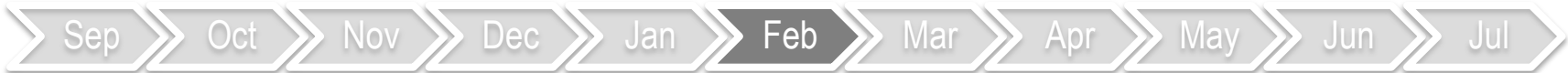


LCAP Committee



Survey

LCAP Committee



Sep

Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

Jun

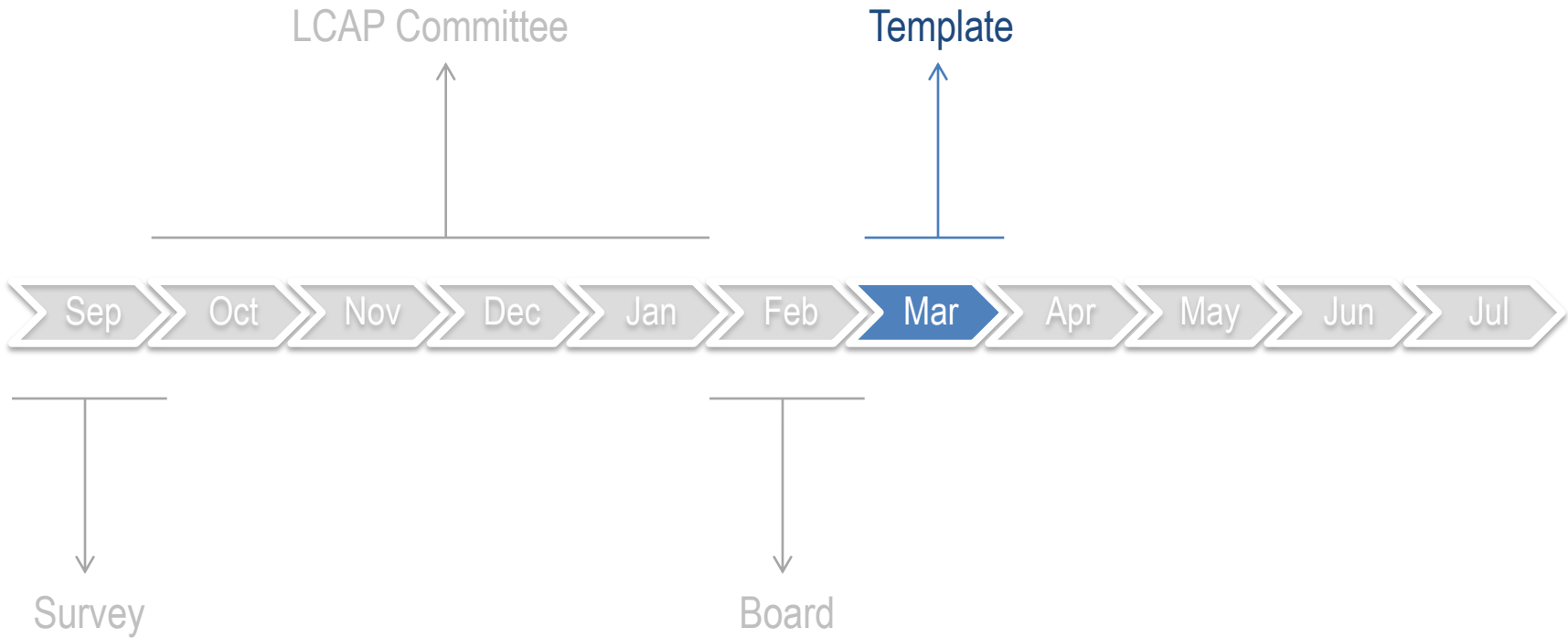
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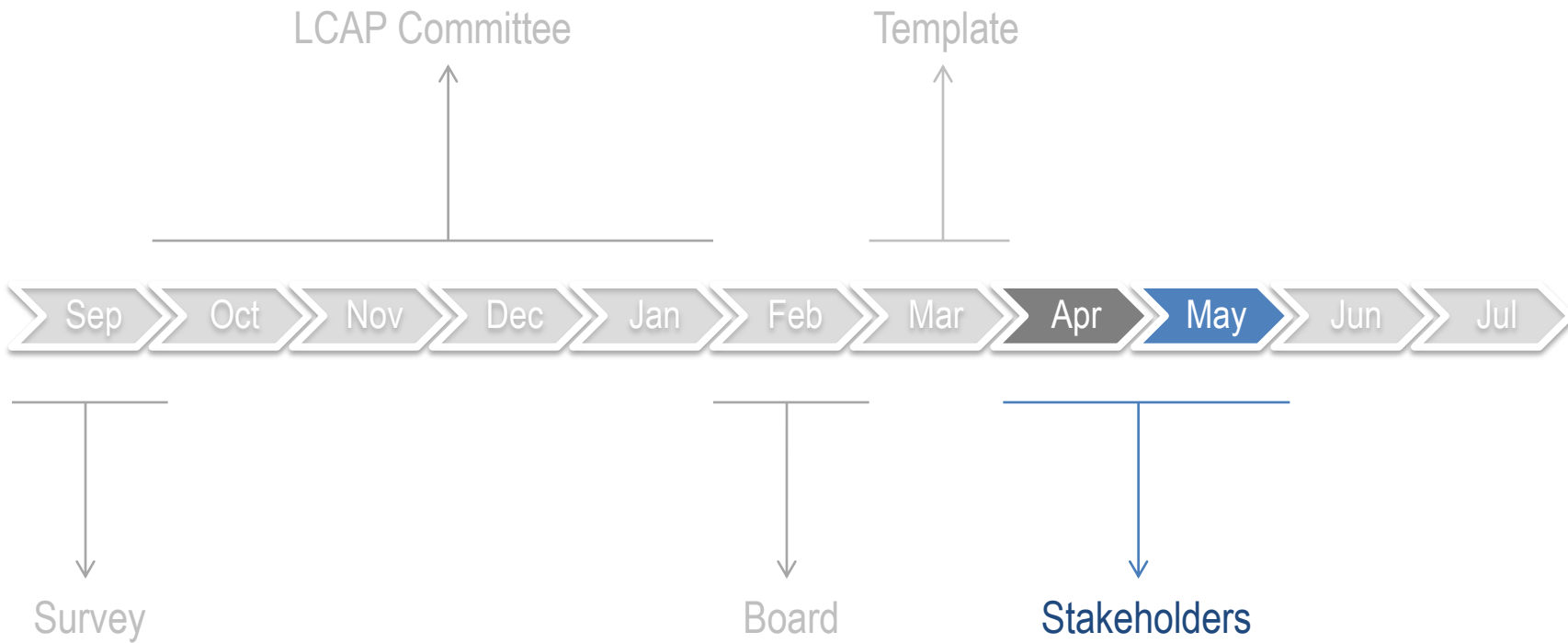


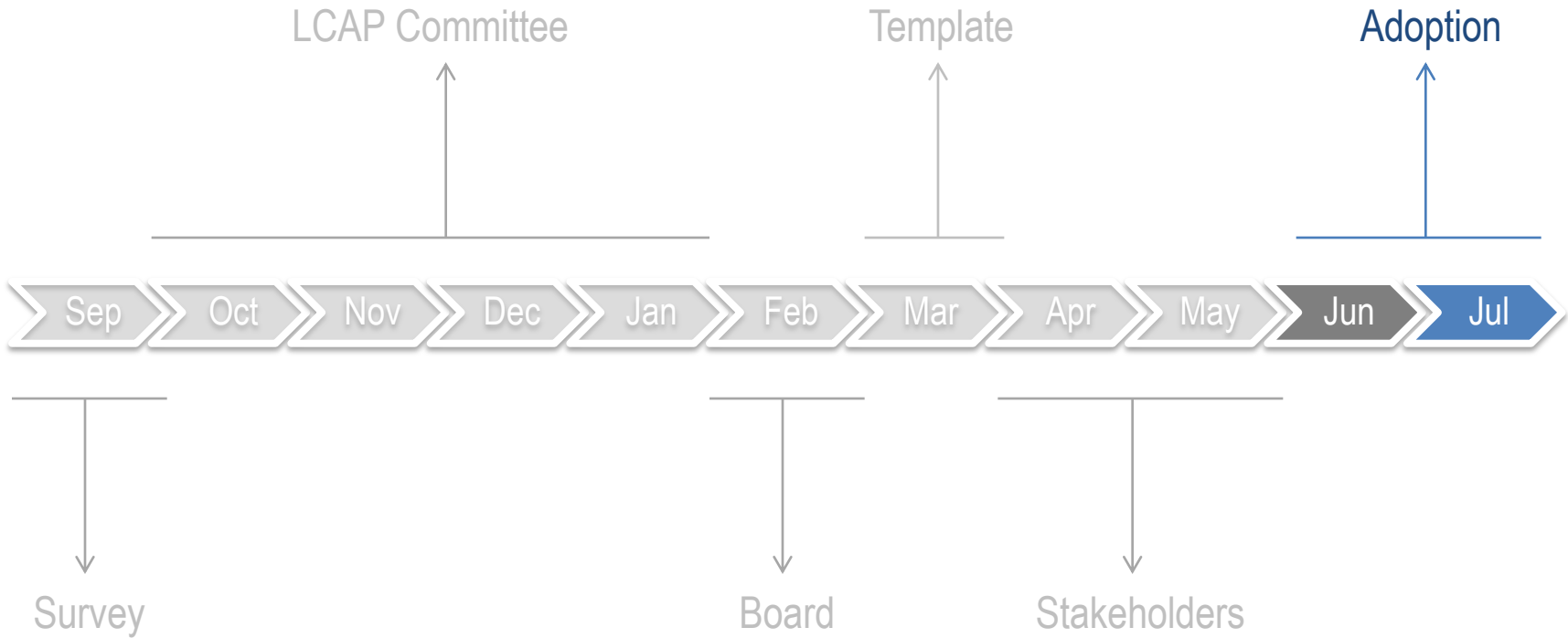
Survey



Board







Start now,
but be patient.

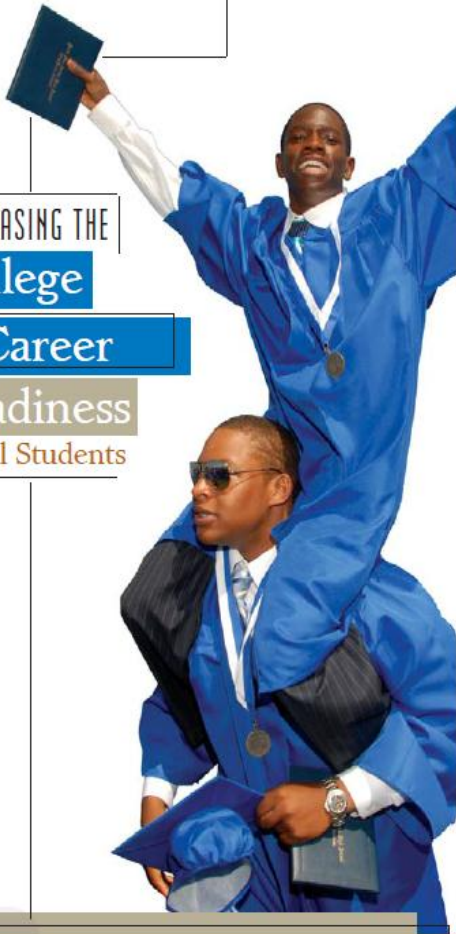
Start now,
but be patient*.

** Details will follow.*



Academic & Career
Success Initiative

INCREASING THE
College
& Career
Readiness
of all Students



LONG BEACH UNIFIED SCHOOL DISTRICT

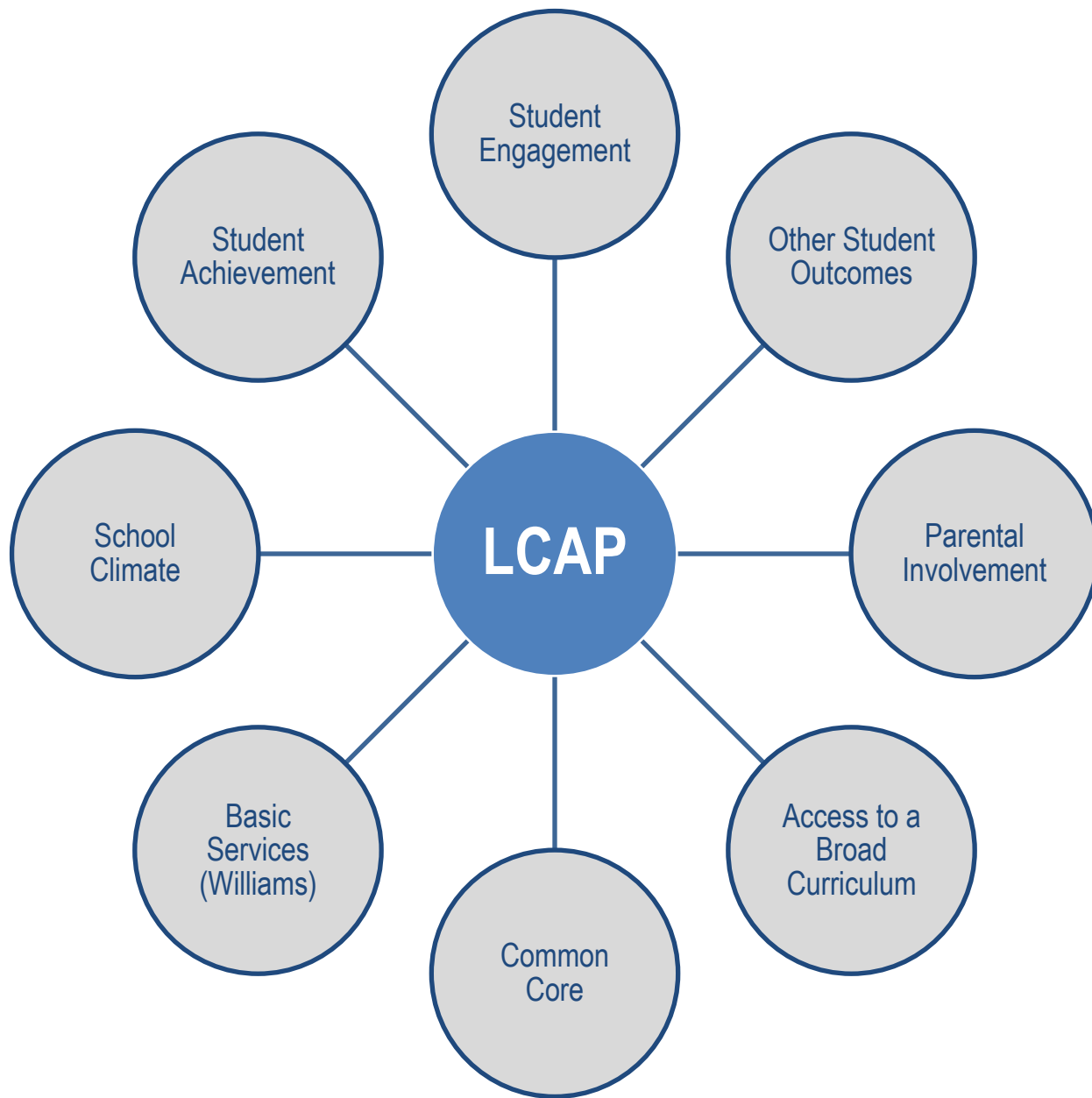
NORTH LONG BEACH INITIATIVE

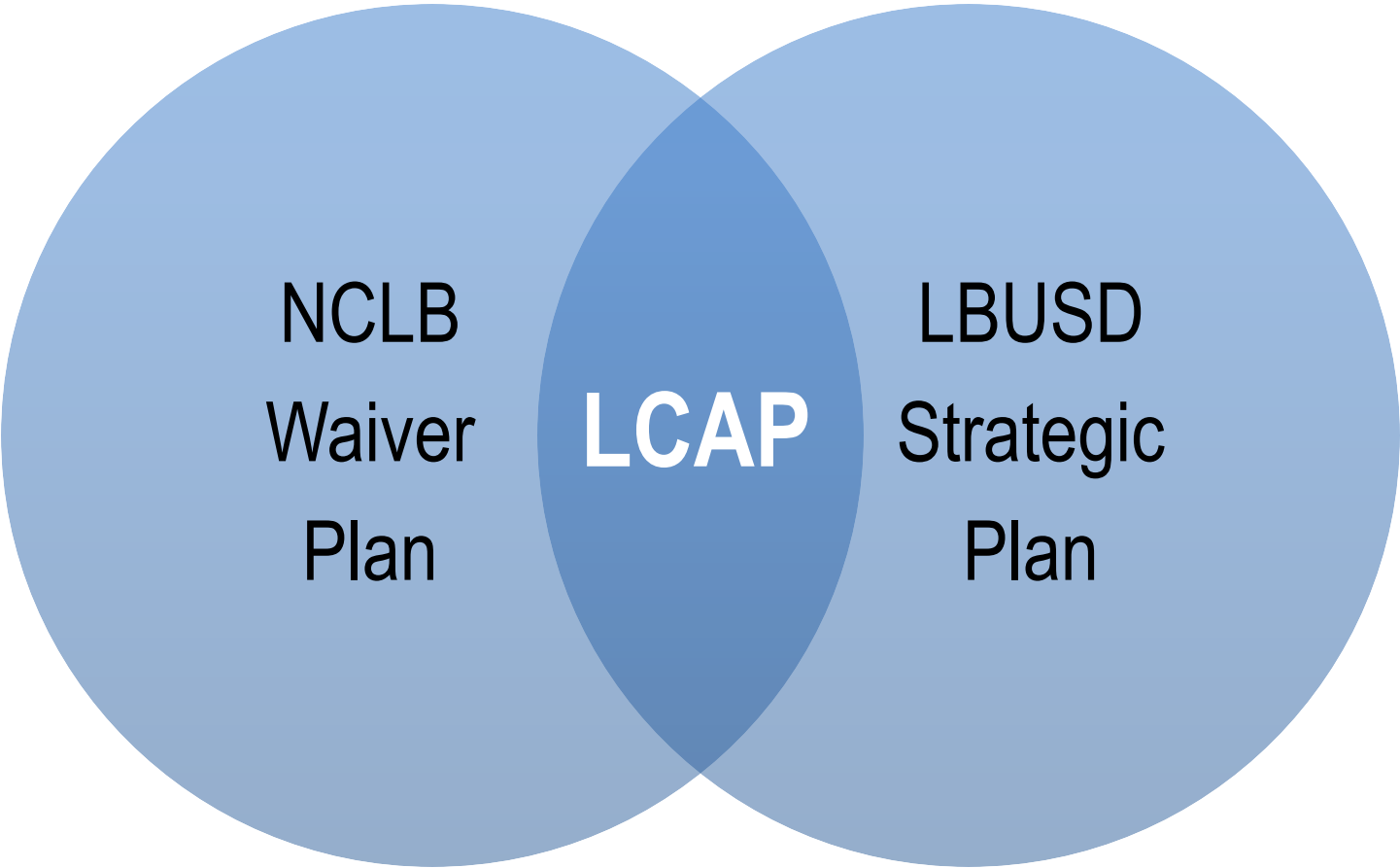


Policy Recommendations



MEASURE K SCHOOL BONDS
Building for 21st Century Learning





NCLB
Waiver
Plan

LCAP

LBUSD
Strategic
Plan

**TITLE I, ECONOMIC IMPACT AID and LCFF
ALLOCATIONS
FY 2013-14**

November 15, 2013

Site Code	School_Name	NCLB TITLE I		EIA CARRYOVER & LCFF FUNDS				TOTAL
		A	B	C	D	E	F	SITE ALLOCATION
		Free & Reduced Meal	TITLE I ALLOCATION	LOW INCOME COUNT	LEP CARRYOVER (Res. 7091)	SCE CARRYOVER (Res. 7090)	LCFF ALLOCATION (Res. 0422)	(B+D+E+F)
403	Chavez	487	308,916	540	22,210		15,590	346,716
404	Alvarado	338	193,994	386	19,730		7,290	221,014
406	Robinson	908	542,661	975	38,704	30,009	7,777	619,151
407	International	767	458,561	853	58,901	40,805		558,267
410	Addams	840	520,591	992	51,452	35,432		607,475
411	Avalon K-12	374	210,582	380			26,600	237,182
412	Barton	602	368,898	648	14,057	7,950	24,380	415,285
413	Birney	493	371,710	570	23,212	22,054		416,976
414	Bixby	248	144,412	292	8,124	11,473	843	164,852
415	Bryant	291	182,562	340	11,171	12,962		206,695
417	Burbank	713	427,426	753	47,798	4,342	571	480,137
418	Burcham K-5	484	202,831	545	548		37,602	240,981
419	Burnett	712	508,785	852	46,859	43,622		599,266
421	Carver			112	3,047	2,201	2,592	7,840
422	Cleveland			141	7,544	23,998		31,542
423	Cubberley			256	5,078		12,842	17,920
424	Edison	688	490,811	829	62,528	19,297		572,636
425	Emerson			186			13,020	13,020
427	Fremont			113	3,047		4,863	7,910
428	Gant			156	2,321		8,599	10,920
429	Garfield	727	511,601	856	66,880	19,329		597,810
430	Gompers	228	130,154	374	8,559		17,621	156,334
431	Grant	955	652,551	1,049	59,577	15,619		727,747
432	Harte	849	523,127	896	46,279	30,237		599,643
433	Henry	190	108,462	291	13,347	2,959	4,064	128,832
434	Holmes	274	149,891	304	10,591	12,606		173,088
436	King	789	519,606	920	34,997	40,337		594,940
437	Lafayette	913	521,978	1,007	51,357	40,536		613,871
438	Lee	898	596,664	957	67,750	48,679		713,093
439	Lincoln	970	582,623	1,042	72,464		477	655,564
440	Longfellow			414	14,508	64,260		78,768
441	Los Cerritos			232	5,223	18,275		23,498
442	Lowell			117	3,192		4,998	8,190
443	MacArthur	306	155,890	346	7,427		16,793	180,110
444	Madison	233	144,670	268	4,933	5,989	7,838	163,430
445	Mann	243	166,793	266	10,445	14,065		191,303
446	McKinley	598	342,223	672	27,398	40,876		410,497
448	Muir K-8	792	573,679	834	43,958	41,140		658,777
449	Naples			41	1,016		1,854	2,870
450	Prisk			158	6,673	1,379	3,008	11,060
451	Riley	280	171,996	300	10,010	11,884		193,890
452	Roosevelt	979	682,549	1,044	100,828	74,985		858,362

**TITLE I, ECONOMIC IMPACT AID and LCFF
ALLOCATIONS
FY 2013-14**

November 15, 2013

Site Code	School_Name	NCLB TITLE I		EIA CARRYOVER & LCFF FUNDS				TOTAL
		A	B	C	D	E	F	SITE ALLOCATION
		Free & Reduced Meal	TITLE I ALLOCATION	LOW INCOME COUNT	LEP CARRYOVER (Res. 7091)	SCE CARRYOVER (Res. 7090)	LCFF ALLOCATION (Res. 0422)	(B+D+E+F)
453	Signal Hill	608	420,212	671	34,963	34,783		489,958
454	Stevenson	723	505,780	798	49,326	36,241		591,347
455	Dooley	944	544,908	1,129	57,160	33,136		635,204
458	Twain			261	5,803		12,467	18,270
459	Webster	540	303,503	585	22,236	8,991	9,723	344,453
460	Whittier	798	528,985	930	48,180	38,670		615,835
461	Willard Elementary	750	458,288	781	49,324	9,890		517,502
463	Tincher Preparatory	410	201,862	450	9,720		21,780	233,362
464	Hudson K-8	677	370,814	795	31,626		24,024	426,464
465	Newcomb			289	5,513	5,760	8,957	20,230
466	Kettering			139	4,933	10,311		15,244
492	Powell	1,125	643,047	1,204	64,860	7,149	12,271	727,327
611	Franklin	965	567,917	1,067	18,753	41,741	14,196	642,607
612	Hamilton	791	469,260	937	22,697	145,395		637,352
613	Hughes	820	450,791	959	12,912	312,800		776,503
614	Jefferson	727	469,980	797	2,009		53,782	525,771
615	Bancroft	414	227,594	454	9,285	16,630	5,865	259,374
616	Lindbergh	579	400,353	663	14,533	98,865		513,751
617	Marshall	511	287,646	570	15,228		24,674	327,548
618	Rogers			241	4,933		11,937	16,870
619	Stanford			465			32,550	32,550
620	Stephens	714	471,561	881	28,955	85,306		585,822
622	Washington	1,045	601,746	1,204	45,585	18,391	20,303	686,025
623	Jessie Nelson	682	398,550	772	7,531	46,094	414	452,589
625	Hoover	559	400,794	624	12,186	27,448	4,046	444,474
626	Hill	653	402,088	734	12,274	107,061		521,423
635	Lindsey	740	427,489	845	16,816	143,093		587,398
641	CAMS			240	5,658	17,663		23,321
652	Jordan			3,000	67,608	148,900	4,834	221,342
653	Lakewood			1,867	4,402		126,288	130,690
654	Poly			2,840	47,246	195,728		242,974
656	Wilson			2,260	54,288		103,912	158,200
657	Cabrillo			2,504	17,654	259,771		277,425
658	Millikan			2,117	39,477		108,712	148,189
667	EPHS			451	32,932	175,714		208,646
668	McBride			100			7,000	7,000
681	Renaissance			302	3,772		17,368	21,140
682	Reid			223	14,508	120,948		135,456
691	Beach			317	14,653		7,537	22,190
	TOTAL	33,944	21,020,365	57,773	2,003,284	2,883,783	851,861	26,759,292