

2024-2025 Superintendent Response to Comments

Why are we so low in College Career Indicator? Is it because of COVID?

We have been out of COVID for two years and our College Career Indicator (CCI) was low pre COVID. College Career Indicator means students meet particular markers such as meeting a-g requirements or completing a CTE pathway.

Are we low in College Career Indicator because our graduation requirements are not rigorous and so our kids don't do well in this area.

It's not that our requirements are not rigorous but we have some courses that are not a-g and that has to change.

Are we going to change government requirement to be a one semester course like most other districts?

We can look at that as we have to implement ethnic studies and that will impact graduation requirements. There are also two pending laws that will impact graduation requirements, so we are waiting to see the outcome if and when they pass.

What is the FIT inspection?

That is the report of the inspection that is done on all of our facilities annually.

Baseline is current, right now and target is what we should be in three years?

Correct.

How do we come up with the desired outcomes?

We look at current percentages and identify which schools are projected to make expected growth.

What is the difference between tiers?

Tier one is in the classroom, tier two could be outside or inside the classroom providing additional supports, and tier three supports are the most intense and can involve outside services.

Does this mean that less than 50% of our second grade students are meeting the requirements for oral reading?

Yes.

Does instructional support mean what the sites are doing and are they coming up with their own plan?

Sites come up with their own plans. District supports programs such as Fast ForWord and Clear Fluency.

Will the money for attendance be used to send people on home visits?

Yes, it could. We can also use it to reinvigorate our SART and SARB process. We need to look at next steps after the absence, what can we do at the site? The Dean of Climate and Culture oversees attendance and what happens after the missed attendance. Typically, CWA takes care of home visits. Schools can provide incentives for good attendance or pay someone to make phone calls to check in on students.

Is the 470,000 budgeted for 3 years or 1 year?

1 year.

Have we looked at an AP who is dedicated to overseeing attendance? Is the money for future plans?

This is what is budgeted based on this year. A school could pay someone extra hours to monitor attendance. All the sites and departments budgets are included in the budget on the LCAP. This budget is based on this year's numbers. The plan in the LCAP is addressing the priorities selected by the committees. The goals and actions can be deliberately broad to allow for innovation so that if sites come up with a great idea, it can be implemented.

For teachers to do instructional rounds, they will need subs?

Yes.

Can we implement an agreement between the job sites and the school for internships?

Yes, this can be done.

How do students find out about internships?

They find out from their instructor since there is an agreement between the business and the instructor. Sometimes, it is difficult to arrange.

What does contributing mean?

It means that the goal and action is contributing to services that meet the needs of our unduplicated groups of English learner, Low Income, and Foster Youth.

Do we make parent workshops available afterwards to share with parents?

Only if the company allows it. Some companies only allow for the training to be used once.

Do parents get surveyed about the kind of workshops they want?

Yes, this should be done at the school site.

Long Beach School websites navigate the parents where they want them to go on the website. As soon as you click, you are sent to where they want you to go.

Are these unduplicated visits to the website?

No, this is all visits.

When you talk about transiency, are you referring to moving in and out of school or kids moving homes?

It could be both.

Do sites get Equity Multiplier Funds every year?

Yes, every year the schools are reevaluated for stability rates and percentage of SED students using a formula. That determines their allocation. They will not get less than \$50,000.

The percentage next to the student name means that is the percentage of the students in each group?

Yes, but a student could be in all three groups but they are only counted once.

Typographical errors: On page 2, you wrote the “first goal” and the other goals say “goal 2” and “goal 3”. a-g is capitalized in boxes 14 and 16.

Thank you for sharing. This will be fixed.

Goal 1, Metric 4-7 - I believe that the dropout rate “target for year 3 outcome” should be 0% for all students.

Although the goal is 0%, 1.6% is an achievable goal based on the current trend. Prior to COVID the dropout rate was 1.6%. Over the last three years the dropout rate has declined from 3.7% to 2.2%. If this trend maintains, the outcome will be met.

Goal 1, Metric 8 - Suspension Rate - What are we doing to lower the African American suspension rate from 10.4% to less than 7.4%?

Specifically monitoring the schools with high rates of suspension and providing resources, training, and support as needed.

Goal 1, Metric 14 - School Safety “I feel safe”. This metric is very concerning that only half of middle and high school students feel safe.

Additional information regarding why students feel safe will be collected to be analyzed at the school site level to understand what actions, resources, and/or services help to improve student perception of safety.

Goal 2, Action 2 - "Provide additional instructional support in early grades to support early literacy and math improvement with focus on unhoused and student groups at 5 schools" - which 5 schools?

This action is designed to meet the needs of English learner students districtwide; however, five elementary schools scored red for English learners on the ELA and/or Math indicator and are areas of focus: Craig Williams, Esther Lindstrom, Frank E Woodruff, Ramona, and Washington.

Goal 2, Suggested Metrics: Dual Enrollment Class Pass Rate = % of students who receive a C or better in dual enrollment class and Cerritos Complete and Long Beach Promise = # of students who complete applications for college promise programs at each college

Thank you for sharing these metrics, this will be taken under consideration.

The baseline data for each of the following metrics is concerning; what is BUSD doing to reach the identified 3-year target?

Metric 3: Math Achievement (CAASPP 2023)/ Metric 11: College Readiness Math

Training will be provided in the new Math Framework in anticipation for the upcoming textbook adoption. Targeted tutoring will be available during the after school program and sites may provide this opportunity or other intervention opportunities for students.

Metric 14: A-G Completion

An analysis of current A-G options will be done to determine if additional options are necessary as well as an analysis of which core classes students may be struggling most to pass the first time will be done to determine if additional support is needed to improve the pass rate.

Metric 15: CTE Pathway Completion/ Metric 19: College/Career Indicator

Use of the Academic Plan in the student information system is being implemented so that counselors have a more efficient tools to analyze students' four-year plan and better support students with choices in middle and high school.