



LONG BEACH
UNIFIED SCHOOL DISTRICT

BUDGET ENGAGEMENT

TUESDAY | APRIL 5

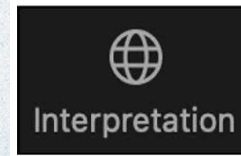
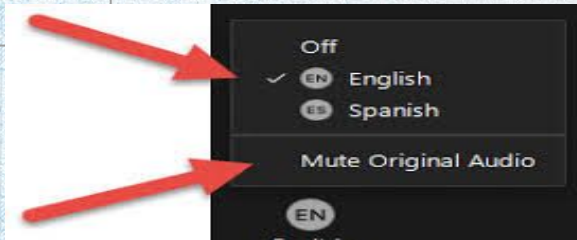
RICHARD D. BROWNING HIGH SCHOOL

Interpretation (ZOOM)



Interpretación
disponible en inglés,
español y camboyano

ENGLISH	ESPAÑOL	ខ្មែរ (Khmer)
1. Select Interpretation Globe 2. Select Mute Original Audio 3. Select ENGLISH	1. Seleccione el ícono de interpretación 2. Seleccione Mute Original Audio 3. Seleccione SPANISH	១. ជ្រើសរើសយក អាយខ៊ិន Interpretation Globe ២. ជ្រើសរើសយក Mute Original Audio ៣. ជ្រើសរើសយក KHMER



OUTCOMES

- Share feedback and help shape LBUSD's actions in addressing priorities
- Share preliminary data from engagement efforts

TONIGHT'S AGENDA: WHAT TO EXPECT

- Welcome
- Budget Engagement Video
- Budget Overview
- Highlights of your thoughts from ThoughtExchange
- Small group activity: Engage more through table share (in-person) and breakout sessions (in zoom)
- Closing Remarks by Superintendent Baker

NORMS



Be present
and minimize
distractions



Assume
positive intentions



Seek to understand
diverse points of view



Embrace this
“messy” work



Share the space
we create



Commitment of
respect for all

ZOOM NORMS

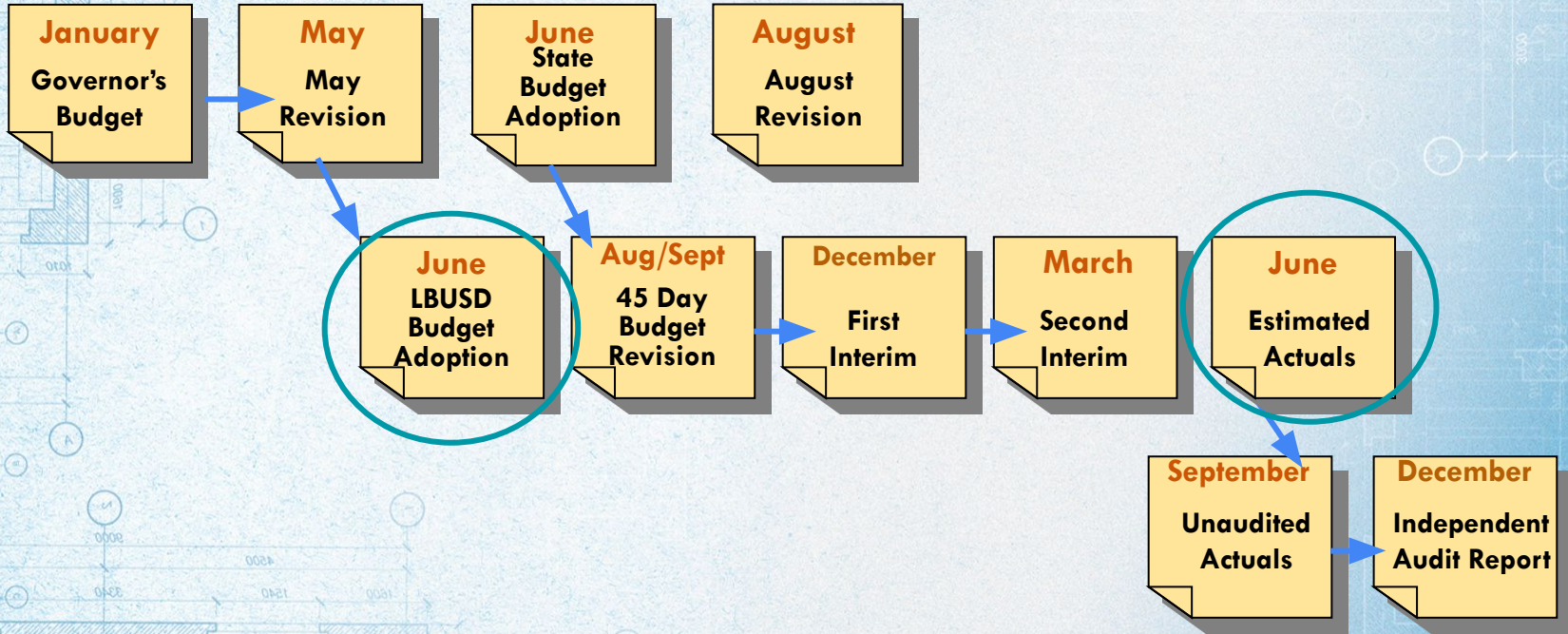
- Use the chat feature to share thoughts
- Use the “raise hand” feature when needing to share during our comment time
- Mute your mic, unless speaking with the group
- Strive to be visible, you may consider turning camera/video on



VIDEO

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

ANNUAL BUDGET CYCLE



2021-2022 EXPENDITURE HIGHLIGHTS



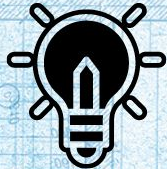
HEALTH & SAFETY- PPE



HEALTH & SAFETY-
CUSTODIAL



TECHNOLOGY



SUMMER LEARNING



SOCIAL & EMOTIONAL LEARNING-
WELLNESS CENTERS



STUDENT SUCCESS
INITIATIVES (SSI)

HEALTH AND SAFETY- PPE

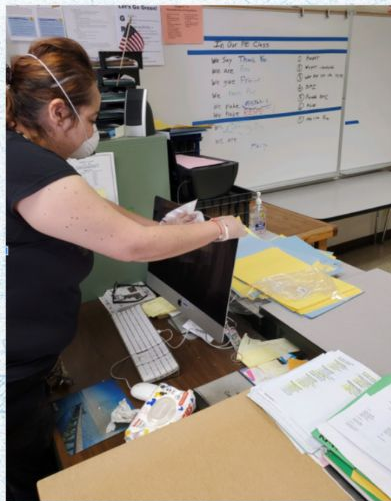


Estimated Expenditures
\$8 million

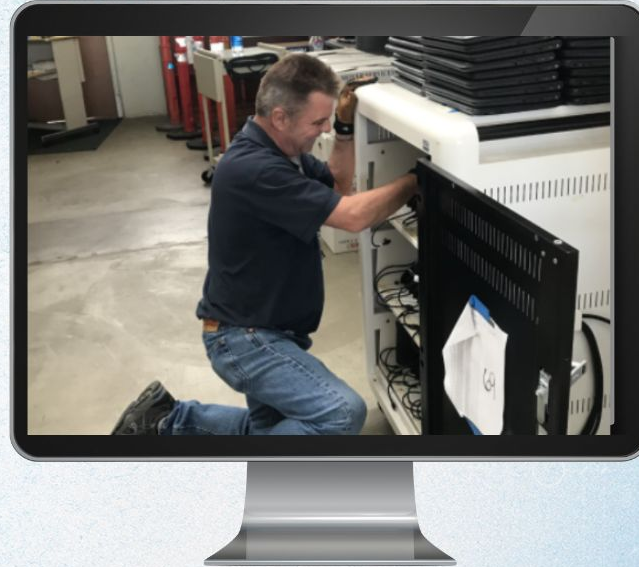


HEALTH AND SAFETY-CUSTODIAL

Estimated Expenditures \$3 million



TECHNOLOGY

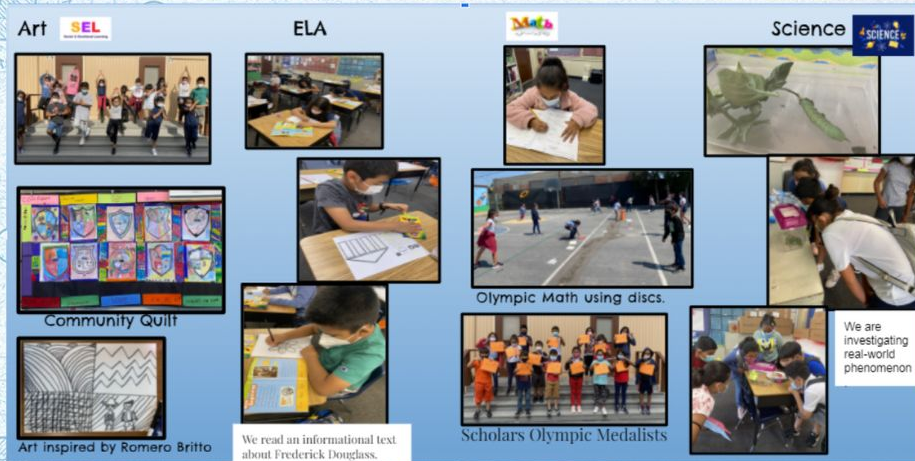


Estimated Expenditures
\$20 million



SUMMER LEARNING

Estimated Expenditures \$11 million



SOCIAL EMOTIONAL LEARNING - WELLNESS CENTERS

Estimated Expenditures \$5 million

WELLNESS CENTER

Wellness Newsletter

February 2022

Monthly Newsletter

Teen Dating Violence Awareness Month

Teen dating violence, sometimes referred to as intimate partner violence, is any physical, psychological, or emotional abuse that occurs within dating relationships of young people ages 12 to 18.

Dating violence can present itself in the following ways:

- Physical violence:** any type of abuse that causes bodily harm, including punching, hitting, shoving, or kicking.
- Emotional violence:** threatening behavior aimed at a partner in an attempt to diminish his or her self-worth. Such as bullying and purposeful embarrassment.
- Sexual violence:** asking someone to participate in a sexual act when he or she does not consent.
- Stalking:** unwanted attention or harassment that causes fear or discomfort. Stalking can be in person or through technology, such as social media or text messaging. Stalking often leads to domestic violence, sexual assault, and other serious consequences.

Relationship Spectrum

HEALTHY	UNHEALTHY	ABUSIVE
communicating respectfully	not communicating	communicating in a hurtful or threatening way
listening	not listening	misreading
respecting	disrespecting	controlling
making mutual choices	trying to take control	isolating their partner from others
	only spending time together	denying their actions are abusive
	pressured into activities	

App of the Month

TD411

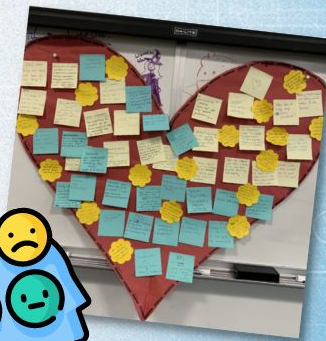
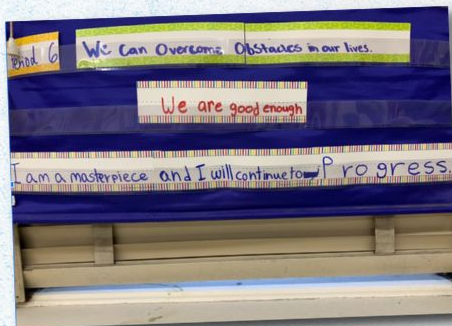
TD411 is a mobile app developed to provide teenagers with information on dating and teen dating violence. Through this app, you can obtain information on healthy and unhealthy relationships, safety planning and available resources.

S.A.F.E.
Stop Abuse From Existing
www.safela.org

Safe LA Hotline:
1-800-978-3600

Need support?
Ms. Uresti
Room 703
auresti@lpschools.net

Scan QR Code to Submit a Referral



LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

STUDENT SUCCESS INITIATIVE



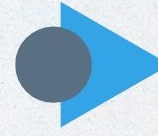
Estimated Expenditures
\$4.5 million



ADDITIONAL 2021-2022 EXPENDITURE HIGHLIGHTS



Tutoring

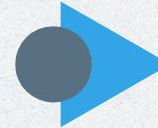


Instruction and
Intervention Coordinators



Literacy Program Expansion

- Materials
- Professional Development



EL Support



Professional Development



Homeless and
Foster Youth Expansion

- New Social Workers

FUNDING AVAILABLE

Interest, Local Collections for Services, etc.

\$10.9M

\$13.7M

Lottery & Mandate Costs

\$128M

Supplemental & Concentration Funds

\$624.4M

State Funding (includes Property Tax)

ONE-TIME FUNDING AVAILABLE

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

Subject to Change
as of 01/31/2022

Resources	Expiration	FY2020 Revenue	FY2021 Revenue	FY2022 Revenue	FY2023 Revenue	FY2024 Revenue	FY2025 Revenue	FY2026 Revenue	Cumulative Revenue
CARES Act:									
Coronavirus Relief Funds	May 30, 2021	\$ 6.0	\$ 50.0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 56.0
State Learning Loss Mitigation Funds	June 30, 2021	\$ -	\$ 6.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6.3
Governor Emergency Education Relief Funds	September 30, 2022	\$ -	\$ 0.1	\$ 4.5	\$ -	\$ -	\$ -	\$ -	\$ 4.6
ESSER I	September 30, 2022	\$ -	\$ 6.9	\$ 16.9	\$ -	\$ -	\$ -	\$ -	\$ 23.8
Sub-total CARES Act		\$ 6.0	\$ 63.3	\$ 21.4	\$ -	\$ -	\$ -	\$ -	\$ 90.7
In-Person Instruction & Expanded Learning Opportunities Grants:									
In-Person Grant	September 30, 2022	\$ -	\$ -	\$ 27.6	\$ -	\$ -	\$ -	\$ -	\$ 27.6
Expanded Learning Opportunity Grant	September 30, 2022	\$ -	\$ 1.4	\$ 54.0	\$ -	\$ -	\$ -	\$ -	\$ 55.4
Sub-total IPI and ELO Grant		\$ -	\$ 1.4	\$ 81.6	\$ -	\$ -	\$ -	\$ -	\$ 83.0
CRRSA Act:									
ESSER II	September 30, 2023	\$ -	\$ -	\$ 32.5	\$ 61.9	\$ -	\$ -	\$ -	\$ 94.4
Sub-total CRRSA Act		\$ -	\$ -	\$ 32.5	\$ 61.9	\$ -	\$ -	\$ -	\$ 94.4
ARP Act:									
ESSER III	September 30, 2024	\$ -	\$ -	\$ -	\$ 78.4	\$ 130.8	\$ 3.3		\$ 212.5
Educator Effectiveness Block Grant						\$ 7.1	\$ 7.1		\$ 14.2
GRAND TOTAL COVID Supplemental Resources		\$ 6.0	\$ 64.7	\$ 135.5	\$ 140.3	\$ 130.8	\$ 10.4	\$ 7.1	\$ 494.8

*Estimated Award Amounts

BUDGET ENGAGEMENT

- Looking for identified needs for future budget years
- Maintaining successful programs already in place
- Capitalizing on one-time resources to support student learning
- Long term planning that provides continuity in services for LBUSD students, staff, community and more!



REVIEW

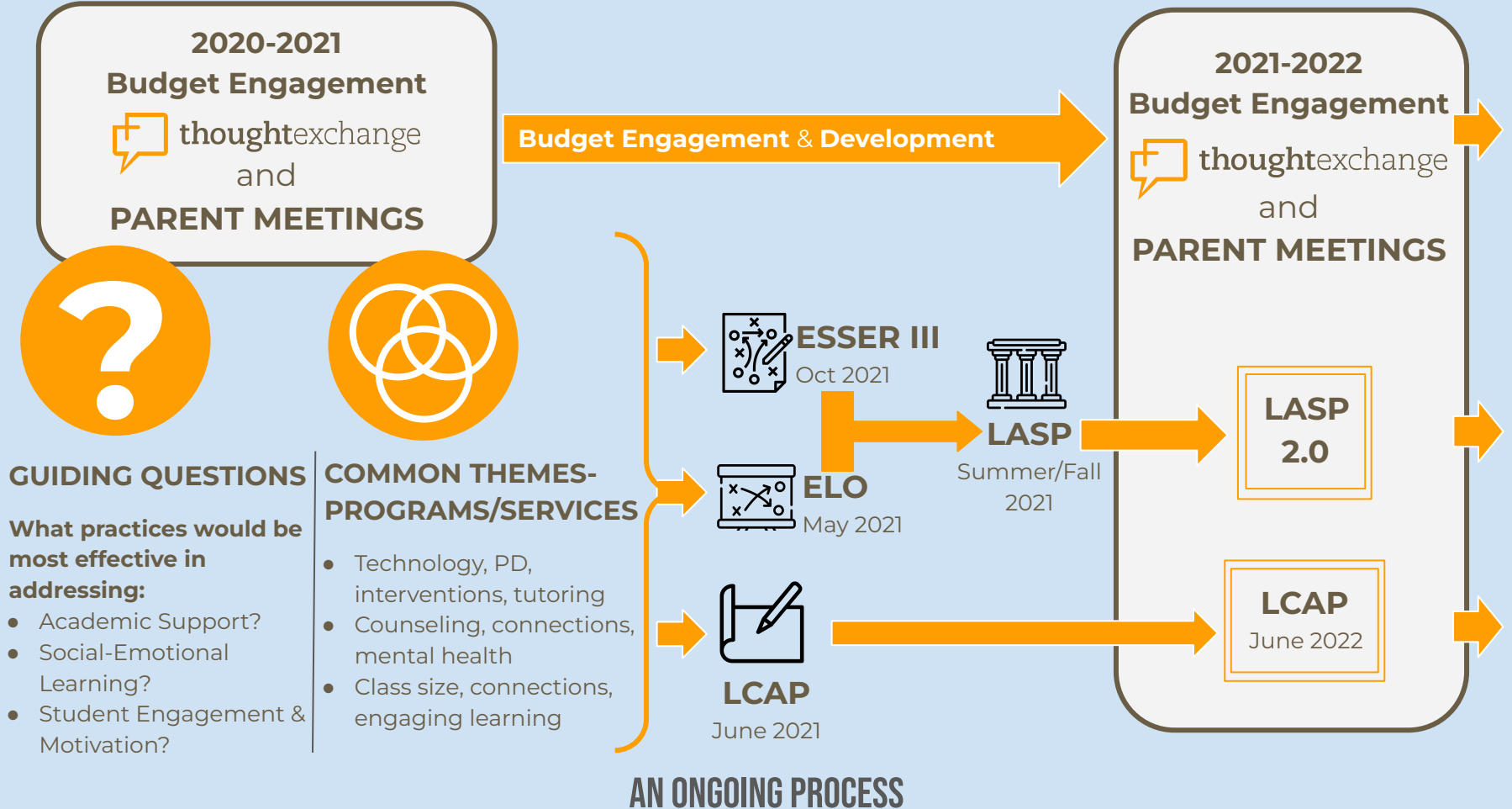
MID-YEAR REPORT OF 2021-22 LCAP

- Impact to Parents
- Supplement to annual update
- Mid-year outcome and expenditure data of 2021-22 LCAP

CALL TO ACTION

Launch of Thought Exchange Survey

BUDGET ENGAGEMENT AND DEVELOPMENT



PRELIMINARY RESULTS



As we continue to implement programs and supports identified in the LCAP, Learning Acceleration and Support Plan (LASP), and the Elementary and Secondary School Emergency Relief Plan (ESSER III), what are additional supports that need to be considered?



Please take into consideration that certain funds, including Title I and LCFF Supplemental and Concentration funds, require targeted supports for our highest need students or schools.

BREAKDOWN OF PARTICIPATION



1,616
Participants

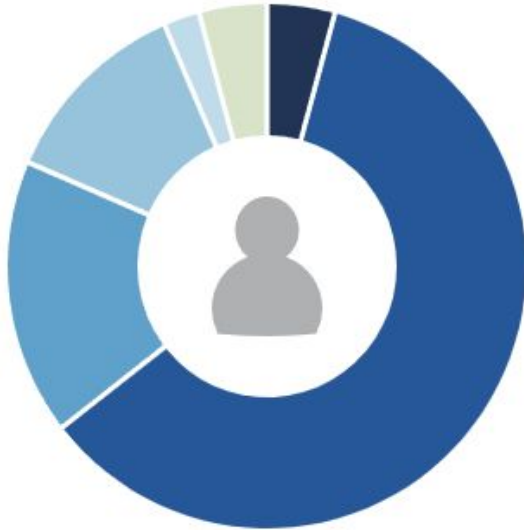


1,593
Thoughts



34,970
Ratings

BREAKDOWN OF PARTICIPATION ~ Groups



%		Answer
4%	(68)	 LBUSD Student
61%	(923)	 Parent / Guardian of an LBUSD Student
17%	(258)	 LBUSD Teacher
12%	(176)	 LBUSD Staff Member
2%	(23)	 LBUSD Administrator
4%	(67)	 Community Member

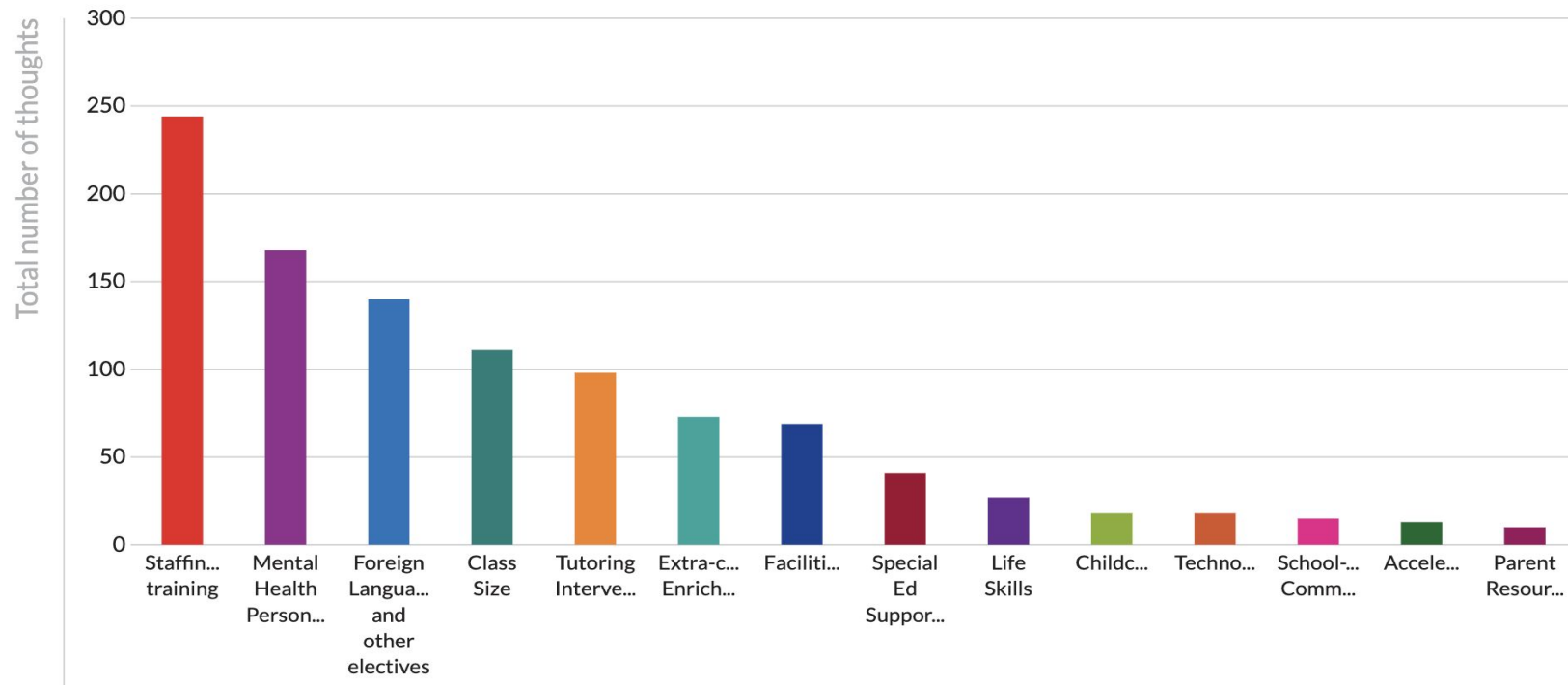
BREAKDOWN OF PARTICIPATION ~ Race/Ethnicity



%		Answer
7%	(104)	 African American or Black
5%	(69)	 Asian
4%	(52)	 Cambodian
29%	(421)	 Latino/a or Latinx
3%	(47)	 Filipino
1%	(13)	 Native American
1%	(11)	 Pacific Islander
9%	(129)	 Two or More Races
26%	(384)	 White
15%	(225)	 Decline to State

children learning + khmer support
counselors behind work full na mental
hire pandemic language class programs
reduction heritage culture staff help + kids
important parents emotional immersion education time
dual feel must best
math busd high tutoring smaller sizes social health history

THOUGHTS AND THEMES



STAFFING/ STAFF TRAINING ~ Top Thoughts

School climate

More staff to assist students

4.4 ★★★★★ (32)



Continue having literacy specialists to support our struggling readers.

4.4 ★★★★★ (31)



Counseling and Nursing

These two disciplines are best trained to provide support.

4.4 ★★★★★ (31)



MENTAL HEALTH PERSONNEL ~ Top Thoughts

More Nurse, psychologist and social worker services are needed for student support.

Students have been through a two year period where health, psychological and mental health services were not readily available during the pandemic.

4.4 ★★★★★ (33 🧑)



SEL: Full time counselors assigned to every school site

Counselors at every school site will actually council students to support their needs rather than work on student schedules and help with discipline.

4.4 ★★★★★ (20 🧑)



Any programs to teach tools to deal with anxiety, self care and social emotional growth. Meditation would be great.

Anxiety and suicide are at an all time high and there are non traditional ways to keep yourself grounded and emotionally healthy.

4.3 ★★★★★ (34 🧑)



FOREIGN LANGUAGE & OTHER ELECTIVES ~ Top Thoughts

Other opportunities outside of the typical college pipeline. Not everyone has to get a degree.

The pressure is causing students to act unruly and make irrational choices. Debt is a huge thing as well.

4.2 ★★★★★ (34 👤)



Realistic and relevant curriculum per regional and global standards. (Offer foreign language, art, and music at a younger age for all children.)

Our children need to be able to complete on a global level and able to communicate within this country with more citizens.

4.1 ★★★★★ (33 👤)

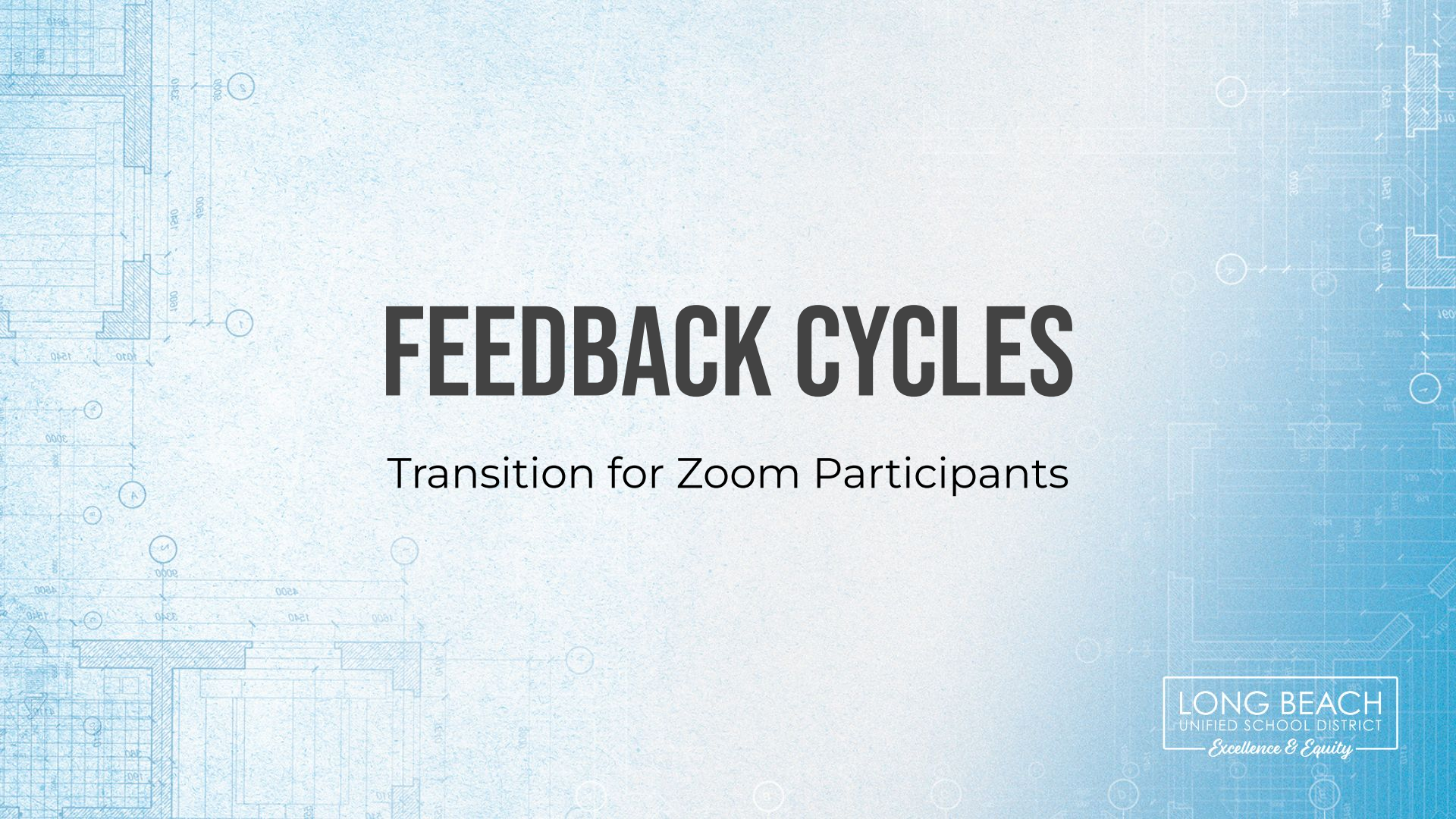


LBUSD to fund Khmer teachers to teach Khmer history in high school
 Khmer history will help Cambodian children to understand the ancestral heritage - and the glory of the past of their homeland and their identity.

4.2 ★★★★★ (11 👤)



translated by Google ↗

The background of the slide is a light blue architectural blueprint. It features various technical drawings, including floor plans, wall sections, and dimension lines with numerical values. Some elements are circled, and there are small circular markers throughout the design.

FEEDBACK CYCLES

Transition for Zoom Participants

FEEDBACK CYCLES: BREAKOUT ROOMS

Top 3 themes:

- A. Staffing/ Staff training
- B. Mental Health personnel
- C. Foreign Language and other electives

We need your feedback on the following:

Based on the top 3 themes, what types of programs and services would you expect to see at schools?

FEEDBACK CYCLES ON TOP 3 THEMES

Break Out Room 1 Staffing/ Staff training (Cycle A, B, C)
Break Out Room 2 Mental Health personnel (Cycle B, C, A)
Break Out Room 3 Foreign Language and other electives (Cycle C, A, B)
Break Out Room 4 Spanish Language
Break Out Room 5 Khmer Language

DIRECTIONS:

1. Participants will be placed in 1 of 5 Break out Rooms. Each room will have a lead facilitator and note taker in which to capture the following:
10 minutes per theme
2. Read over top thoughts from different groups: Parents, Students, Community Members, and LBUSD Staff
3. Think of ideas or thoughts for the first theme
4. Discuss in your breakout room and/or add ideas to the chat
Note taker will add ideas to Jamboard for first theme
5. Repeat for second and third theme
6. After last cycle, we'll ask your table to share out the best thought heard today

JAMBOARD SHARE

What was the best thought you heard today?

WHOLE GROUP SHARE

What was the best thought you heard today?

CLOSING

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the Long Beach Unified School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.