



2022-2023

Learning Acceleration and Support Plan



LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity



A Plan for Excellence and Equity

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 COVID-19 pandemic, we worked diligently to maintain our focus on our strategic goals. As a result, learning continued. Yet the pandemic also magnified societal inequities, disproportionately affecting already disadvantaged populations.

Our communities and our school system also continue to experience lasting impacts caused by America's ongoing reckoning with long-simmering issues of racism and social justice, and the polarization that these issues have created on the national scene.

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 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 inaugural Learning Acceleration and Support Plan that spanned 2021-22. Like that first plan, this updated version blends together various resources – including significant 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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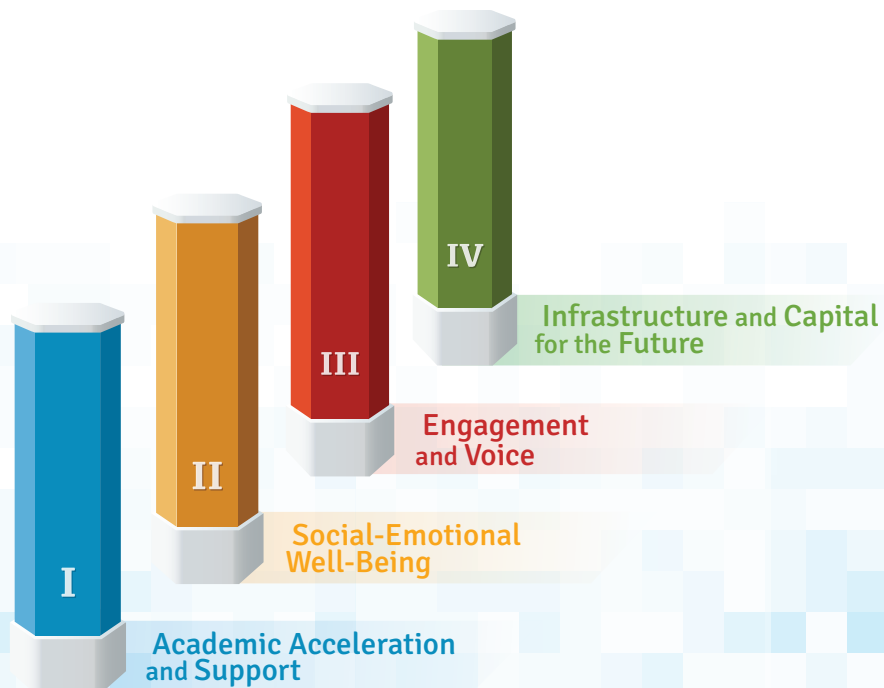
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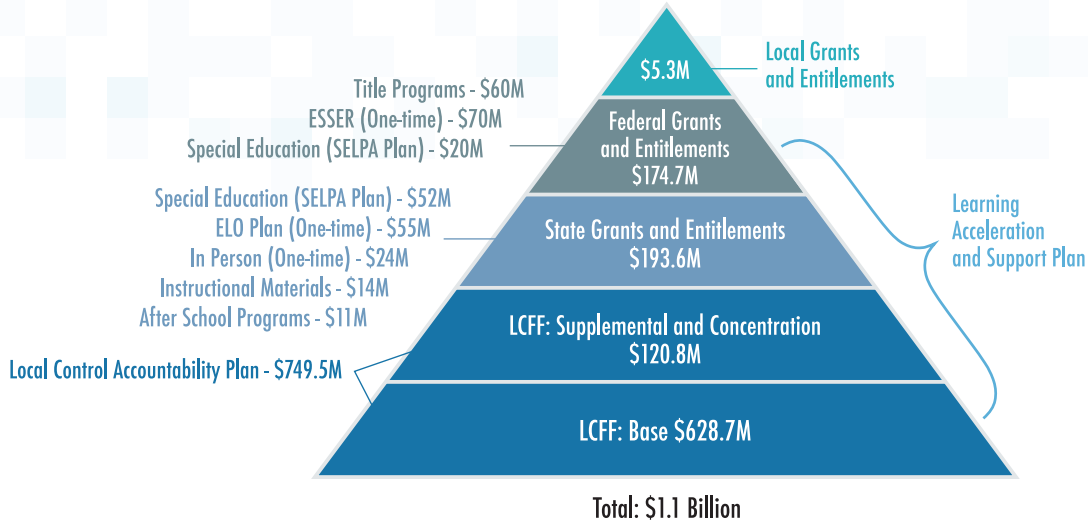
Learning Acceleration & Support Plan Pillars



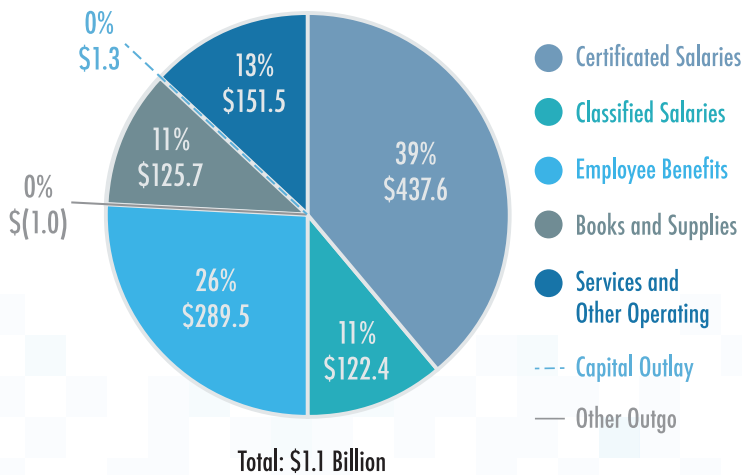


About Long Beach Unified School District

General Fund Expenses



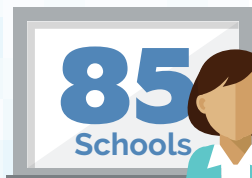
General Fund Expenses



7 High Schools with graduation rates above **90%**

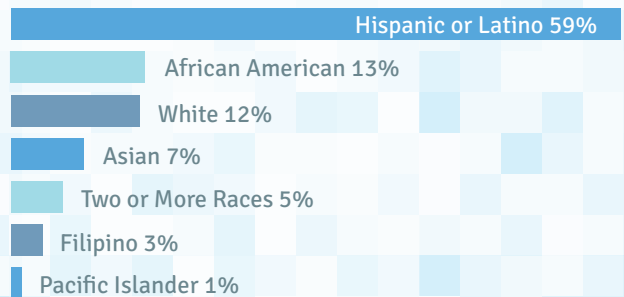


High School Graduation Rate
LBUSD: 84%
 State: **84%**

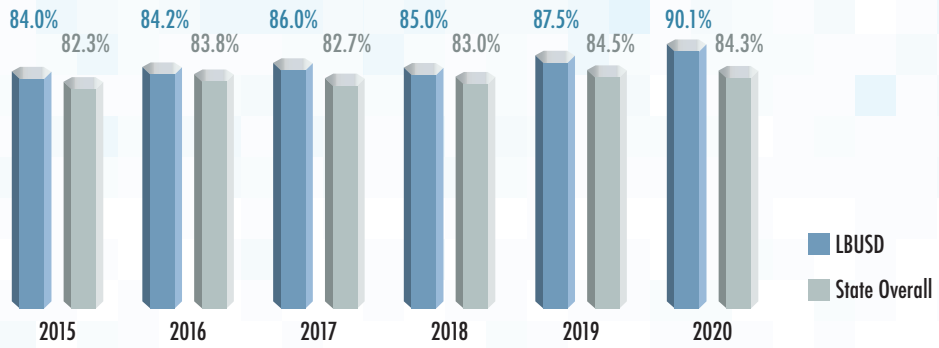


67,573
Students

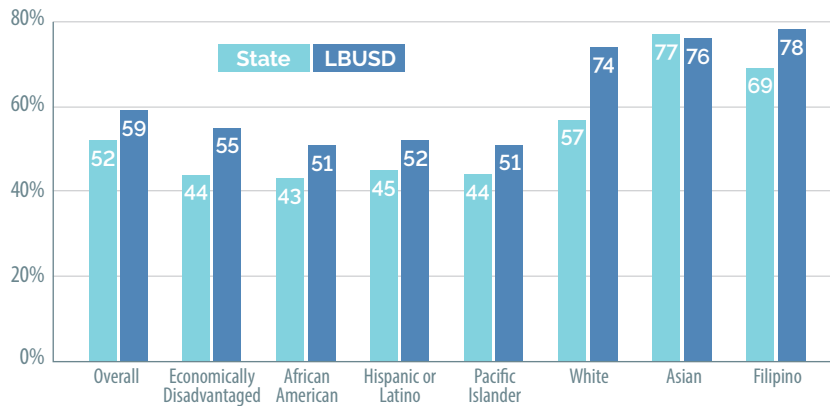
LBUSD Enrollment by Race/Ethnicity



High School Graduation Rate

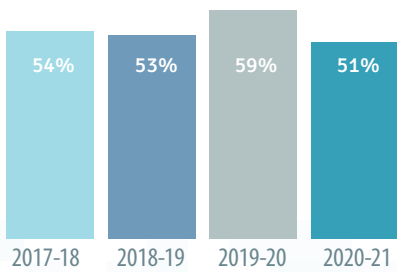


A-G Completion Rate



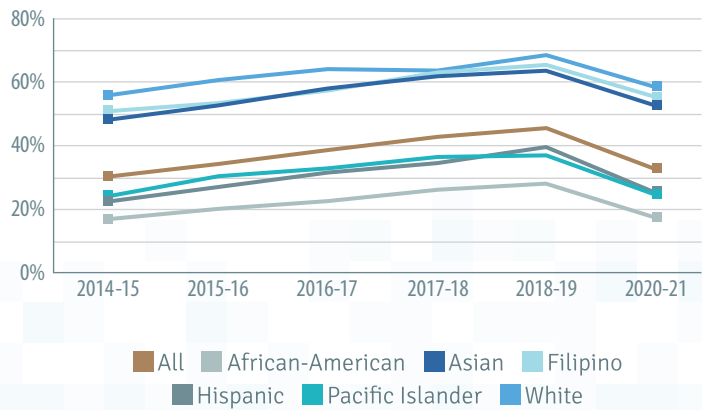
LBUSD surpasses statewide percentage of students completing UC and CSU entrance requirements (A-G Courses, 2021-22).

Percent of High School Ready 8th Graders

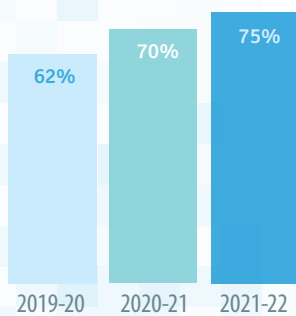


Student attendance is a key factor in the high school readiness calculation. The COVID-19 pandemic significantly impacted attendance in 2020-21.

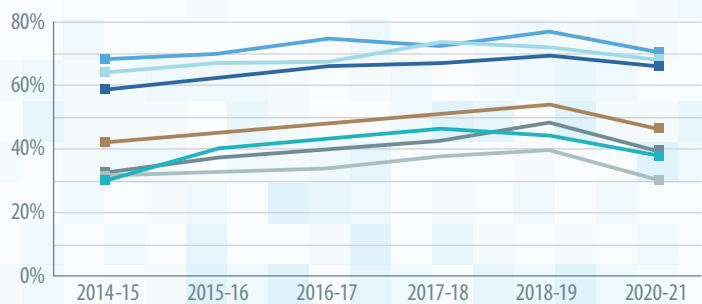
SBAC Math Proficiency



Accelerated Math 6 Placement (%)



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 redesigning 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.



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	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
Culturally Relevant and Responsive Pedagogy	Provide professional development for all teachers and all administrators in delivering quality core instruction.	Director, OCIPD	ESSER \$8,000,000	Developing culturally responsive leadership; Ensuring quality core instruction in every classroom
Culturally Relevant and Responsive Curriculum	Guide curriculum audit revision recommendations.	Equity & Excellence Coordinator, OCIPD	ESSER: \$1,000,000	Developing culturally responsive leadership
English Learner Support	Define and implement effective practices for English Learners, including designated and integrated ELD.	Multilingual Coordinator, OCIPD	ESSER: \$700,000	Supporting and monitoring English learner progress
English Learner Support	Increase efficiency of monitoring English Learner support and provide teacher access to materials to support interventions through an online platform.	Director, OCIPD	LCFF \$2,000,000	Supporting and monitoring English learner progress

TK-12th Grade Core Academic Program Enhancement

— Continued —

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
6-12 Writing Initiative	Provide supports to increase academic discourse and writing in content areas.	6-12 English Language-Arts Curriculum Leader, OCIPD	ESSER: \$300,000	Ensuring quality core instruction in every classroom
Grade 4-5 Unit Redesign	Integrate history and science into thematic units.	TK-5 English-Language Arts Curriculum Leader, OCIPD	ESSER: \$200,000	Ensuring quality core instruction in every classroom
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.	Assessment Coordinator (Analyst I): Research & School Improvement	LCFF: \$1,200,000	Ensuring quality core instruction in every classroom; Supporting and monitoring English learner progress; Centering Black student achievement
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.	Assist Supt., Early Learning & Elementary Schools	ELO-P: \$5,600,000	Providing quality interventions and enriching activities
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.	OSSS, Director of Student Support Services; OSSS, Director of Teaching & Learning	Special Education: Learning Recovery Support: \$300,000	Providing quality interventions and enriching activities; Redefining programs for students with disabilities

Transitional Kindergarten - 5th Grade Supports

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
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.	Program Administrator, Early Learning & Elementary, OCIPD	Total: \$21,400,000 LCFF: \$14,800,000 ESSER: \$6,600,000	Ensuring quality core instruction in every classroom; Providing quality interventions and enriching activities
Grade 4-5 Math Intervention	Provide responsive and course aligned math intervention curriculum to all sites.	TK-5 Math Curriculum Leader, OCIPD	ESSER: \$400,000	Ensuring quality core instruction in every classroom; Providing quality interventions and enriching activities
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.	Assist Supt., Early Learning & Elementary Schools	ELO-P: \$300,000	Ensuring quality core instruction in every classroom
Tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites outside of the school day.	Director, Elementary Schools Office	ESSER: \$1,500,000	Providing quality interventions and enriching activities
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.	Director, Elementary Schools Office	ESSER: \$8,000,000	Ensuring quality core instruction in every classroom; Providing quality interventions and enriching activities

Transitional Kindergarten - 5th Grade Supports

— Continued —

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
Targeted Additional Classroom Support Teachers	Reduce class sizes and eliminate combination classes (K-3) at targeted sites.	Director, Elementary Schools Office	ESSER: \$6,000,000	Ensuring quality core instruction in every classroom
Summer Supports, Enrichment and Accelerated Learning (SEAL)	Provide intervention, acceleration and enrichment opportunities to students from all sites during a 4-week summer program.	Director, Elementary Schools Office	ELO-P: \$5,500,000	Providing quality interventions and enriching activities
Virtual School	Offer a virtual school program for the 2022-2023 school year to accommodate families who choose this option for their students.	Early Learning and Elementary Schools Office	ESSER: \$1,000,000	Providing quality interventions and enriching activities
Elementary Music Program	Ensure all elementary students receive quality instruction from a highly qualified music teacher.	Early Learning and Elementary Schools Office	LCFF: \$4,200,000	Ensuring quality core instruction in every classroom



6th - 8th Grade Supports

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
Grade 6-8 Math Intervention	Provide responsive and course-aligned math intervention support to all sites.	6-12 Math Curriculum Leader, OCIPD	ESSER: \$600,000	Providing quality interventions and enriching activities
Tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites outside of the school day.	MS/K8 Administrative Assistant	ESSER: \$1,500,000	Providing quality interventions and enriching activities
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 (ie, after-school tutoring, Saturday school); Sub-release time for teacher training with the Intervention Coordinator and for monitoring of student progress.	MS/K8 Director	ESSER: \$3,000,000	Ensuring quality core instruction in every classroom; Providing quality interventions and enriching activities
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.	MS/K8 Head Counselor	ESSER: \$1,000,000	Creating equity in master scheduling; Providing quality interventions and enriching activities
Summer Supports, Enrichment and Accelerated Learning (SEAL)	Provide intervention, acceleration and enrichment opportunities to students from all sites during a 4-week summer program.	MS/K8 Director	ELO-P: \$2,000,000	Providing quality interventions and enriching activities

9th - 12th Grade Supports

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
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.	6-12 Math Curriculum Leader, OCIPD & High School Office Director	LCFF: \$900,000	Ensuring quality core instruction in every classroom; Providing quality interventions and enriching activities; Creating equity in master scheduling
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.	High School Office, Program Administrator	ESSER: \$4,500,000	Centering Black student achievement; Ensuring quality core instruction in every classroom
HS Credit Recovery	Provide a quality summer credit recovery intervention program for high school students.	High School Office, Director	LCFF: \$1,000,000	Providing quality interventions and enriching activities
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.	High School Office, Program Administrator	ESSER: \$1,500,000	Providing quality interventions and enriching activities
High School Career Pathways	Provide cohesive support to pathways to create equitable and high quality experiences across all sites.	Assistant Director, Career Pathways, OCIPD	ESSER: \$600,000	Creating equity in master scheduling
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.	High School Office Head Counselor	LCFF: \$150,000	Centering Black student achievement
Ethnic Studies	Develop a five year plan and course sequence.	History/Social Studies Curriculum Leader, OCIPD	Ethnic Studies Grant: \$125,000	Developing culturally responsive leadership; Creating equity in master scheduling





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 student

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.



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

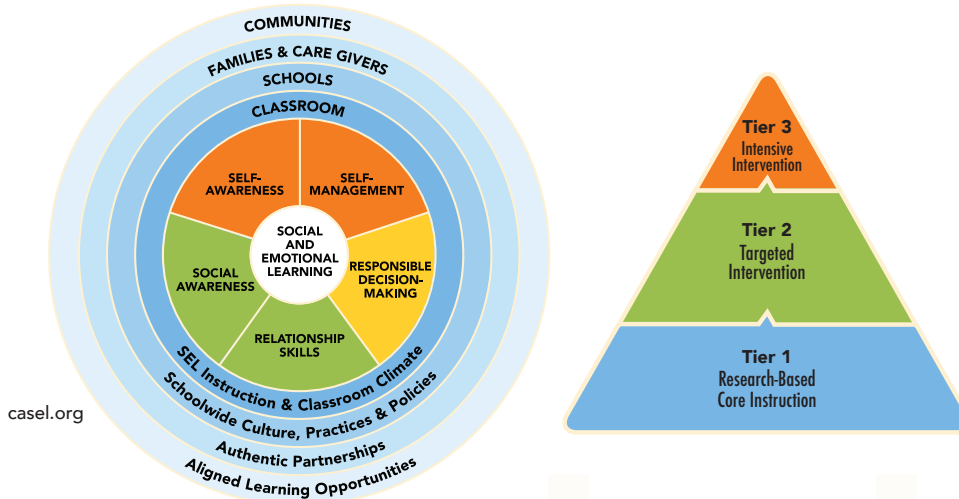
Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
Social Emotional Learning in the Core Academic Program: Curriculum	Integrate social & emotional learning and instructional practices into quality core instruction. Purchase additional materials to support implementation.	Social Emotional Learning Coordinator, OCIPD	ESSER: \$750,000	Developing transformative social emotional learning and restorative practices; Ensuring quality core instruction in every classroom
Social Emotional Learning: Professional Development	Provide support districtwide for the implementation of Tier 1 SEL strategies (climate and culture), focusing specifically on social-emotional learning instruction, adult SEL, cultivating safe and supportive learning environments through teacher coaching, school professional development and support for cultivation of safe and supportive learning environments.	OSSS, Director of Student Support Services	ESSER \$1,000,000	Developing transformative social emotional learning and restorative practices; Ensuring quality core instruction in every classroom

TK-12th Grade Core Academic Program Enhancement

— Continued —

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
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.	Assistant Superintendent, MS/K8 Office	LCFF: \$1,000,000	Developing transformative social emotional learning and restorative practices
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.	Director, OSSS	LCFF: \$3,700,000	Developing transformative social emotional learning and restorative practices

Core SEL Competencies



Tier II & III Supports

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
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 Care Solace. Create interventions at Tiers I, II and III in service to the districtwide implementation of MTSS.	Assistant Superintendent and Director, OSSS	LCFF: \$200,000 ESSER: \$150,000	Developing transformative social emotional learning and restorative practices; Providing quality interventions and enriching activities
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.	Assistant Superintendent, OSSS	Title I: \$2,300,000	Developing transformative social emotional learning and restorative practices

Tier II & III Supports

— Continued —

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
Districtwide Multi-tiered Systems of Support (MTSS) Intervention (Tier I, II, and Tier III)	Create a districtwide Response to Intervention (RTI) process and MTSS approach to provide services to struggling learners. Implement and monitor the district MTSS approach.	OSSS, Director of Student Support Service; Assistant Superintendent; OSSS, Director of Teaching & Learning	LCFF: \$200,000	Developing transformative social emotional learning and restorative practices; Redefining programs for students with disabilities
Foster Youth Support Expansion	Provide social emotional learning interventions, academic/attendance tracking, intensive case management and referrals for students identified as foster youth through additional social workers and TOSAs.	OSSS, Director of Student Support Services	LCFF: \$500,000	Developing transformative social emotional learning & restorative practices
Homeless Education Support Program Expansion	Provide case management support and mental health services for students experiencing homelessness through social workers and TOSAs.	OSSS, Director of Student Support Services	Federal Title IX: \$215,000 LCFF: \$150,000 Federal Title I: \$250,000	Developing transformative social emotional learning & restorative practices
Attendance Support Expansion	Provide seamless Tier-1 absence prevention and Tier-2 early intervention through comprehensive family communication and support (attendance monitoring, family outreach, learning opportunities).	OSSS, Assistant Superintendent; OSSS, Director of Student Support Services	LCFF: \$500,000	Developing transformative social emotional learning & restorative practices
Attendance Support Team	A team consisting of eight (8) counselors and social workers who will support 54 sites in mitigating chronic absenteeism and building relationships with families.	OSSS, Assistant Superintendent; OSSS, Director of Student Support Services	ESSER: \$1,300,000	Developing transformative social emotional learning & restorative practices
Student Health and Support Services Enhancements	<p>Enhance the administrative functions of attendance, foster youth, homeless youth, interdistrict permit appeals, LGTBQ+ 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>	OSSS, Assistant Superintendent; OSSS, Director of Student Support Services	ESSER: \$2,000,000	Developing transformative social emotional learning & restorative practices





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.



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	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
Language Accessibility	Build a responsive language accessibility unit to provide translation, interpretation and stakeholder support.	Equity, Engagement & Partnerships	LCFF: \$1,000,000	Supporting and monitoring English learner progress
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 begin Phase 2 of 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.	Deputy Superintendent's Office	LCFF: \$750,000	Centering Black student achievement

Engagement and Voice

— Continued —

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
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.	Deputy Superintendent's Office	LCFF: \$400,000	Developing culturally responsive leadership
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.	Deputy Superintendent's Office	LCFF: \$600,000	Developing culturally responsive leadership
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.	Asst. Superintendent, MS/K8 Office	ESSER: \$2,500,000	Creating equity in master scheduling Providing quality interventions and enriching activities
Administrator and Teacher Professional Development	Provide professional development, build community and guide directional focus in support of key initiatives (restorative practices, collective efficacy and learning acceleration).	Assistant Superintendent, ES, MS/K8, HS Offices	ESSER: \$1,500,000	Developing culturally responsive leadership
Middle School Where Everyone Belongs (WEB) Program	Expand the WEB program to all middle schools.	Assistant Superintendent, MS/K8 Office	ESSER: \$200,000	Creating equity in master scheduling





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.



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	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
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.	Human Resource Services	LCFF: \$200,000	Ensuring quality core instruction in every classroom
Technology Infrastructure Modernization	Upgrade key platforms including district websites; upgrades to district technology systems, and additional classroom technology.	Chief Business and Financial Officer; Technology and Information Services; Public Information Office; Research and School Improvement	ESSER: \$18,100,000	Providing all students with safe, modern and student-centered facilities
Classroom Infrastructure Modernization	Replacement of classroom furniture to meet current educational program needs.	Facilities Planning and Development	ESSER: \$20,500,000	Providing all students with safe, modern and student-centered facilities

Infrastructure and Capital for the Future

— Continued —

Title	Project Narrative/Goal	Office Lead	Approximate Cost Estimate	Initiative Alignment
Outdoor Learning Environment Enhancement	Upgrade spaces, such as shade areas and playground equipment, for students to learn and play.	Facilities Planning and Development, Maintenance Branch	ESSER: \$5,000,000	Providing all students with safe, modern and student-centered facilities
Playground Replacement	Replacement of elementary playground equipment and structures.	Facilities Planning and Development, Maintenance Branch	LCFF: \$2,000,000	Providing all students with safe, modern and student-centered facilities
Water Bottling Filling Stations	Installation of water bottle filling stations at all campuses.	Facilities Planning and Development, Maintenance Branch	ESSER: \$3,400,000	Providing all students with safe, modern and student-centered facilities
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.	Research and School Improvement; Office of School Support Services	ESSER: \$250,000	Providing all students with safe, modern and student-centered facilities
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.	Research and School Improvement	ESSER: \$450,000	Ensuring quality core instruction in every classroom; Providing quality interventions and enriching activities
Learning Management Training and Support	Provide ongoing training and support to teachers for the full use of the adopted Learning Management System.	Research and School Improvement	LCFF: \$700,000	Ensuring quality core instruction in every classroom





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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