



2023-2024

Learning Acceleration and Support Plan



LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity



A Plan for Excellence and Equity: 2023-2024

Recent years have brought historic challenges to public education, but also many signs of progress in our local schools. From the outset of the global pandemic, we worked diligently to maintain our focus on our strategic goals and as a result, learning continued.

Amid such challenges, we've continued to press forward with great resolve to engage our diverse communities in conversations about academic excellence and equity, laying the groundwork for a number of initiatives that will continue in the months and years ahead. A key product of these community conversations is a courageous Excellence and Equity Policy and Vision 2035, both bold declarations that our Board of Education adopted to help guide our daily work.

Both our progress and our ongoing challenges are reflected in the metrics found in this plan. Likewise, our resource allocations are prioritized to make the greatest impact in the areas of greatest need, thus this plan's focus on four pillars: Academic Acceleration and Support, Social Emotional Well-Being, Engagement and Voice, and Infrastructure and Capital for the Future.



This document updates our Learning Acceleration and Support Plan that spanned the 2021-22 and the 2022-2023 school years. Like those plans, this updated version blends together various resources – including significant one-time pandemic recovery funding from the state and federal governments – to provide the best possible learning opportunities and related support. While this plan is not a governmental requirement, it connects with our state-required Local Control and Accountability Plan and the extensive community engagement efforts involved in that effort. This plan also will help to inform our school district's community-wide Vision 2035 strategic planning effort now under way.

To everyone who contributes to the important work in this plan, we deeply appreciate your support, and we look forward to reporting meaningful progress as this plan is implemented.

Warmly,

Jill A. Baker, Ed. D.
Superintendent of Schools



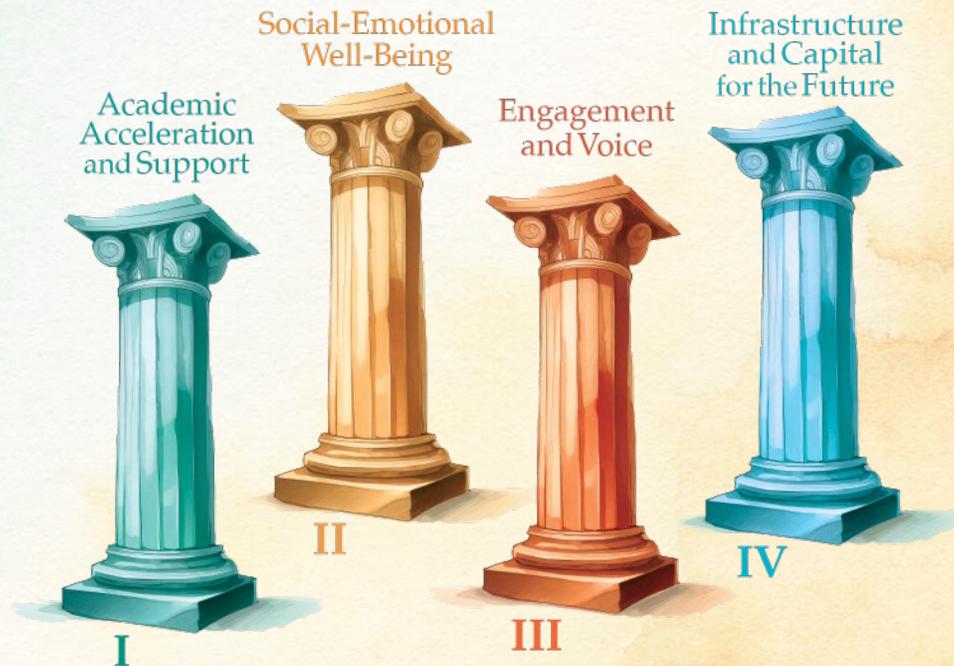
Plan Overview

The Learning Acceleration and Support Plan builds coherence across multiple strategies, programs and processes developed to improve students' core classroom experiences, while providing the interventions that students need to accelerate their learning and ensure their well-being.

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Learning Acceleration & Support Plan Pillars





About Long Beach Unified School District

2022-23 Reading and Math Progress

(Increase in % of Students at or Above Grade Level)

All grade levels 1 to 8 showed an increase in the percent of students scoring at or above grade level on reading and math i-Ready assessments from September 2022 to June 2023.

Subject	Grade							
	1	2	3	4	5	6	7	8
Reading	+49%	+36%	+26%	+20%	+16%	+10%	+10%	+7%
Math	+44%	+41%	+44%	+34%	+27%	+18%	+16%	+8%

2022-23 Budgeted Expenditures Learning Acceleration & Support Plan



6 High Schools
with graduation
rates above
90%

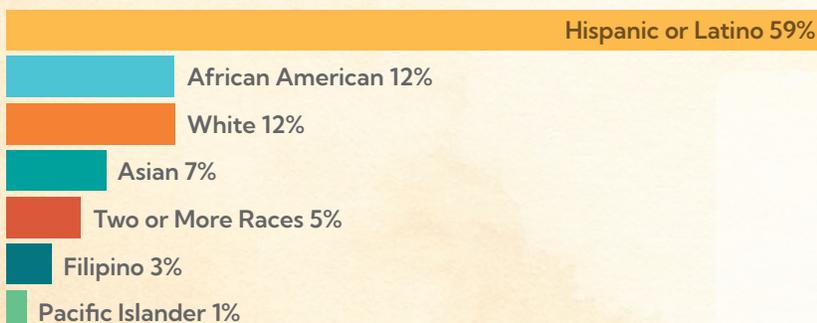


65,826
Students



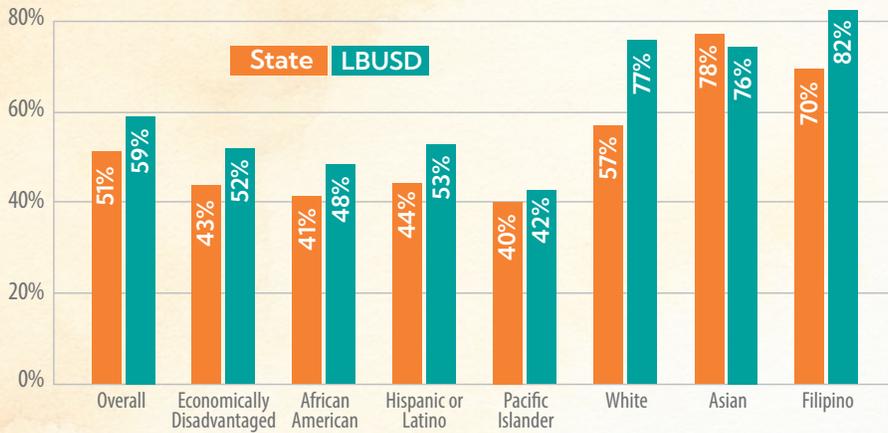
High School
Graduation Rate
85%

Enrollment by Race/Ethnicity

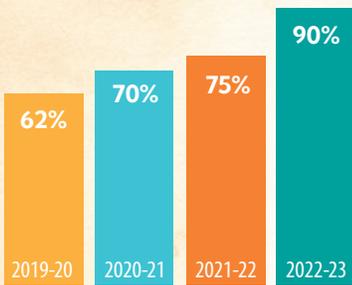


More than 275,000
walk-ins
at Wellness Centers recently
established in all middle
and high schools.

A-G Completion Rate



Accelerated Math 6 Placement (%)

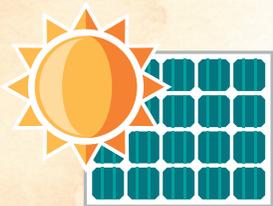


Social-Emotional Wellness

Pulse survey results show LBUSD students in grades 6 to 12 continue to report consistent levels of positive student experiences.

	Spring 22	Fall 22	Winter 22	Spring 23
Identity: Students have a strong sense of self and are proud of who they are becoming	81%	82%	80%	82%
Agency: Students have a voice and a platform of engagement and empowerment over their learning	78%	80%	78%	80%
Belonging: Students have a sense of connectedness where they are accepted and valued by others	71%	73%	71%	73%

Sustainability



9.5 Million
Kilowatt Hours
of energy
generated by
solar panels

4,684
Trees Saved
via electronic
flyers



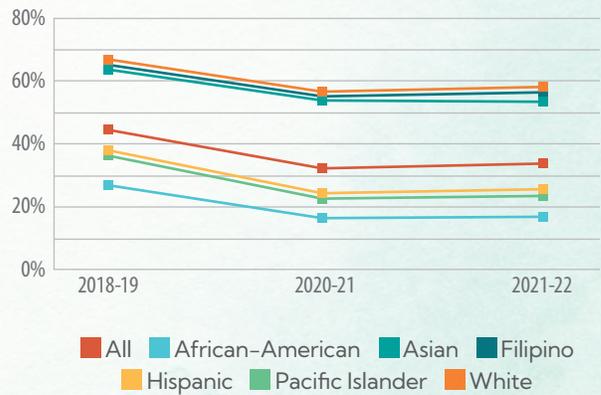
Infrastructure for the Future

5 schools received
significant upgrades

60,042 classroom furniture
pieces installed



SBAC Math Proficiency



SBAC ELA Proficiency





Pillar I: Academic Acceleration and Support

At the heart of student learning in LBUSD classrooms are challenging and engaging learning experiences that are delivered by a skilled teacher who builds relationships with students. It is the aspiration of the Learning Acceleration & Support Plan to intentionally strengthen the district's core academic program for all grade TK-12 students by re-

signing classroom curriculum, enhancing instructional delivery and taking an accelerated and asset focused approach to supporting students. In addition to reimagining the core academic program, an equity driven approach will be used to provide tiered academic interventions tailored to student needs.

Pillar I Goals

Theory of Action: If LBUSD provides students with a challenging and engaging core academic program, grounded in culturally relevant instruction, and provides interventions for students in need, then all students will experience academic growth and success.

Excellence Goals: All students will demonstrate at least one-year of academic growth and development, students performing below grade level will demonstrate more than one-year of academic growth and development, and summative outcome metrics will reflect pre-pandemic levels of achievement for all groups in all construct areas.

Equity Goal: To determine and decrease the demographic predictability of student achievement outcomes for LBUSD.

TK-12th Grade Core Academic Program Enhancement

Title	Brief Description	Budget Amount	Office Lead
Culturally Relevant and Responsive Pedagogy and Curriculum	Provide professional development for all teachers and all administrators in delivering quality core instruction and other key initiatives. In addition, continue to revise curriculum based on audit recommendations.	ESSER \$6,000,000	Office of Curriculum, Instruction and Professional Development (OCIPD)
Early Childhood Education	Support for Educare, CDC, Head Start, and TK	Title I: \$2,000,000 LCFF (Supplemental): \$14,000,000 State: \$47,200,000 Local: \$1,500,000	Chief Academic Officer
English Learner Support	Define and implement effective practices for English Learners, including designated and integrated ELD.	ESSER: \$700,000	Office of Curriculum, Instruction and Professional Development (OCIPD)
English Learner Support	Increase efficiency of monitoring English Learner support and provide teacher access to materials to support interventions through an online platform. Added a new program for Newcomers.	LCFF \$3,100,000	Office of Curriculum, Instruction and Professional Development (OCIPD)

TK-12th Grade Core Academic Program Enhancement

— Continued —

Title	Brief Description	Budget Amount	Office Lead
Strengthening Core Instruction and Curriculum	Provide supports to increase academic discourse and writing in content areas. Grade 4-5 integration of history and science units. Provide responsive and course-aligned math interventions in grades 6-8. Integrate history and science into thematic units.	ESSER: \$5,000,000	Office of Curriculum, Instruction and Professional Development (OCIPD)
Special Education Student Support	Providing services to students with disabilities.	Federal: \$3,800,000 State: \$72,800,000	Office of School Support Services
Assessment System	Implement a K-12 assessment system and platforms to include an assessment creation and implementation platform, pre-built and custom created item banks, multiple common assessments in core content areas, student progress monitoring tools, and national comparative assessment data to examine student growth and acceleration.	LCFF: \$1,200,000	Office of Research & School Improvement
Expanded Learning/ After School Programs	Expanded day programs, including WRAP that provides free after school activities at school sites.	Title IV(B): \$500,000 ELO-P: \$44,700,000	Chief Academic Officer
ELO-P Site Apportionment	Each elementary and K-8 school has been allocated resources from the Expanded Learning Opportunities Program (ELO-P) grant to provide site specific before and after school intervention and/or enrichment programs.	ELO-P: \$4,600,000	Office of Elementary and K-8 Schools
Learning Recovery and Acceleration Program	Offer a Saturday program for students with disabilities featuring Tier II and III supports in English-Language Arts, Math, Speech & Language and Occupational Therapy.	Special Education: Learning Recovery Support: \$300,000	Office of School Support Services (OSSS)
Music Program	Support for the district's music program, including instruments.	ESSER: \$2,500,000 Title I: \$500,000 State: \$10,500,000 Local: \$140,000 Supplemental LCFF (S&C): \$5,300,000 Title IV: \$1,200,000	Office of Curriculum, Instruction and Professional Development
Paraprofessionals	Various paraprofessional personnel to support students at the school sites including, college student aides and instructional assistants.	LCFF (Supplemental): \$15,200,000 Federal: \$12,700,000 State: \$1,500,000	Office of Secondary Schools; Office of Elementary & K-8 Schools
Career Technical Education	CTE programs, including Perkins, Strong Workforce and Incentive Grants.	LCFF (Supplemental): \$14,300,000 Federal: \$800,000 State: \$7,000,000	Office of Curriculum, Instruction and Professional Development
School Site Allocations	Funds allocated to school sites for discretionary use to focus on interventions.	LCFF (Supplemental): \$9,300,000 Title I: \$16,300,000	State and Federal Programs

Transitional Kindergarten – 5th Grade Supports

Title	Brief Description	Budget Amount	Office Lead
TK-3 Literacy Intervention	Provide research based, consistent literacy interventions across all sites through the allocation and ongoing training of literacy teachers, and the purchase of intervention materials.	Total: \$16,000,000 LCFF: \$14,200,000 ESSER: \$4,800,000	Office of Curriculum, Instruction and Professional Development (OCIPD)
Early Learning Core Program Support (PreK–Third Grade)	Provide leadership and support to PreK–third grade classrooms to enhance early learning classroom instruction and supports through a P-3 approach.	ELO-P: \$300,000	Office of Elementary and K-8 Schools
Tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites outside of the school day.	ESSER: \$1,100,000	Office of Elementary and K-8 Schools
Instruction and Intervention Coordinators	Accelerate student learning through coordination of all site interventions, progress monitoring and ongoing collaborative planning with teachers to improve core instruction.	ESSER: \$9,300,000	Office of Elementary and K-8 Schools
Targeted Additional Classroom Support Teachers	Reduce class sizes and eliminate combination classes (K-3) at targeted sites.	ESSER: \$2,500,000	Office of Elementary and K-8 Schools
Summer Supports, Enrichment and Accelerated Learning (SEAL)	Provide intervention, acceleration and enrichment opportunities to students from all sites during a 4-week summer program.	ELO-P: \$4,000,000	Office of Elementary and K-8 Schools
Virtual School	Offer a virtual school program for the 2023-2024 school year to accommodate families who choose this option for their students.	ESSER: \$600,000	Office of Elementary and K-8 Schools

6th – 8th Grade Supports

Title	Brief Description	Budget Amount	Office Lead
Tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites outside of the school day.	ESSER: \$1,000,000	Office of Secondary Schools
Instruction and Intervention Coordinators with Supplemental Teacher-Release Time	Improve Tier 1 instruction through the use of High-Leverage Team Actions (HTLAs) and coordinated site interventions (i.e., after-school tutoring, Saturday school); Sub-release time for teacher training with the Intervention Coordinator and for monitoring of student progress.	ESSER: \$2,800,000	Office of Secondary Schools
Before School/After School/Conference Period Intervention Courses	Expand access to and enrollment in select intervention courses–ELA College-Career Readiness, Math Development, English Language Development (ELD) and Writing.	ESSER: \$500,000	Office of Secondary Schools
Summer Supports, Enrichment and Accelerated Learning (SEAL)	Provide intervention, acceleration and enrichment opportunities to students from all sites during a 4-week summer program.	ELO-P: \$1,500,000	Office of Secondary Schools

9th – 12th Grade Supports

Title	Brief Description	Budget Amount	Office Lead
Intensified Algebra/ Agile Mind	Provide Agile Mind courses to support students in math through highly usable digital and print resources for comprehensive curriculum, formative assessment, job-embedded professional support, student practice, and real-time reporting. Provide Algebra students a combination of additional time, a challenging curriculum, and cohesive, targeted supports and interventions.	Total: \$1,800,000 LCFF: \$1,300,000 ESSER: \$500,000	Office of Secondary Schools
High School Student Success Initiative (SSI)	Provide targeted multi-tiered support, intervention and acceleration for students of color to support their academic, social and emotional needs. The SSI will include a Math Collaborative, Female & Male Academies and the We RISE curriculum.	ESSER: \$5,100,000	Office of Secondary Schools
High School Leadership Academies & College Promise	Male & Female Academies, College Promise Tours (LBCC, CSULB)	LCFF (Supplemental): \$850,000	Office of Secondary Schools; Office of Elementary & K-8 Schools
HS Credit Recovery	Provide a quality summer credit recovery intervention program for high school students.	LCFF: \$1,500,000	Office of Secondary Schools
Tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites outside of the school day in order to support the Student Success Initiative.	ESSER: \$800,000	Office of Secondary Schools
High School Career Pathways	Provide cohesive support to pathways to create equitable and high quality experiences across all sites. Allocates resources for work-based learning activities; Provides pathway program incentives; Expands pathway program staff support; Project Lead the Way.	LCFF: \$9,800,000	Office of Curriculum, Instruction and Professional Development (OCIPD)
HBCU TOSA	Provide students with tuition information, degree offerings, and entrance requirements for Historically Black Colleges & Universities (HBCU). Specialists will connect students with HBCU recruiters, assist with admission applications and financial aid documents.	LCFF: \$150,000	Office of Secondary Schools
Ethnic Studies	Develop a five year plan and course sequence.	Ethnic Studies Grant: \$125,000	Office of Curriculum, Instruction and Professional Development (OCIPD)
Adult Education	Support for the Adult Ed program.	Federal & State: \$2,000,000	Office of Secondary Schools





Pillar II: Social-Emotional Well-Being

Social-emotional well being (SEL) addresses the core competencies of social emotional health to build students' level of self-awareness, self-management, social awareness, relationship skills and responsible decision making (CASEL, 2020). The integration of these competencies happens through curriculum selections for all students, and through structured support for students who have more substantial needs in the area of personal wellness. A "tiered approach" to supporting stu-

dent wellness includes a focused effort on Restorative Justice at the middle school level, as well as individual support services provided by partner community agencies. Structured plans address groups that have known vulnerabilities, such as students who are in foster care, experiencing homelessness or are having attendance challenges that affect their ability to access their education, and provide additional resources to these students.

Pillar II Goals



Theory of Action: If all LBUSD classrooms integrate core social-emotional competencies into the curriculum and provide a tiered structure of support for students' social-emotional well-being, then students will have improved capacities of self-awareness, self-management, social awareness, relationship skills and responsible decision increasing their likelihood of overall success.

Excellence Goal: By the end of the 2023-24 school year, SEL will be embedded in the K-12 core curriculum, professional development for Tier 1 SEL strategies will be implemented, and MS/K8 schools will implement restorative justice systems.

Equity Goal: Demographic gaps for positive responses on SEL survey questions between student groups will be reduced annually.

TK-12th Grade Core Academic Program Enhancement

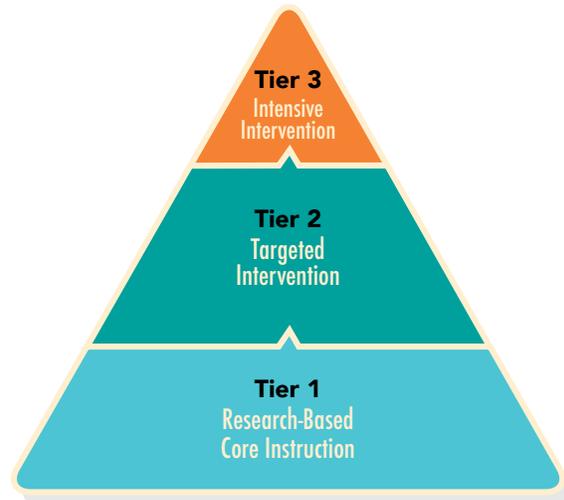
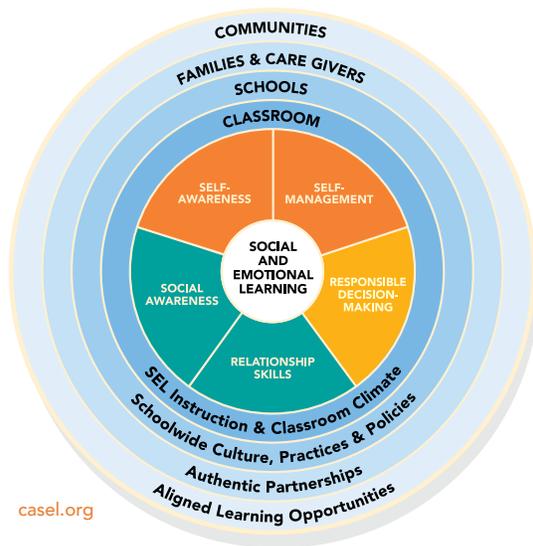
Title	Brief Description	Budget Amount	Office Lead
Social Emotional Learning in the Core Academic Program: Curriculum and Professional Development	Integrate social & emotional learning and instructional practices into quality core instruction. Purchase additional materials to support implementation. Provide support districtwide for the implementation of SEL strategies (climate and culture) to cultivate safe and supportive learning environments through professional development.	ESSER: \$1,000,000	Office of Curriculum, Instruction and Professional Development (OCIPD); Office of School Support Services (OSSS)
Schoolwide Restorative Justice Implementation in MS/K8 Schools	Develop schoolwide use of restorative practices to increase relationships between adults and students, shift schoolwide disciplinary practices and decrease student suspension rates with a focus on decreasing overrepresentation of students of color. Implementation will include modeling and coaching of restorative justice practices in classrooms to increase students' sense of belonging and shift overall school culture. Staff will have release time and technical expertise to support teacher learning and schoolwide implementation.	LCFF: \$1,500,000	Office of Secondary Schools

TK-12th Grade Core Academic Program Enhancement

— Continued —

Title	Brief Description	Budget Amount	Office Lead
High School & Middle School Care/Wellness Centers	Provide a safe place on campus where students can drop in to receive social-emotional support during the school day. The Wellness Center will be a source of assistance and support with conflict resolution, short-term individual/group counseling, stress management and access to community wellness resources.	LCFF: \$5,500,000	Office of School Support Services (OSSS)
Meal Services	Providing personnel and daily meals to thousands of students.	ESSER: \$100,000 Federal & State: \$44,800,000	Office of Nutrition Services

Core SEL Competencies



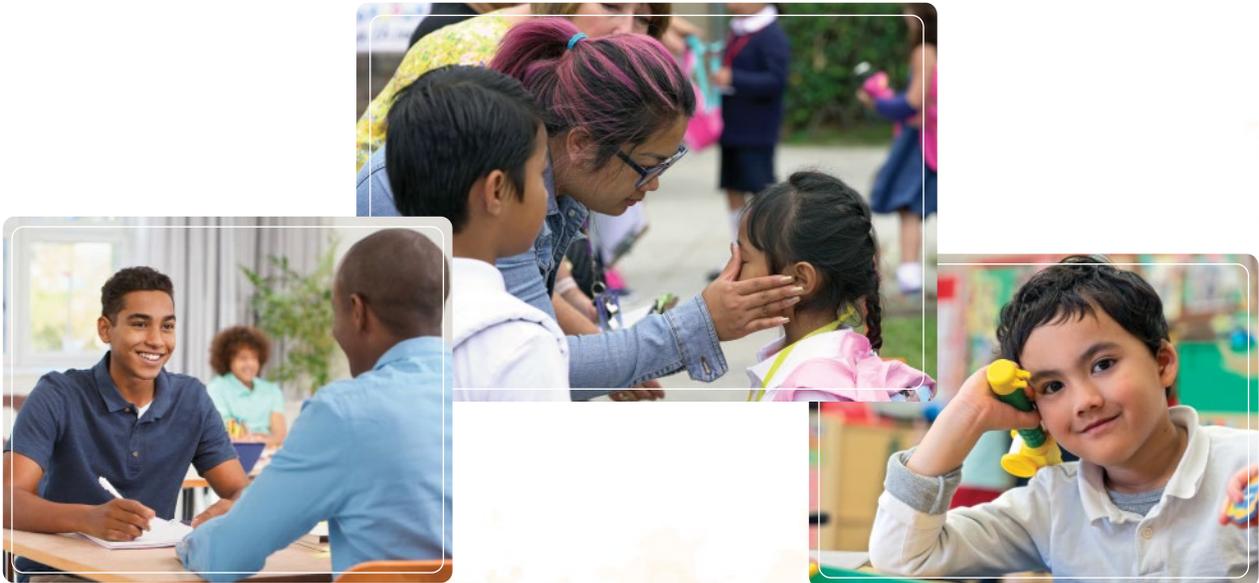
Tier II & III Supports

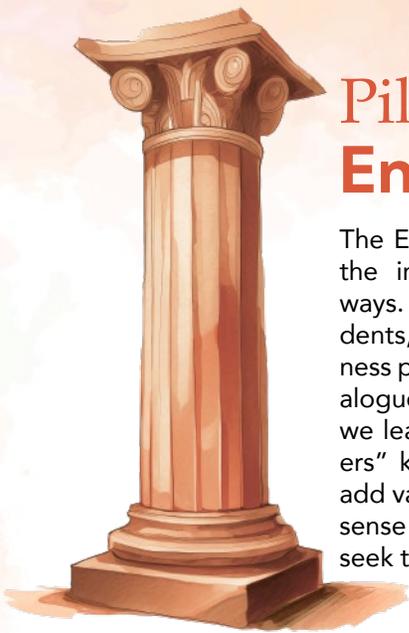
Title	Brief Description	Budget Amount	Office Lead
Additional Intervention and Mental Health Services (Tier I, II, and Tier III)	Provide additional services to help students with individual mental health needs with focus on trauma, mental health disorders, and substance abuse through programmatic support from <i>Care Solace</i> . Create interventions at Tiers I, II and III in service to the districtwide implementation of MTSS.	LCFF: \$200,000 ESSER: \$150,000	Office of School Support Services (OSSS)
Family Resource Centers (Summer School, and Expansion)	Provide social, emotional and behavioral health-related support to the current 26 sites and six additional high need sites. Provide services to all 85 school sites during the summer months.	Title I: \$2,900,000	Office of School Support Services (OSSS)

Tier II & III Supports

— Continued —

Title	Brief Description	Budget Amount	Office Lead
Foster, Homeless Youth Support Expansion; Attendance Support Expansion	Provide social emotional learning interventions, academic/attendance tracking, intensive case management and referrals for students identified as foster and homeless youth through additional social workers and TOSAs. Provide seamless Tier-1 absence prevention and Tier-2 early intervention through comprehensive family communication and support.	LCFF: \$950,000 Federal: \$1,000,000	Office of School Support Services (OSSS)
Attendance Support Team	A team of counselors and social workers who will support 54 sites in mitigating chronic absenteeism and building relationships with families.	ESSER: \$1,200,000	Office of School Support Services (OSSS)
Student Health and Support Services Enhancements	<p>Enhance the administrative functions of attendance, foster youth, homeless youth, interdistrict permit appeals, LGBTQ+ initiatives, Home/Hospital Instruction, and the Adult Community Transition (ACT) program. Provide leadership and support to Student Health Services (school nurses, senior/health assistants and the Student Health Services Program).</p> <p>Provide additional health coverage at schools.</p> <p>Support student mental health, including enhancement of the district's suicide assessment and threat assessment efforts through use of consultant services that will serve as a liaison to district staff as mental health questions arise.</p> <p>Provide strategic support to students who are experiencing a mental health crisis, need to be deregulated and possibly hospitalized alongside student safety staff by including a licensed therapist in response to student safety needs.</p>	ESSER: \$2,000,000	Office of School Support Services (OSSS)





Pillar III: Engagement and Voice

The Excellence and Equity Initiatives address the importance of engagement in several ways. Specifically, the engagement of students, community members, staff, and business partners with an emphasis on two-way dialogue. When we seek the voices of students, we learn that their input as our “key customers” keeps us focused on the areas that will add value to their experience and their overall sense of belonging in our schools. When we seek the voice of community stakeholders, we

gather input that informs our work with the “lived experience” of our citizens. When we seek the voice of staff, we can plan for needs and perspectives that are critical to our forward momentum. Engagement with our whole community raises the level of shared commitment to the experience in our schools. This pillar will allow us to embrace continuous improvement as a core component of all of our work.

Pillar III Goals



Theory of Action: If LBUSD engages in effective two-way communication with all stakeholder groups and actively seeks input from students, families and the broader community, then we can create meaningful, trusting partnerships in order to be more responsive to student needs.

Excellence Goal: By the end of the 2023-24 school year, LBUSD will have built and implemented multiple targeted engagement systems and structures in order to make decisions on behalf of students, families and community partners.

Equity Goal: All schools will develop and implement plans to engage community, parent and student stakeholders, structures to solicit student and parent input and feedback, and utilize stakeholder input to refine documented policies and procedures.

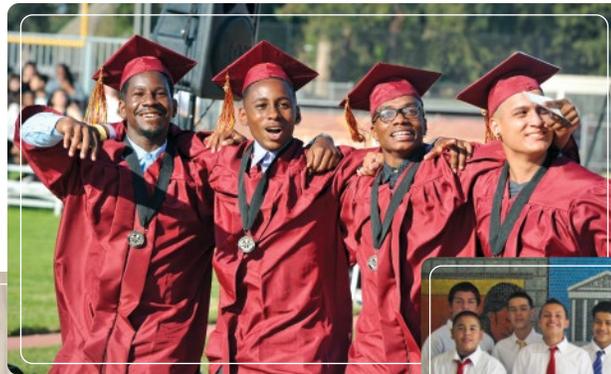
Engagement and Voice

Title	Brief Description	Budget Amount	Office Lead
Language Accessibility	Build a responsive language accessibility unit to provide translation, interpretation and stakeholder support.	LCFF: \$1,000,000	Office of Equity, Engagement and Partnerships
Black Student Achievement Initiative	Develop and engage a Black Student Achievement Advisory Committee to recommend additional supports for Black students beyond other Learning Acceleration & Support programs/projects. Continue engagement of Black Student Achievement (BSA) Advisory Committee and BSA student engagement. Student engagement will include tutoring and other academic support, career discovery opportunities, internship/apprenticeship programs, college tours, parent education, BSA graduation, etc.	LCFF: \$750,000	Deputy Superintendent's Office
Parent Involvement and Communications	Personnel to support parent engagement; Platforms to improve communication; Funds allocated to schools to provide for parent involvement.	LCFF (Supplemental): \$1,800,000 Title I: \$110,000	Office of Equity, Engagement and Partnerships

Engagement and Voice

— Continued —

Title	Brief Description	Budget Amount	Office Lead
Student Voice and Participation	Create student engagement social-emotional and academic opportunities that elevate student voice, engagement and agency through the Superintendent's Student Advisory Committee, Student Equity Leadership Team and other identified structures including: Equity Design Teams (pairing students and adults) that are student focused and driven by the Californians for Justice continuum of student voice.	LCFF: \$400,000	Deputy Superintendent's Office
Community Partnerships for Student Engagement and Well-Being	Utilize community agencies to uplift student voices through key experiences that contribute to the student experience and sense of belonging on campus. These agencies may include focused work with Californians for Justice, California Conference for Equality & Justice, The Center of Long Beach, Gender and Sexualities Alliance Network, etc.	LCFF: \$600,000	Deputy Superintendent's Office
Specialized Programs and Staffing in Middle Schools	Expansion of College and Career Readiness support; Development of 4x4 pilot program and thematic signature programs in middle schools (Expansion of enrichment electives, including required equipment and materials, in the performing arts, engineering, Project Lead the Way, Dual Immersion, multimedia, sciences, humanities, Robotics) in order to increase student engagement and support the transition to high school pathways.	ESSER: \$900,000	Office of Secondary Schools
Middle School Where Everyone Belongs (WEB) Program	Expand the WEB program to all middle schools.	ESSER: \$200,000	Office of Secondary Schools





Pillar IV: Infrastructure and Capital for the Future

The superintendent's 2020-2021 goals included analyses (e.g. data analysis, audits, benchmarking activities and review of industry standards) of district infrastructure in multiple areas deemed critical to classroom, schools and central office functions. In addition to these analyses, the development of the district's excellence and equity initiatives revealed a need to strategically invest in the aspirational infrastructure to ensure high quality teaching and learning in every LBUSD classroom.

tion to these analyses, the development of the district's excellence and equity initiatives revealed a need to strategically invest in the aspirational infrastructure to ensure high quality teaching and learning in every LBUSD classroom.

Pillar IV Goals



Context: The investments in district infrastructure and capital aim to ensure that the goals associated with Pillars I, II and III of the Learning Acceleration and Support Plan and the district's strategic plan can be achieved.

Theory of Action: If the district invests in high quality 21st Century infrastructure and a diverse workforce, then schools will have the tools and resources to ensure that students experience academic growth, improved capacities, and engagement in an adaptable, effective and safe learning environment.

Excellence Goal: To improve the district's current infrastructure and to strategically invest in aspirational infrastructure to ensure high quality teaching and learning in every LBUSD classroom.

Equity Goal: Students from all demographic backgrounds will experience safe and nurturing school environments that foster acquisition of 21st Century skills through a culturally relevant approach.

Title	Brief Description	Budget Amount	Office Lead
Enhance Teacher Quality	Enhance efforts to improve teacher practices, meaningful feedback, teacher pipeline, and the development of a robust and meaningful supervision and evaluation system.	LCFF: \$200,000	Human Resource Services
Technology Infrastructure Modernization	Upgrade key platforms including district websites; upgrades to district technology systems, and additional classroom technology.	ESSER: \$8,000,000	Business and Financial Services Office; Technology and Information Services; Public Information Office; Research and School Improvement
Classroom Infrastructure Modernization	Replacement of classroom furniture to meet current educational program needs.	ESSER: \$29,100,000	Facilities Planning and Development

Infrastructure and Capital for the Future

— Continued —

Title	Brief Description	Budget Amount	Office Lead
Outdoor Learning Environment Enhancement	Upgrade spaces, such as shade areas and playground equipment, for students to learn and play.	ESSER: \$8,800,000	Facilities Planning and Development, Maintenance Branch
Playground Replacement	Replacement of elementary playground equipment and structures.	ESSER: \$12,300,000	Facilities Planning and Development, Maintenance Branch
Water Bottling Filling Stations	Installation of water bottle filling stations at all campuses.	ESSER: \$8,000,000	Facilities Planning and Development, Maintenance Branch
Data Quality and Access	Create data governance and stewardship protocols and infrastructure to improve data quality and increase stakeholder data access. Perform technical duties in the preparation, inputting, updating, and maintenance of various Special Education and Student Support Services student and staff data, and information in CALPADS and other information systems.	ESSER: \$250,000	Research and School Improvement; Office of School Support Services
Program Evaluation	Gather data and provide in depth analysis and recommendations to support the growth and efficacy of district programs and interventions. Provide supervising departments with the tools and insights needed to expand, refine, or discontinue programs based on progress towards defined goals and outcomes. Provide departments with cost/benefit type analysis to link outcomes to expenditures.	ESSER: \$450,000	Research and School Improvement
Ongoing Technology Investments	Annual refreshment/update to student and classroom technology. Professional development and personnel to provide classroom support.	LCFF (Supplemental): \$4,100,000; Title IV and State Digital: \$100,000	Technology, Information Services Branch





Glossary of Terms

CALPADS	California Longitudinal Pupil Achievement Data System
CASEL	Collaborative for Academic, Social and Emotional Learning (casel.org)
ELA	English Language Arts
ELO	Expanded Learning Opportunities grant (state)
ESSER	Elementary and Secondary School Emergency Relief fund (federal)
HBCU	Historically Black Colleges and Universities
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula (affecting how the state funds school districts)
MS/K8	Middle Schools and K-8 Schools
MTSS	Multi-Tiered Systems of Support
OCIPD	Office of Curriculum, Instruction and Professional Development (Long Beach Unified)
OSSS	Office of School Support Services (Long Beach Unified)
Pedagogy	The method and practice of teaching
Restorative Justice	An approach to discipline practices, restorative practices build capital and achieve social discipline through participatory learning and decision making.
SEL	Social-Emotional Learning
TK	Transitional Kindergarten
TOSAs	Teachers on Special Assignment
Understanding 6	Part of Long Beach Unified's "Understandings Continuum," Understanding 6 provides a foundation for a safe learning environment that values diversity, trust and respectful communication.



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