



June 13, 2024

Dear Community:

Thank you for taking the time to provide valuable input and questions regarding the drafts of the Local Control and Accountability Plan (LCAP). Your thoughts gave LBUSD insight into the needs of students and helped the work in developing the LCAP.

On April 26, 2024, the first draft of the LCAP was posted along with a community feedback opportunity. The draft was presented to DCAC on May 23, 2023 and to DELAC on May 21, 2023.

The ThoughtExchange, which was deployed with the first draft, had two tiers: 1. Prioritization and 2. Idea Exchange. The Prioritization asked participants to select up to 3 programs that they felt were important and then were asked why they were important. The Idea Exchange asked if there were any programs/services that the participant felt were not included in the priority. This tier also included rating others' responses.

On May 31, 2024, a second draft of the LCAP was posted and an expanded opportunity for community input using a general, community-wide Google form. The form, which remained open through June 12, 2024, asked participants about services they felt were not represented in the LCAP, questions about the draft, and any other comments.

The LBUSD Board of Education hosted a Public Hearing on June 5, 2024, and district staff presented the second draft at the same meeting. The second draft of the LCAP was presented to DELAC on June 6, 2024, and to DELAC on June 4, 2024. DCAC and DELAC were asked for feedback at the meeting and were provided with a QR code link to a Google form with the same questions as the community-wide feedback form.

On June 14, 2023, a third draft of the LCAP will be posted in preparation for a recommendation of approval scheduled for June 18, 2024.

The following table represents LBUSD's responses to all of the comments/questions from DCAC, DELAC and the community. For ease of reading this report, LBUSD is responding to the input by categorizing the questions based on the theme of the comments. LBUSD did not edit the comments that were posed by the community; they appear in the language that the original comment was posed, and if needed, a translation.

Category	LBUSD Response
General LCAP and Budget Information	
The services and programs that are missing in LCAP is the resources that students will have access to. For the lower income students that can't get books, or computers to work for school. After School Program Funding. Tutoring Services both before school and after school. Services for African American Students. Si como miembros de DEIAC bastantes padres experimentaron el no recibieron el apoyo con sus estudiante en las tutoriales que se dieron Durante el fin de año; como padres participants de Delac nos sentiment desilucionados por la forma en que no se tomaron encuesta nuestros estudiantes appendices de igles a large plaso. <i>(As members of DELAC, many parents experienced not receiving support with their students in tutorials that were given during the end of the year; As DELAC participating parents, we were disappointed by the way our students' long-term (English Learner) programs were not taken into account.)</i> Si interventionist temprana! <i>(Early interventions!)</i> Where are the dollars amounts in the LCAP? What is missing are numbers, specific ways in which funding is allocated, and accountability measures for success.	The Local Control and Accountability Plan (LCAP) is a tool for school districts to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. The second draft (posted May 31) and third draft (posting on June 14) have the budgeted Actions. All school districts must wait until the release of the Governor's May Revise Budget in order to receive the projected allocations for the 2024-25 LCAP year. This is the basis for the programs and services budget. The accountability measures are featured as Metrics in the LCAP. Each goal has its own set of measures. There are a total of 70 Metrics represented in the 9 Goals. LBUSD was very intentional to add the Board and District Goals into the LCAP, as well as the CA School Dashboard results. Programs and Services are known as Actions in the LCAP. There are a total of 32 Actions. The Actions have a description and at the top of every Action's description is a bulleted list of what the Action is proposing. In an effort to leverage other resources, the central tutoring services has been moved out of the LCAP to other resources. The tutoring services that were deployed in 2023-24 are still fully funded and will be implemented in the 2024-25 school year. Student access to basic needs, including access to highly trained teachers, facilities in good repair and appropriate instructional materials, is included in Goal 8, with specific metrics to hold LBUSD accountable. LBUSD has ample Chromebooks for every student to have access. Schools work individually with families to provide technology to students who are in need. There is an emphasis on literacy so that students are reading by Grade 3-- Board Goal #1 (LCAP Metric 1.10). The Board receives frequent staff reports at their meetings to monitor progress as a part of their Student Outcomes Monitoring Governance structure. Early literacy is also supported by Teachers on Special Assignment (Action 1.3), Instructional Intervention Coordinators (Action 7.6) and Literacy Support (Action 1.6), as well as Tier 1 Quality Core Instruction (Action 1.2). Early Learning Initiatives (Action 7.3) is a signature expansion of programming for our youngest learners.
Community Resources	
Are you going to partner up with other organizations. Let's say a specific student was walked through those doors and needs support with something you guys don't have it be great so you can recommend them to other organizations that are able to help	Indeed, community resources are important to support students and families. LBUSD professionals, such as counselors, social workers, community workers, psychologists, and others, provide referrals for students and families. This is especially true for supporting our Foster and Homeless students.
Black Student Excellence	
The questions that I mainly have towards LCAP is the black student achievement. Where are the funds going to in the black student center? The employees, or the resources for black	The 2024-25 LCAP has made a commitment to all students and, importantly, to those students who have been historically

students? What resources are even going to be available for students in detail? How will they help students social emotional learning? Will it be lessons, classes, club meetings, or one on one appointments? Will there be more cultural relevance for black and brown students? Through events, or classes?

The draft LCAP while it aligns with many of CFJ's reparations demands, the plan doesn't specify what specific needs it will meet. What does culturally relevant instruction look like at the high school, middle school, and elementary levels? Furthermore, do the transformative social and emotional learning skills address mental health resources that students will be able to utilize every day? Is mentorship for Black students going to take the shape of educated, Black education professionals? Will they be addressing college help, academic help, and job opportunities? What does "enrichment" look like? Is the district planning to implement ethnic studies classes? Are we training and hiring teachers to teach AP African-American History? Lastly, in terms of the implementation of Young Black Scholars and Black Student Unions, why don't all school sites have these programs? In order to have equal access opportunity, ALL school sites should have access to these programs and funding to back them.

In the LCAP, there is a lack of words specifically addressing mental health services for Black and Brown students. While Wellness Centers and Care Centers are being implemented across school sites, there is still work to be done in creating access to mental health professionals who look like our students. Furthermore, while Wellness Centers are a great step in approaching and taking care of the mental health of all students, we need specific resources and services aimed toward Black and Brown students who may not benefit from "traditional" services. Along with this, the Center for Black Excellence mentioned in action two, is not very explicit. What programs is the Center going to include, what type of students is it going to address, and what is the Center going to look like physically; these are all questions that need to be addressed in the LCAP. Lastly, Black students are currently in the "red" for suspensions, and yet there are no mentions of the over-disciplining of Black students in the LCAP. The LCAP should address programs like restorative justice and other ways of ending the school-to-prison pipeline that constant suspensions lead to.

How does LBUSD plan to train staff to be dedicated? While understanding the relevant of cultural heritage and roots of black students while educating them and encouraging black students voices.

In order for students to be engaged in the Black Excellence Center I believe services such as internship at the black student center, tutoring for students and connections to other paid opportunities and career development services, Students should have staff support in building a resume, connecting with job opportunities, and helping with future career after high school.

Other programs the center should provide is a space where we can have a quiet space to relax study or a place to talk to a trained professional psychologist. Programs that allow build students to build relationships improve on leadership would help students develop skills that will help them later in their careers.

marginalized and underserved by LBUSD. Yes, we are facing the "brutal facts" of the lack of achievement for certain students. It's intentional that the first 5 Goals of the 2024-25 LCAP focus on High Quality Learning, as follows:

- Goal 1: High Quality Learning for All Students
- Goal 2: High Quality Learning for Black Student excellence
- Goal 3: High Quality Learning for English Learners and Long Term English Learners
- Goal 4: High Quality Learning for Students with Disabilities
- Goal 5: High Quality Learning for Foster and Homeless Youth

This is a change from the last LCAP which had a large goal for learning, but perhaps did not go deep enough for the under-achieving student groups. Building specific goals for student groups shines an equity flashlight to ensure accountability and focus— using targeted universalism- we raise the lowest and ultimately raise all! Black Student Excellence is notably at the top of the equity student subgroups. The performance data of our Black students is striking and not acceptable. It is the moral imperative that LBUSD center and elevate student groups who are underachieving. According to our data, Black students are achieving at a lower level than all other student groups. Therefore, attaining the Graduate Portrait for Black students must be at an accelerated pace. LBUSD is striving towards more meaningful, authentic partnerships with Black families to enable joyful experiences that are culturally affirming, responsive and sustaining. Schools and other district environments need to feel welcoming and inclusive to Black students and families. There is a lot of work to achieve on behalf of our Black students and families.

The Center for Black Excellence (part of Action 2.1) is the beginning. Although we expect many great and transformative ideas from the Center, we also know that it is not wholly responsible for Black student achievement. The Center for Black Excellence, with a dedicated staff, including a Director, Administrative Secretary, and 3 Administrators, will lead efforts in enhancements for Black students and families, including Social Emotional wellness, Academic Achievement, and Community Engagement. The Center of Black Student Excellence, a pioneering initiative designed to enhance educational opportunities and foster community engagement. With plans to open in late 2024, the Center will be a hub of expertise, partnerships and cultural assets geared towards lifting the educational experience of Black students.

A Director for the Center has been hired and will begin in July 2024. Answering the questions about the Center is somewhat premature, as its creation and evolution are at the very beginning stages. There will be much more information about the Center, its plans, and reports of impact throughout the 2024-25 school year.

There is an effort through the Human Resources through Strategy 7 of Vision 2035 - Recruit and Retain a Diverse Staff. One of the strategies includes a student pipeline of hiring. More specifically in the LCAP, Metric 8.4 measures hiring of certificated new-hires to reflect the racial background of the student population. In the 2022-23 school year, African-American/Black new hires represented 11%, with a Black student population of 12%. The work to increase diversity in our workforce is a priority for the District and one which students continue to voice during engagement.

LBUSD acknowledges the large discrepancy in suspensions for Black students in the LCAP in Goal 2, citing, "Looking at the California School Dashboard, Black/African American students are in the lowest "red" band for suspension rate. Black students have

I have questions surrounding the funding of Black student programs specifically the black excellence center. To start it doesn't seem to address the disciplinary actions towards black youth. According to school data black students are in the red line for suspension. There must be some way to address this problem and perhaps provide a solution. Second how much funding will be provided for the center. How can we be sure the funding will be provided for the center to run for a long and equitable time. And how will we know that these staffs are dedicated? What types of questions will you ask to ensure black are in a safe environment with staff. Despite your pursuit for furthering black students education there is still much missing. To start where are the investments for new staff and African American studies. They are still yet to be required in schools and most schools within LBUSD don't even have such classes available. Next hiring staff through a black educator pipeline would greatly benefit black students. Finally the lack of emphasis on mental health for black students must be addressed. There must be a proper program to better health black youth deal with mental and where would it be located. Regarding the black excellence center I hope students voices have a permanent voice within the excellence center. For example maybe a the creation of a board or council where black students can represent not only themselves but also become a voice for other students within the district. Looking at goal number two which is black student achievement There's nothing in the LCAP that addresses enhanced mental health and safety measures for black students. How would enhanced mental health and safety measures be addressed for black students when it comes to the LCAP? What ways would y'all make sure to address and change the fact that Lakewood is red for ELA for black student's, would tutoring be provided? Would this center continue you to support students outside of high school? And would these services be provided in the black student resource center? There's nothing in the LCAP that addresses the fact that black students are being more disciplined than any other group, what are some other disciplinary options that would replace suspension? The LCAP had many ideas around student achievement but nothing regarding other aspects of black student experiences such as the discipline, sense of belonging, the relationships between students and staff and shared decision making.	an almost 10% rate for being suspended at least one day in the previous year. This is the highest percentage of any LBUSD student group.” The LCAP sets a Metric that holds us accountable for this fact – “M2.6 Reduce the gap by 50% Suspension Rate between Black students and all other students” with a goal to bring the rate down to 3.6% in three years. California high school students will be mandated to take Ethnic Studies as a graduation requirement starting with the class of 2030. The Ethnic Studies graduation requirement will be implemented in the 2025-26 school year in LBUSD. We are still working to develop the curriculum for the newly revised courses this year and next. This year, we worked on our Ethnic Studies US History course. Next year, we will revise our active Ethnic Studies elective course to align it with the new state requirement. Here are a few of the topics that are being added to the 11th grade course: • Black politicians during the Reconstruction • National Association of Colored Women's Clubs in the 1890s • Niagara Movement • Advocacy - Black newspapers nationally and in Los Angeles, suffragists, NAACP • Key figures: Biddy Mason, Ida B Wells, Mary Church Terrel, Fannie Lou Hamer • Brownsville Affair • Experiences and contributions during each war & veteran's role in early Civil Rights movement • Black Wall Street • Red Summer, Chicago Race Riots, Tulsa Race Massacre • Influence of Civil Rights movement and organizations (CORE, SNCC, SCLC, Black Panther Party) on other communities' efforts for Civil Rights (Native American, Chicano/Latino, Asian American, LGBTQ, and Americans with disabilities) • Third World Strike There is a Black history curriculum for students attending the Summer Sankofa Academy.
Cultural Identity	
Will there be any services to break the cultural barriers between people? To make everyone be more connected to each other. And more understanding to each other.	Staff at all levels are applying culturally responsive and sustaining practices that promote engagement/partnership, identity, agency, & belonging for all students, with a focus on Black students, to increase their achievement and well-being. In fact, LBUSD continues to provide intensive professional development that embeds culturally responsive practices in all classrooms. In addition, this LCAP identifies metrics that specifically touch on this subject in order to hold ourselves accountable for equity. More specifically, here are the metric references in the LCAP: M1.17- Observations: Area 1: Student Centered, Culturally relevant content; M2.8- Black students' personal identity, belonging, agency; M4.5- Growth Mindset for students with IEPs; M7.9-

	Sense of Belonging of Students; M7.10- Sense of personal identity, belonging and agency. LBUSD develops Cultural Awareness and Heritage Month resources, which is shared with all teachers on a monthly basis.																																				
Mental Health Supports and Counselors																																					
Counseling services for all students by counselors who are available to assist them. Good afternoon everyone, I would like to share a few concerns related to the Draft LCAP. My concerns are as follows: Board Goal 3: Algebra Proficiency Questions and Concerns: 1. With the current non-counseling duties assigned to school counselors, such as administrative tasks, is there enough time for them to provide personalized guidance and support to Black/African American students in meeting the Algebra A-G requirement by the end of Grade 9? 2. How can school counselors prioritize their counseling duties and allocate sufficient time to address the educational disparities and proficiency gap between Black/African American students and their peers in Algebra, considering the high student-to-counselor ratios? 3. In addition to school counselors, what additional resources and strategies will be implemented to ensure equitable access to high-quality math education for all students, especially for those who may need additional support? 4. How will the district address the issue of high student-to-counselor ratios and ensure that there are enough counselors available to provide the necessary support and interventions for students who are falling behind in Algebra? Goal 4: College & Career Readiness Questions and Concerns: 1. Considering the non-counseling duties that school counselors often have, and the high student-to-counselor ratios, will there be enough time for them to provide individualized support and guidance to Black/African American graduating seniors in terms of college and career planning? 2. What initiatives will be implemented to address the issue of high student-to-counselor ratios and reduce the proficiency gap in college and career readiness between Black/African American students and their peers? 3. How will school counselors prioritize their counseling duties and allocate sufficient time to assist Black/African American students in navigating the college application process, exploring career opportunities, and accessing financial aid opportunities? 4. What measures will be taken to ensure that Black/African American students have equal access to school counselors, despite the high student-to-counselor ratios, and receive the necessary support and resources to succeed in their college and career endeavors? These are some general questions: -Considering how important access to school counselors is in closing the opportunity gaps and supporting students, why are counselors not prioritized in the LCAP report? - How may additional counselors will be added this year and where can I find it in the LCAP report? - How does the district justify the high student-to-counselor ratio in our school? - Explain how this year's LCAP will address the shortage of counselors in our schools?	Increasing mental health supports was prioritized both in the LCAP and by leveraging other funding sources. Throughout this LCAP, there are numerous mental health supports. Even while facing severe budget limitations and deficit spending, LBUSD committed to keeping the services and supports in place to continue the process of supporting the whole child. LBUSD maintained the programs, staff, and services from last year in order to have little disruption to the routine we have developed . In a holistic view of support to students, LBUSD's ratio of mental health provider staffing has seen dramatic decreases in student to provider ratio, which is a testament to meeting the needs of students in this area. For the 2024-25 school year, LBUSD is projecting a mental health provider to student ratio of 246:1, as a result of an increase of 89 FTEs since 2020, including Counselor, Psychologist, and School Social Workers. Here is a chart of data related to mental health provider ratios: <table><tr><td></td><td><u>2024-25</u></td><td><u>2023-24</u></td><td><u>2022-23</u></td><td><u>2021-22</u></td><td><u>2020-21</u></td></tr><tr><td>Enrollment</td><td>62,732</td><td>63,940</td><td>65,826</td><td>67,573</td><td>69,708</td></tr><tr><td>Counselor FTE</td><td>143.1</td><td>130.6</td><td>127.6</td><td>124.2</td><td>110.8</td></tr><tr><td>Psychologist FTE</td><td>75.5</td><td>72.2</td><td>72.2</td><td>64.8</td><td>52.4</td></tr><tr><td>Social Worker FTE</td><td>41.0</td><td>36.0</td><td>36.0</td><td>18.0</td><td>2.0</td></tr><tr><td>Total Mental HealthFTE</td><td>254.6</td><td>243.8</td><td>235.8</td><td>207.0</td><td>165.2</td></tr></table> Mental Health Student to Provider Ratio 2024-25 (Proj): 246:1 2023-24: 262:1 2022-23 280:1 2021-22 326:1 2021-22 326:1 2020-21 422:1 Each school has an allocation of counselor time. The counselor's primary responsibility is to provide counseling/mental health supports for students--individually or in groups--to meet their developmental needs, including both social-emotional and academic support. This includes more specific supports for students with disabilities, and homeless and foster youth. There are other duties, including assessments, attendance, behavioral interventions, participation in Student Study Teams (SSTs), enrollment and course placements. Time spent in these (and other) activities is dependent on the daily needs of students. The principal of a school is responsible for understanding and implementing supports for students, including counseling support. School counselors are assigned to schools through consultation with Head Counselors at the Level Offices and the Level Assistant Superintendents who have deep knowledge about school and student needs. Schools are able to add to their base assigned time by using site funding approved by the School Site Council. Typically, this is discussed in January or February for a placement for the following school year. This approval is documented in the School Plan for Student Achievement (SPSA). When placing a personnel group in the LCAP, it has to be included in a specific Action. Many of our support staff like counselors are engaged with student's well-being, mental health support,		<u>2024-25</u>	<u>2023-24</u>	<u>2022-23</u>	<u>2021-22</u>	<u>2020-21</u>	Enrollment	62,732	63,940	65,826	67,573	69,708	Counselor FTE	143.1	130.6	127.6	124.2	110.8	Psychologist FTE	75.5	72.2	72.2	64.8	52.4	Social Worker FTE	41.0	36.0	36.0	18.0	2.0	Total Mental HealthFTE	254.6	243.8	235.8	207.0	165.2
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- Can you provide information on the current number of counselors and the recommended ratio for our schools?
- Why are counselors being utilized for non-counseling duties, and how does this impact their ability to provide counseling services to students?

Shouldn't the LCAP be used to free up counselors to assist students to meet the A-G requirements, instead of administrative duties?

- What specific non-counseling duties are being assigned to counselors, and why are these duties not being delegated to other staff members?
- How does the district prioritize the allocation of resources for counseling services compared to other areas?
- What is the impact of the lack of counselors on the mental health and well-being of students in our school?
- Are there any plans or initiatives in place to reduce the workload of counselors and allow them to focus more on counseling duties?
- How does the district measure the effectiveness of counseling services in our school, considering the current challenges faced by counselors?

I know that this is a lot but I'm really concerned about the current ration of counselors to students at LBUSD Campuses.

The role of counselors in the district's strategic budget plan is unclear. Counseling support is listed as a strategy to achieve Goal 1: High Quality Learning for All, which is measured by things like SBAC scores, A-G completion, and passing rate for AP exams. Yet, the description of the counseling support action (#1.4) focuses mainly on social emotional learning and mental health and the Increased and Improved Services section states that the effectiveness of counselors will be measured by chronic absenteeism, which is not a metric for Goal 1. The district lacks coherence about the role of counselors, which suggests that the duties are not aligned with standards in practice.

Counseling services for all students by counselors who are available to assist them.

- 1) What is the difference between base counselors in 1.1 and counseling support in 1.4?
- 2) Why is the description about counseling all about mental health/SEL when it is under an academic goal? (Same for wellness centers, Action 1.9). All the school climate indicators are under Goal 7, including chronic absenteeism, which is the measure by which the district will evaluate the effectiveness of the counseling support action. . It does not make sense to say that the efficacy of these mental health support are designed to increase SBAC scores, A-G completion, and AP passage rates and not suspension, school climate, etc. Academics and college and career readiness are clearly within the purview of counselors, but the description doesn't reflect that, so it should be more clear and the effectiveness measure should be clarified.
- 3) What happened to the specific supports for students with disabilities that counselors were providing according to last year's LCAP? Is the reference to counselors supporting foster youth a new program or something that was just written in, but has always existed?

Counselors are a priority to the community (LCAP pp. 39, 42), but there is no significant increase in the district-allocated counselor budget (\$13M this year to \$13.5M next year). The community input about the need for additional counselors is addressed under school site allocations, which suggests that

engagement, and supporting other specialized student groups. This is in addition to supporting the students academic journey.

To allow for better understanding of the LCAP and for transparent reporting (especially budget expenses reporting), we chose to add the item to Goal 1 as a nod to serving all students' educational journey. This is also the case with the metrics, as typically, there are multiple reasons for improvement in data. For example, if the chronic absence rates decrease, it could be attributed to many types of supports provided both in the LCAP and/or other resources. In looking at the LCAP as a whole, we focused the 70 measures on the California School Dashboard, required state metrics, and equity gaps with the intent of making improvements with the supports provided in the LCAP as a whole.

The difference between Actions 1.1 and 1.4 in the LCAP is the District provides a counselor allocation to all school sites to manage counseling needs (Action 1.1). The District also acknowledges that higher needs schools require additional counseling time to support their student population, which is addressed in Action 1.4.

Students in need of support should be encouraged to speak to a trusted adult at school, so that they can receive needed assistance. Counselors are part of the equation, but LBUSD has psychologists, social workers, therapists and other helpful professionals. The following are additional supports provided by LBUSD:

- The LBUSD Family Resource Centers (FRCs) provide support services to meet the social, emotional and behavioral needs at a cluster of schools. The FRCs main offices are located at Chavez Elementary School, Signal Hill Elementary School, Lindbergh Middle School and Stephens Middle School. The FRC staff consist of School Counselors, School Psychologists, and School Social Workers. They collaborate with schools and offer comprehensive student services that include short-term individual counseling and/or small group counseling. They also work collaboratively with families to connect them to community resources, school-based services and parent education workshops. The services provided by FRC staff will be at no cost to students and families enrolled in a FRC school.

- For more than a decade, LBUSD has worked in collaboration with the Department of Mental Health and other community mental health agencies to bring mental health services into the schools. The focus of the collaborative is to make services accessible to students and families experiencing emotional or behavioral challenges and needs.

- LBUSD has a district-wide crisis response team that is available to assist schools in the event when crises require more resources than a school site has available. The district team is made up of school psychologists, school social workers, school counselors, and school nurses. All members of the team have received extensive school crisis response training. Team members are stationed at various school sites and are called in when there is a crisis event. Some activities of the district crisis response team include, but are not limited to, psychological first-aid, immediate coping counseling, teacher consultation, and administrative support.

- Wellness Centers: All middle and high schools have a School Wellness Center. They are student-driven and provide access to trusted adults, local community resources and services such as counseling, community engagement, empowerment workshops, case management and peer-to-peer support. Our Centers also support school staff by providing tools to further understand and motivate students to thrive in the classroom and beyond.

it will be up to the school sites to decrease ratios at their schools by using discretionary LCFF dollars (Action 7.2), but there is no reduction of ratios by the district. This is particularly problematic as school site allocations decreased for next year (\$10.6M this year to \$9.8M next year).	• Therapeutic Response: Two contracted therapists are available in response to crisis, providing social-emotional support, comfort and specific problem solving in difficult situations. • Mental Health Resources: LBUSD maintains a host of community resources that can be found here.
Student Voice	
How are they going to make sure that Minority. (Race, Financial, underserved)groups of students get the support (emotional, mental, and money)they need? It's important because you wanna make sure that you feel safe and included in the space that you're going to be in a lot of the time that but having instead of having the adult to kids stigma, knowing that you guys are both equals and no one is better than the other you guys can both teach learn and grow and make mistakes with each other. You can enhance student voice by having student speakers teaching professional development meetings where students are teaching teachers	Student voice is a signature of the Superintendent's strategic thinking. Student voice, identity and belonging, which are all included in the LCAP and especially found in multiple Metrics. In fact, the Superintendent's Goals include a measure that is monitored for student Identity, Belonging and Agency- Superintendent's Goal 2.1 (LCAP Metric 7.10). This is monitored three times per year with the implementation of the Pulse Survey. During the development process, LBUSD's LCAP Team went to 10 high schools to engage students, which resulted in the ThoughtExchange result of 23% of all respondents (second only to Parents). Their inputs and direct feedback have informed the LCAP and other plans. In the 2023-24 Superintendent's Student Advisory, representatives looked at several student-generated challenges and, in cross school groups, presented recommendations for improvement. The idea of students presenting workshops to adults is of value and was implemented at least one school. This is one of the recommendations that LBUSD is considering. Valuing the experience of students by listening, understanding and making improvements in school culture and supports is an expectation- not an option.
Engagement	
And how will you ensure effective engagement? Are there incentives for students & community? Are there liaisons to help interpret this document and explain it to students and community? This document is very hard to read and understand to the average student or parent/guardian. Disappointed in this process once again. No intentional reach to community or families at games or places where they congregate. Same pedestrian and lazy way of gathering limited information thru Thought Exchange. This process needs new leadership! Engagement Sessions will be posted online...where? They are not on the website.	There is a robust section- Engaging Educational Partners- in the LCAP that describes the engagement of the community, staff, parents and students. This section features a description of the process LBUSD used regarding LCAP development. Although the culmination of the LCAP is the approval in June, the development of this complex document is a months-long, intensive process. There is a list of groups in which were consulted during the process. This year, LBUSD issued a monthly LCAP Newsletter to community agencies and business partners to update the work and provide resources and opportunities to engage. If you are part of any educational partners, the monthly newsletters were sent to our partners and shared documents we engaged with during our in-person meetings. In addition, the Newsletters are posted on our LCAP webpage (www.lbschools.net/LCAP). LBUSD also emphasized student voice by meeting with students at their high school to garner the student experience and invite students to engage specifically with the LCAP. Another augmentation this year was a more robust analysis of the educational partner feedback. In the LCAP Engagement section, there is a chart that provides analysis of the community feedback that shows alignment with state priorities, LCAP goals and

	Community Priorities. It is of note that LBUSD funded all 10 of the community priorities in the LCAP. The LCAP is a complex document, which is formatted in a state-required template. LBUSD has a webpage dedicated to the LCAP- www.lbschools.net/LCAP- which includes presentations, drafts, videos, an engagement calendar, and other resources intended to assist families and the community to engage in the LCAP development process as well as with the understanding of the LCAP. There is a presentation, entitled LCAP 101, which breaks down the LCAP. In addition, beginning with Draft #2, there is a summary 'one-pager'. All five presentations to the Board of Education are also posted, which help look at the evolution of the writing of the LCAP. Draft 1 of the LCAP included a presentation which was augmented with animations, that was intended to share the Goals in a way that connected five themes of LCAP development: Alignment, Actions, Leveraging Resources, Community Priorities, and Metrics. For those who could not attend the in-person engagement sessions, the materials online and feedback forms are the same from the in-person meetings. It is always our hope that the LCAP is an understandable and transparent process. We will continue to refine the process.
Parent Training	
Clases de inglés y mucho apollo en la escuela (<i>English classes and lots of support at school</i>) Si nos gustaria que nos den el entrenamiento como devemos hacer nuestras minutes en la Escuela para realizar las realizations de las reuniones de Elac! (<i>We would like to be given training on how we should spend our (funds) at the School to carry out the activities of the ELAC!</i>)	It is not an accident that LBUSD created a Goal specifically for Engagement (Goal 6). Action 6.2 has a couple of contracts that focus on Parent Trainings. Parenting Partners and Calm & Kind are two examples of combining parenting, leadership and empowerment to become vital contributors of their child's success. In addition, Parent Engagement Facilitators trained parents at their school sites. Parent University is committed to providing parent involvement activities that help strengthen the home-school partnership by providing parent workshops and engagement opportunities. Parent University is working on a comprehensive Community Engagement Framework, which will provide guiding principles and strategies to enhance family-school partnerships. English as a Second Language classes are being provided at some LBUSD schools. There are preliminary plans to hold a districtwide training for School Site Councils/ELACs with staff and parents making meaning together of the roles that they have been entrusted with. As for ELAC, one of the primary responsibilities is to make recommendations of programs/services to assist English Learners/EL Families. ELAC should be reporting these recommendations to the School Site Council for consideration, including training for parents that could include ESL and more training for ELAC members.
Other	
• Que no tiene que hacer así (<i>You don't have to do that</i>) • Todo está bien informado (<i>Everything is well informed</i>) • Los programas que tienen están bien (<i>The programs they have are good</i>) • Gracias por la información (<i>Thanks for the information</i>) • Esta bien la información • (<i>The information is good</i>)	

- Lo están haciendo bien
- *(They are doing it well)*
- Thanks for the information

In closing, I'd like to express my gratitude for the greater Long Beach community for always providing thought-provoking feedback. We acknowledge that the LCAP is a complex and compliance-driven document. However, we feel that this LCAP is different. In this LCAP, "excellence" is broadly represented in Goal 1 (High Quality Learning for All) which benefits all students. Goals 2-5 of this LCAP represent "equity" through the funding of programs and supports to ensure the success of the District's Black/African American students (Goal 2), English Learners and Long Term English Learners (Goal 3), Students with Disabilities (Goal 4) and Homeless and Foster Youth (Goal 5). This year, LBUSD has taken time to embrace the LCAP as something more than merely a compliance exercise. This LCAP is a bold, thoughtful, and aligned document that we hope elevates our continued focus as a district of excellence and equity that students deserve.

In Community,

Dr. Jill A. Baker
Superintendent of Schools