Purpose: To equip parents, students, and organizers to meaningfully engage in the LCAP process.
Learning Goals

1. To understand how your school and school district is funded
2. To understand how to read the LCAP and use it to hold your school district accountable for equity
3. To understand the opportunities to impact decisions on how those funds are used
Understanding How School Districts Are Funded in CA
Understanding LCFF
Equity & Community Accountability
LBUSD Budget for 2020-21 School Year

Projected Revenue by Fund Source

- Federal CARES funds, $90,596,598, 9%
- All Other Federal Funds, $22,659,541, 2%
- All local funds, $16,225,423, 2%
- All other state funds, $120,183,275, 13%
- Total LCFF Funds, $714,952,328, 74%
- LCFF supplemental & concentration grants, $113,468,849, 12%
- All Other LCFF funds, $601,483,479, 62%

2021-22: $395M
COVID-Related Budget Opportunities - Long Beach Unified School District

2020
$90.7M in COVID funds

ESSER I - $23.8M
Deadline to use: 9/30/22

Learning Loss Mitigation Funds - $66.9M
Deadline to use ranges from 5/31/21 to 9/30/22 (depends on specific fund)

District has already spent some of this money, but may have still have some left.

ESSER II - $94.6M
On its way to district NOW
Deadline to use: 9/30/23

ESSER III - $221.2M
Distribution TBD
Deadline to use: 9/30/24

2021
$394.9M in COVID funds + additional targeted grants

Reopening - $23.6M
Funding decreases depending on when schools reopen. No funding if schools don’t reopen prior to May 15.
Deadline to use: 8/31/22

Expanded Learning Opportunity - $55.5M
On its way to district NOW
Deadline for adopting Expanded Learning Opportunity plan: 6/1/21
Deadline to use: 8/31/22

For more information, please review our full funding handout: http://bit.ly/2OYx9PW

*Plus other proposed funds for mental health, community schools, teacher preparation and state & local government.
School Site Budgeting

LCFF only controls how much money the district receives. The district decides how much each school receives.

- The district can decide to give specific resources to schools based on enrollment, need, or other criteria.

- The district can also give money to school sites to use according to local needs.
  - CDE recently held that districts must identify how schools spend money in the LCAP so that stakeholders can track implementation and effectiveness.

Example: LBUSD allocates counseling support to schools by targeting high need sites first. (Action 4.1)

Example: English Learner services are determined at school level in LBUSD. It is unclear how schools actually use this money. (Action 3.7)
Finding School Site Allocations in the LCAP

It is a good idea to demand a table of school site allocations in the LCAP!

Data Entry Table

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>Increased / Improved</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Time Span</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert Goal #]</td>
<td>[Insert Action #]</td>
<td>[Insert Action Title]</td>
<td>[Insert Student Group(s)]</td>
<td>[Insert Yes/No]</td>
<td>[Insert Scope]</td>
<td>[Insert Unduplicated Student Group(s)]</td>
<td>[Insert Location]</td>
<td>[Insert Time Span]</td>
</tr>
<tr>
<td>[Insert Goal #]</td>
<td>[Insert Action #]</td>
<td>[Insert Action Title]</td>
<td>[Insert Student Group(s)]</td>
<td>[Insert Yes/No]</td>
<td>[Insert Scope]</td>
<td>[Insert Unduplicated Student Group(s)]</td>
<td>[Insert Location]</td>
<td>[Insert Time Span]</td>
</tr>
</tbody>
</table>

Comprehensive Support and Improvement
An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]
School Site Funding Information

You can find info about each school site funding through these sources:

- **School Plan for Student Achievement (SPSA):** [https://www.lbschools.net/Departments/School_Budgets/cie_plans.cfm](https://www.lbschools.net/Departments/School_Budgets/cie_plans.cfm)
  - School expenditure plans for parent involvement, intervention, supplemental materials, professional development
  - Approved by School Site Council (SSC)

- **School Accountability Report Cards** [https://www.lbschools.net/Schools/sarcs.cfm](https://www.lbschools.net/Schools/sarcs.cfm)
  - Lots of data around teacher qualifications, conditions of facilities, access to instructional materials, student outcomes, and school climate/student engagement.
  - Section D has information on per-pupil spending at the school site and teacher salaries compared to the district and the state.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

<table>
<thead>
<tr>
<th></th>
<th>School Site</th>
<th>District</th>
<th>Percent Difference – School Site and District</th>
<th>State</th>
<th>Percent Difference – School Site and State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenditures Per Pupil</td>
<td>$7405.00</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>(Restricted)</td>
<td>$1111.00</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>(Unrestricted)</td>
<td>$6294.00</td>
<td>$7397.00</td>
<td></td>
<td>$7750.12</td>
<td></td>
</tr>
<tr>
<td>Average Teacher Salary</td>
<td>$92784.00</td>
<td>$94044.00</td>
<td></td>
<td>$63052.00</td>
<td></td>
</tr>
<tr>
<td><strong>Percent Difference</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Site and District</td>
<td>-16.00%</td>
<td>-3.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>-21.00%</td>
<td>11.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recent Report on School Site Equity

- 12 of the 14 California districts we studied passed along a smaller share of LCFF dollars to the schools with the highest-needs students, including LBUSD.

- On average, LBUSD sends 70% of LCFF funds to school sites, but highest-need schools realize a smaller share of their generated $ than lower-need schools.

Available at: https://edunomicslab.org/lcff/ (based on 2016-17 expenditure data)
Understanding the LCAP: A strategic plan created in partnership with community
Step 1: Needs

LCAP
A 3-year plan created in partnership with community to address student needs that is updated annually.

Step 2: Goals & metrics

Determine needs by reviewing data and talking to stakeholders.

Step 3: Actions & money

Based on the needs, what are the goals and how will they be measured?

Step 4: Reflect & Modify

What is the district planning to do to achieve its goal? How much money is it spending?

Analyze, review, and share data from the past year. Ask: what is working and what is not? Refine plan accordingly.
## What’s in a LCAP?

<table>
<thead>
<tr>
<th>What’s in the LCAP?</th>
<th>Questions to Ask</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stakeholder Engagement</strong></td>
<td>• The district’s process for engaging community&lt;br&gt;• Stakeholder feedback&lt;br&gt;• How feedback influenced LCAP&lt;br&gt;Who has power in budget decisions and is it equitable? Look at which groups are identified in the LCAP and whose feedback is incorporated.</td>
</tr>
<tr>
<td><strong>Annual Update</strong></td>
<td>• Update on implementation and actual expenditures for 2019-20 and 2020-21&lt;br&gt;• Lessons learned; successes/challenges&lt;br&gt;Where has the district made progress? Where is it having challenges? What worked? What did not? What is changing as a result of reflection?</td>
</tr>
<tr>
<td><strong>Goals and Actions</strong></td>
<td>• Year-to-year progress on goals&lt;br&gt;• Description of what is planned to accomplish the goal and how much is spent&lt;br&gt;Is the goal targeted to the need? Are the right metrics used to measure progress? Are the investments effective, targeted, and sufficient?</td>
</tr>
<tr>
<td><strong>Increased or Improved Services</strong></td>
<td>• Whether district is meeting equity obligation&lt;br&gt;• Whether every equity action is designed to effectively meet the needs of low-income students, foster youth, and English learners.&lt;br&gt;Are equity actions actually promoting equity? If not, what should be changed?</td>
</tr>
<tr>
<td><strong>Expenditures Tables</strong></td>
<td>• Amount and source of funds; whether it is counted towards equity obligation&lt;br&gt;• Scope, location, target student group, and time span for each action.&lt;br&gt;Do the contributing expenditures add up to total equity dollars received? Are there sufficient investments in the good stuff to see transformative change?</td>
</tr>
</tbody>
</table>
Let’s look at a draft LCAP to see what LBUSD is planning to do to support the social-emotional well-being of students next year.

(You can use this same analysis for any priority that you care about!)
Identified Need [related to social emotional well-being]

- The pandemic has taken a toll on students and families, particularly unduplicated pupils
- Students are transitioning from distance learning to in-person instruction
- Parent participation in school decision-making processes and programs must continue to improve, especially among the families of unduplicated pupils.

(Annual Update, p. 44; LBUSD Core District Survey for 2019-20)

Step 1: Look at student NEEDS identified in LCAP

**Social-Emotional Learning Survey**
- Expected: 71% favorable
- Actual for 2019-20: 73% favorable
  - Only 49% of current or recent English Learners and 51% of Black students reported positive self-efficacy - a belief in their ability to succeed in achieving a goal.

**School Climate Survey**
- **Students**: 71% favorable expected/ 75% actual
- **Parents**: 96% expected/ 93% actual

**Parent satisfaction w/ participation in decisionmaking**
- **Expected**: 96% favorable
- **Actual for 2019-20**: 94% favorable

(Annual Update, p. 44; LBUSD Core District Survey for 2019-20)
Step 2: Look at LBUSD’s draft GOAL to see if it is designed to address the needs.

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.</td>
</tr>
</tbody>
</table>

Given the needs, do you think this is a good goal? What do you think it should focus on? What should it say?
Step 3: How is LBUSD MEASURING PROGRESS towards its goal?

Metrics Used to Measure Goal 2 in LCAP related to social emotional well-being and school climate

- Percentage of favorable responses to Social-Emotional Learning Survey
- Percentage of students’ favorable responses to School Culture and Climate Survey
  - New baseline will be established using 2020-21 data
  - The goal is to increase the rate of favorable response by two percentage points over the next three years [no disaggregation for different student subgroups]

Are these the right metrics to measure progress on the goal?
Are the 3-year outcomes sufficiently ambitious?
Are the metrics and outcome sufficiently disaggregated?
Step 4: Look at the ACTIONS that LBUSD is planning to do to meet the goal

To support social-emotional well-being and a positive school climate, LBUSD is planning to do the following:

2.1 and 2.2: Community & Ancillary Services (Base; Supplemental and Concentration funds)
- Targeted supports in group or individual settings that relate to social-emotional needs; the social-emotional learning initiative strives to promote understanding, examine biases, build cross-cultural relationships, and create more inclusive school communities.
- Campus security, recreation aides, teaching gardens, etc.

2.3: Parent Outreach/Engagement
- Families get support and referrals at the Family Resource Centers. Parents have access to translation/interpretation services through conference lines, Zoom, and other technology.

2.4: Restorative Justice
- Social-emotional learning initiative initiates a sequence of integrated levels of support that involve resources for Tier 1-3 discipline practices, restorative justice, and identity development.

(LCAP pp. 29-33)
Step 5: Does LBUSD LISTEN to COMMUNITY in identifying the needs, goals, metrics, and actions?

Stakeholder Engagement Related to Social-Emotional Well-Being and School Climate

- Make counseling available daily, and offer additional small group counseling sessions in person or online. Hire more support staff to reach the recommended ratios for counselors (250:1), psychologists (600:1), social workers (250:1), and nurses (750:1).
- Streamline the referral process from the Family Resource Centers; conduct multilingual outreach strategies; and hire at least one certified therapist who can provide Tier III directly to LBUSD students.
- Ensure interpreters have training on simultaneous translation, and parents have access to devices to participate in stakeholder engagement.

LCAP, pp. 16-20
Let’s look at a draft LCAP to see what LBUSD is planning to do to support English Learners next year.

(You can use this same analysis for any sub-group that you care about!)
Step 1: Look at student NEEDS identified in LCAP

Identified Need [related to English Learners]

EL/RFEP **high school students** on track to graduate has **declined by 10%**

EL/RFEP **middle school students** who are ready for high school has **declined by 23%**

EL/RFEP **elementary students** who are on or above level in Achievement reports **dropped by 17% points**

56% of EL/RFEP students have **at least one D or F**, which is higher than the district average (LCAP, pp. 5-6)

Annual Measurable Outcomes Related to ELs

- **Only 10% of ELs met or exceeded Common Core State Standards in Language Arts 2019-20**
  - Goal: 27% of ELs
  - Most student subgroups did not meet the expected outcome, but ELs fared the worst.

- **Only 12% of ELs met or exceeded Common Core State Standards in math in 2019-20**
  - Goal: 26% of ELs
  - Most student subgroups did not meet the expected outcome, but ELs fared the worst.

- **Increase in redesignation rate to a level above state average (24% for LBUSD v. 14% for State)**

- **45% of ELs/RFEP met ELA standards (goal: 42%)** (Annual Update, p. 9)
Step 2: Look at LBUSD’s draft GOAL to see if it is designed to address the needs.

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Students will make academic progress on the Common Core State Standards so that they can be prepared for both college and careers upon high school graduation.</td>
</tr>
</tbody>
</table>

Given the needs, do you think this is a good goal? Would you rather see a goal focused on ELs? What should it say?
Step 3: How is LBUSD MEASURING PROGRESS towards its goal?

Metrics Used to Measure Goal 3 in LCAP related to ELs

- SBAC (standardized test) scores in English Language Arts and math
  - Baseline: 2020-21 data
  - 3-year goal: Baseline + 15% (e.g. if 10% of EL students meet or exceed standards on SBAC this year, then the goal is for 25% of EL students to meet or exceed standards by 2023-24 school year)
    - Compare: 3-year goal for all students: Baseline + 9%
    - Note: Goal for closing disparities is the same for all subgroups even though some subgroups are much further behind others.

- Redesignation rate to a level above the state average

- % of ELs making progress towards ELA proficiency

Are these the right metrics to measure progress on the goal?
Are the 3-year outcomes sufficiently ambitious?
Are the metrics and outcome sufficiently disaggregated?
Step 4: Look at the ACTIONS that LBUSD is planning to do to meet the goal

To help ELs make academic progress, LBUSD is planning to do the following:

3.3: Instruction-related services

- Instructional Aides placed in classrooms to provide targeted interventions to English Learners, low-income students, and foster youth.

3.7: English Learner Support

- Translation/interpretation
- ELPAC administration
- Parent involvement
- Technical assistance to schools
- “among many others”
- EL services determined at school level; school autonomy to use funds

[Note: Other actions are listed under this goal, such as instruction, professional development, administrative services designed to retain staff, literacy support, library education, and math support, but none of them are targeted toward ELs.]

(LCAP pp. 35-43)
Step 5: Does LBUSD LISTEN to COMMUNITY in identifying the needs, goals, metrics, and actions?

Stakeholder Engagement Related to EL Students/ Families

- Surveys were available in Spanish and Khmer, but unclear how many surveys were completed in another language.
  - Only 23% of surveys completed by Latinx respondents (58% of LBUSD students are Latinx)
  - Only 1% of surveys completed by Cambodian respondents
- DELAC and other parent groups consulted, but the LCAP does not identify their specific feedback.
- The LCAP only includes recommendations from Superintendent’s Advisory Committee (SAC), which includes a DELAC representative. SAC took input from various sources and made its recommendations. No specific EL recommendations.
- Stakeholder input influenced additional parent outreach supports with an emphasis on language access, such as simultaneous translation using zoom and conference lines.

LCAP, pp. 11-23
Opportunities to Impact Funding Decisions

Your Rights and Your Responsibilities
YOUR RIGHT TO LCAP ENGAGEMENT

In the LCAP, districts **MUST** show how they engaged stakeholders (students, families, community, staff).

---

**Parents/Caregivers** - Parent Student Advisory Committee, District English Learner Advisory Committee - must have the opportunity to submit written comments about the proposed LCAP and the district must respond in writing.

**Students** - **formal process** to involve students throughout the development of the LCAP

**Teachers, principals, administrators, other school personnel, local bargaining units, special education local plan area administrator, and local community** must be consulted.

**2 public meetings** about the LCAP and budget

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JAN - MARCH
Districts are revising their budgets for the coming year with parent and student advisory groups and holding listening sessions.
Governor releases proposed state budget.

JUNE
Districts must hold final Board meeting to discuss/take comments on proposed LCAP & budget.
LCAP adopted and submitted to COE for review & approval.

AUG - OCT
County superintendent of schools may seek clarification in writing about the contents of the LCAP or annual update.
COE approves by Oct 8 at the latest.

MAY
Governor releases “May Revision” (LCAPs updated).
Districts release draft LCAP & Budget in alignment.

JULY
New fiscal year begins and the Governor signs final budget.
What Can We Do in May - June?

Context: Districts are finalizing LCAPs & budget, posting full drafts, and holding public hearings (6/30 adoption deadline)

1. Read and analyze draft LCAPs.
2. Attend stakeholder input sessions through parent meetings and other forums.
3. Provide public comment at board meetings.
4. Write letters
5. Board advocacy
6. Media advocacy
7. If you are told there is no $, leverage COVID $.

Check out our LCAP toolkit for more resources: publicadvocates.org/toolkit

This is a key time to ask your district what they are planning to do about summer school and extended learning. You have a right to provide input into the extended learning plans that your district must adopt by June 1st.

Make your voice heard now!
Important opportunities to engage in LBUSD

4/28 @ 5pm: Board Meeting
4/29 @ 2:30pm: DCAC meeting (low-income parents)
4/29 @ 6:30pm: PIEV meeting (Pacific Islander parents)
5/10 @ 3:30pm: DELAC meeting (English Learners)
5/11 @ 6pm: EONA meeting (Native American parents)
5/12 @ 6pm: CAC meeting (special education)
5/13 @ 2:30 pm: DCAC meeting (low-income parents)

5/17 @ 5pm: Board meeting (possible Extended Learning Plan approval)
5/20 @ 5pm: CIAAP meeting (Black parents)
5/27 @ 6:30pm: PIEV meeting (Pacific Islander parents)
6/1 @ 6pm: EONA meeting (Native American parents)

6/2 @ 5pm: Board meeting - LCAP public hearing
6/7 @ 10:30pm: DELAC meeting (English Learners)
6/10 @ 6:30pm: PIEV meeting (Pacific Islander parents)

6/23 @ 5pm: Board meeting - LCAP approval

If you are part of the Superintendent’s Advisory Committee (SAC) or one of the Equity Leadership Teams, please uplift equity in the LCAP as a priority!

To find Board meeting agendas, instructions on public comment, and Board member contact, go here: https://www.lbschools.net/Departments/Board_of_Education/index.cfm
What Can We Do from July - September?

Context: School boards have adopted LCAPs and County Offices of Education are reviewing for approval.

1. County advocacy - urge COE to not approve LCAP until demand is satisfied (need a legal basis)
2. File a complaint against district
3. Media advocacy/direct action can still be helpful at this stage

Leverage COE approval power

This is also a key time to prepare to implement school programs. Look out for and create opportunities to influence how youth and families are welcomed back after a year of pandemic learning.

Check out our LCAP toolkit for more resources: publicadvocates.org/toolkit
Resources

- **Alphabet Soup** (Public Advocates) [English + Español]
- **Parent Engagement Handout** (Public Advocates) [English] [Español]
- **Our Right to Resources Toolkit: How to Use LCFF to Advocate for Your Priorities** (ACLU Southern California, Gente Organizada, Pomona Students Union, and Public Advocates) [English]
- **How to Work with your School District to Win your Priorities** (Public Advocates) [English]
- **COVID Relief Funding Handout** (Public Advocates) [English][Español]
- **A Parent’s Guide to School Funding** (Families in Schools) [English][Español]
- **Understanding the Local Control Funding Formula** (Public Advocates) [English][Español]
- **LCAP Template** (CDE) [English]
If you have questions or need more resources, feel free to contact:

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Nicole
nochi@publicadvocates.org