



Learning Acceleration and Support Plan

2021-22



LONG BEACH
UNIFIED SCHOOL DISTRICT





A Post-Pandemic Plan for Excellence and Equity

As our nation and local communities emerge from the global coronavirus pandemic, we look ahead with optimism for our young scholars. Yet we owe our students more than optimism. They deserve a thoughtful plan that will help them find their rightful place in a challenging and complex world.

Prior to the pandemic, the Long Beach Unified School District saw significant growth in student performance based on key indicators such as high school readiness, graduation rates and completion rates for A-G college entrance requirements, including for all racial and ethnic groups. Graduation rates here surpass those of the state and Los Angeles County, despite the fact that 63 percent of our students come from socioeconomically disadvantaged households. During the campus closures caused by the pandemic, we strove to maintain our focus on our strategic goals and our hard-fought progress. We sustained relatively high levels of student attendance. Learning continued. Yet the pandemic also magnified societal inequities, disproportionately affecting already disadvantaged populations.



Our communities and our school system also were impacted by our nation's reckoning with long simmering issues of racism and social justice. Amid these challenges, we pressed forward with renewed resolve to engage our diverse communities in conversations about equity and systemic racism, laying the groundwork for a number of excellence and equity initiatives that will continue in the months and years ahead. The pandemic and our societal reckoning helped us to forge more meaningful and authentic relationships with many of our stakeholders.

As we created this plan, we sought out the voices of new advisory groups and many partners at the local and national levels. We began our planning based upon our students' needs, blending together various resources – including significant and newly available pandemic recovery funding from the state and federal governments – to provide the best possible learning opportunities and related support. This plan also will serve as a foundation for our school district's 2022-27 Strategic Plan.

Rather than seeking a post-pandemic return to "normal," we've planned for a restorative recovery that addresses the social emotional needs of our students in the wake of our nation's worst pandemic in a century. 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.

Our experiences and the community feedback of the past year have led to 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.

By strategically focusing on these key areas, our school district will be well positioned to begin a new era of progress for every student. To everyone who contributed to this plan, we have deeply appreciated your support. We now move forward with great determination and high hopes for our students.

Warmly,

Jill A. Baker, Ed. D.
Superintendent of Schools



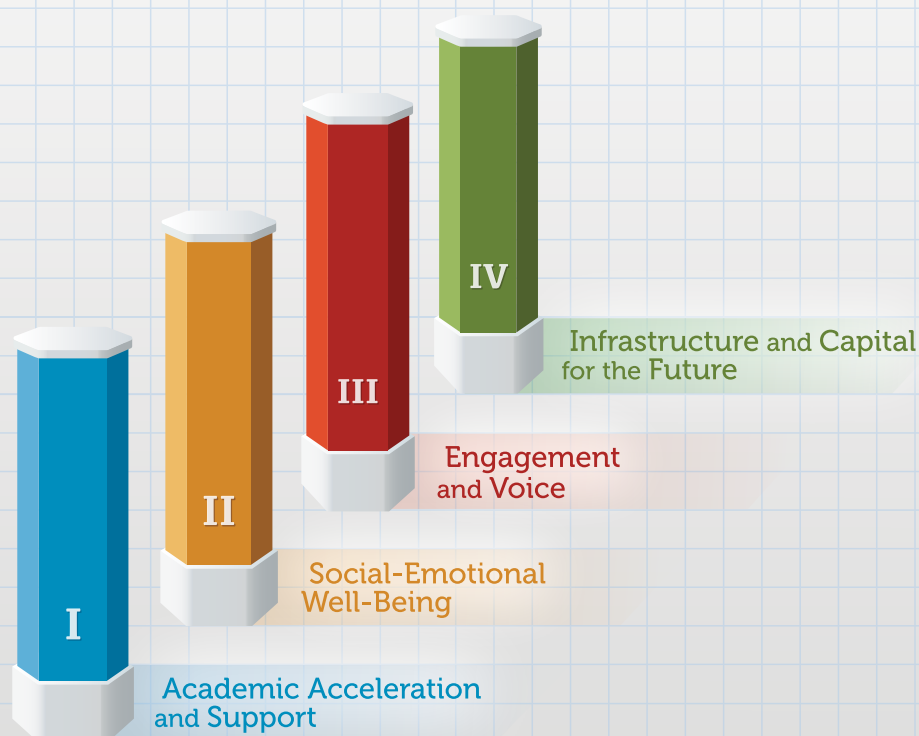
Plan Overview

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.

In this plan:

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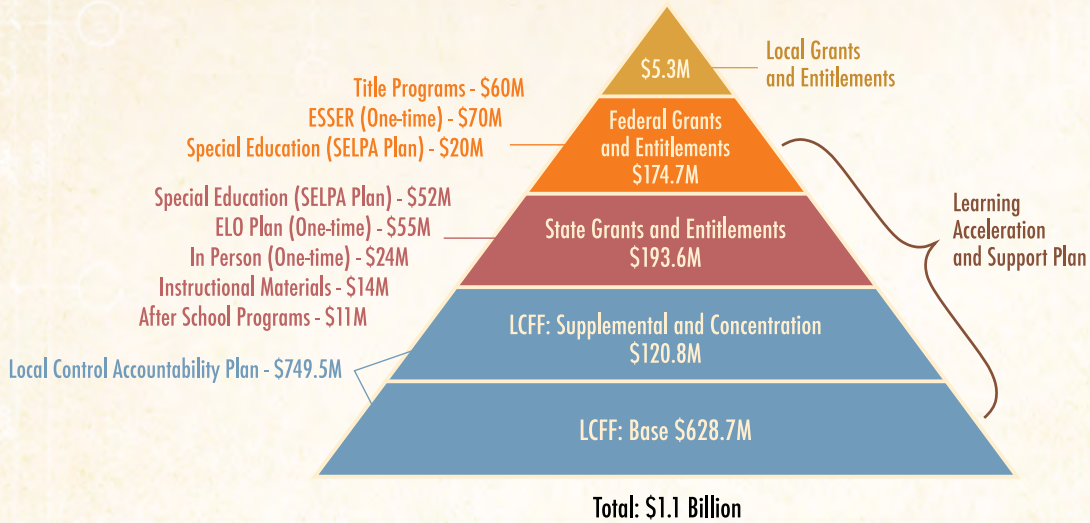
Learning Acceleration & Support Plan Pillars



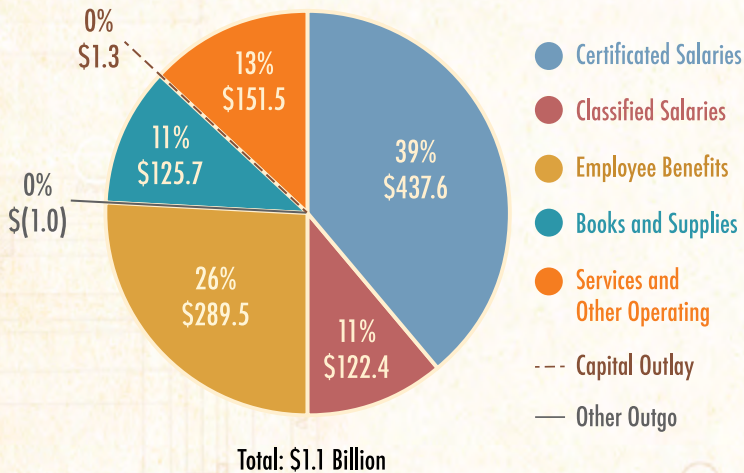


About Long Beach Unified School District

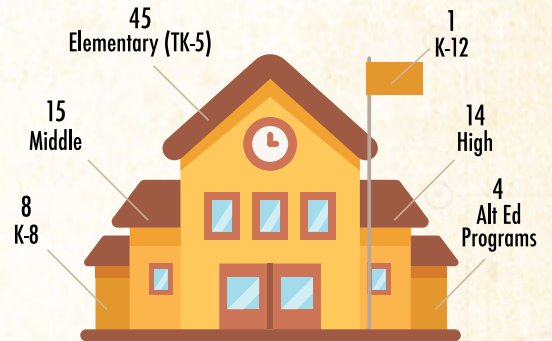
General Fund Expenses



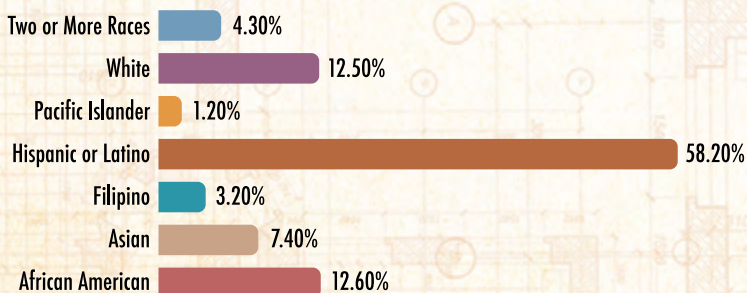
General Fund Expenses



LBUSD Schools



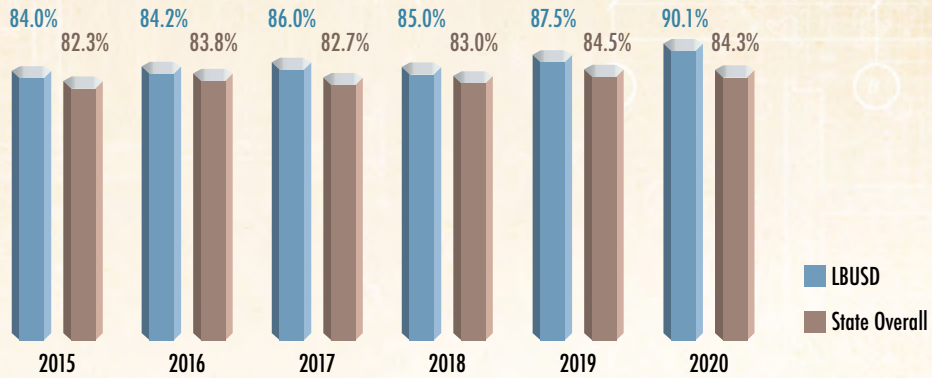
Enrollment by Race/Ethnicity



69,700 Students



High School Graduation Rate

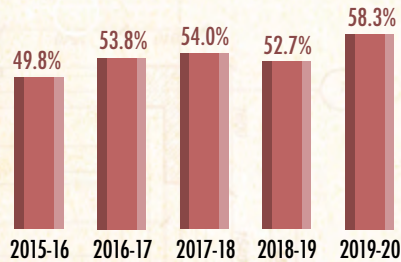


A-G Completion Rate

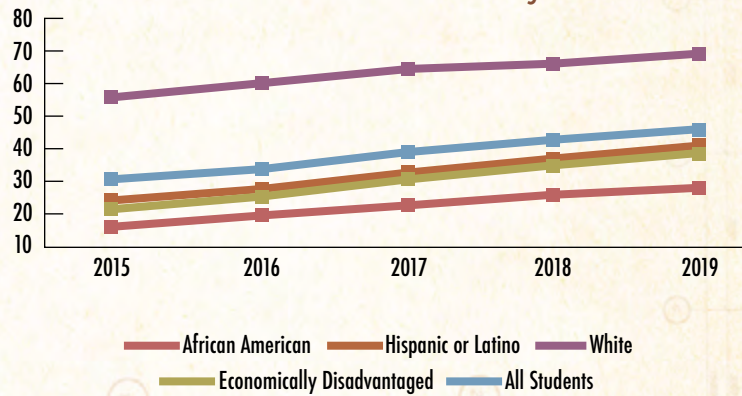
DEMOGRAPHIC	2017	2018	2019	2020
African American	42.8%	46.6%	47.0%	50.5%
Hispanic or Latino	45.0%	50.0%	51.6%	53.0%
White	67.6%	73.0%	74.4%	77.8%
Pacific Islander	40.8%	46.7%	54.1%	46.8%
Asian	71.3%	73.2%	75.2%	74.9%
Filipino	72.0%	72.8%	80.7%	81.4%
LBUSD Rate	51.4%	56.6%	58.5%	59.8%
State Rate	49.9%	49.9%	50.5%	50.9%

DEMOGRAPHIC	2017	2018	2019	2020
English Learners	20.0%	24.0%	26.5%	27.2%
Foster Youth	28.8%	25.8%	27.9%	40.9%
Students with Disabilities	14.9%	17.6%	20.6%	27.2%
Socioeconomically Disadvantaged	44.8%	50.2%	51.4%	52.9%
LBUSD Rate	51.4%	56.6%	58.5%	59.8%
State Rate	49.9%	49.9%	50.5%	50.9%

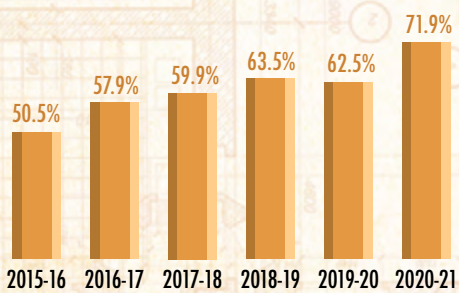
Percent of High School Ready 8th Grade Students



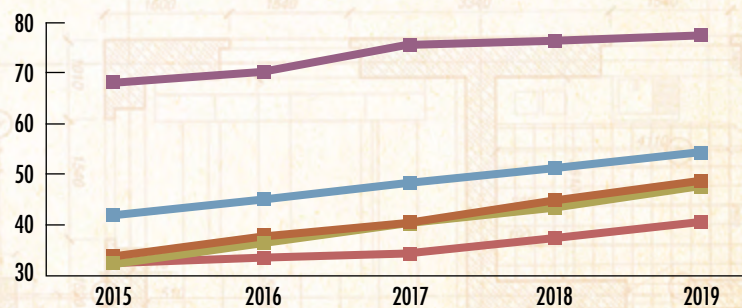
SBAC Math Proficiency

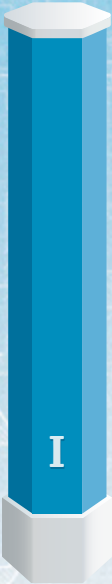


Accelerated Math 6 Placement (%)



SBAC English Language Arts 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 skilled teachers who build relationships with students. The aspiration of the Learning Acceleration and Support Plan is 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.



Pillar I Goals

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	Fund Source & One-Year Cost Estimate
Culturally Relevant and Responsive Pedagogy	Provide professional development for all teachers and all administrators.	Equity & Excellence Coordinator, OCIPD	ELO: \$5,000,000 ESSER: \$6,000,000
Culturally Relevant and Responsive Curriculum	Guide curriculum audit revision recommendations, including an Ethnic Studies course sequence.	Equity & Excellence Coordinator, OCIPD	LCFF: \$3,400,000
English Learner Support	Define and implement effective practices for English Learners, including designated and integrated ELD.	Multilingual Coordinator, OCIPD	ESSER: \$700,000
6-12 Writing Initiative	Deliver professional development to increase academic discourse and writing in content areas.	English Language-Arts Curriculum Leader, OCIPD	ESSER: \$200,000

TK-12th Grade Core Academic Program Enhancement

— Continued —

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Grade 4-5 Unit Redesign	Integrate history into thematic units.	TK-5 ELA Curriculum Leader, OCIPD	ELO: \$400,000
Beach TK-12 Independent Study Program	Offer a virtual school program for the 2021-22 and 2022-23 school years to accommodate families who choose this option for their students.	High School Office	ESSER: \$1,500,000
Assessment System	Implement a new 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	ESSER: \$1,200,000



TK-5th Grade Supports

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
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, Elementary Literacy Initiatives, OCIPD	Total: \$21,300,000 LCFF: \$15,000,000 ELO: \$6,300,000
Grade 4-5 Math Intervention	Provide responsive and course aligned math intervention curriculum to all sites.	TK-5 Math Curriculum Leader, OCIPD	ESSER: \$500,000
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. Superintendent, Early Learning & Elementary Schools Office	ESSER: \$300,000
Tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites during and outside of the school day to support student success.	Director, Elementary Schools Office	ESSER: \$1,500,000

TK-5th Grade Supports

— Continued —

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
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	ELO: \$8,000,000
Targeted additional classroom support teachers	Reduce class sizes and eliminate combination classes (K-3) at targeted sites.	Director, Elementary Schools Office	ELO: \$9,000,000
Summer Supports, Enrichment & Accelerated Learning (SEAL)	Provide intervention, acceleration and enrichment opportunities to students from all sites during a four-week summer program.	Director, Elementary Schools Office	ESSER: \$5,500,000



6th to 8th Grade Supports

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Zero-Period English Learner Newcomer Course	Provide a virtual Beginning English Language Development course that supports Newcomer students across school sites.	MS/K8 Director	ELO: \$35,000
Grade 6-8 Math Intervention	Provide responsive and course-aligned math intervention curriculum to all sites.	6-12 Math Curriculum Leader, OCIPD	ESSER: \$500,000
Tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites during and outside of the school day to support student success.	MS/K8 Administrative Assistant	ESSER: \$1,500,000
Instruction and Intervention Coordinators with supplemental teacher-release time	Improve Tier 1 instruction through the use of High-Leverage Team Actions (HLTAs) and coordinated site interventions (such as 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

6th to 8th Grade Supports

— Continued —

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
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	ELO: \$1,000,000
Expanded APEX modules (tutorials) for summer school	Offer a targeted virtual option for ELA and Math during summer school.	MS/K8 Head Counselor	ESSER: \$55,000
Summer Supports, Enrichment & Accelerated Learning (SEAL)	Provide intervention, acceleration and enrichment opportunities to students from all sites during a four-week summer program.	MS/K8 Director	ESSER: \$3,000,000



9th - 12th Grade Supports

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
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	ESSER: \$900,000
High School Student Success Initiative	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, Student Leadership Academies and the We RISE curriculum.	High School Office, Assistant Director	ELO: \$3,800,000

9th - 12th Grade Supports

— Continued —

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Tutoring and Saturday School	Provide intervention, acceleration and enrichment opportunities to students from all sites during and outside of the school day to support our Student Success Initiative.	High School Office Assistant Director	ESSER: \$1,500,000
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
HBCU College and Career Specialist	Provide students with tuition information, degree offerings, and entrance requirements for HBCUs. Specialists will connect students with HBCU recruiters, and assist with admission applications and financial aid documents.	High School Office Head Counselor	ESSER: \$200,000
Jordan & Cabrillo Transformation Support	Jordan and Cabrillo High Schools will develop strategic plans to support at promise students in the areas of academics, social-emotional well-being and school engagement.	High School Office Director	Federal Title I: \$6,000,000



Pillar II: Social-Emotional Well-Being



Social-emotional well-being addresses the core competencies of social-emotional health to build students’ levels 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 2021-22 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

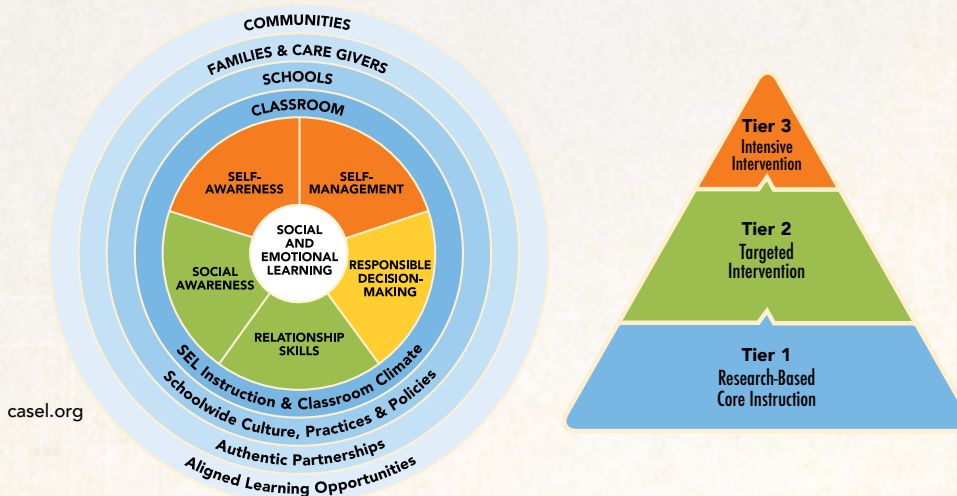
Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Social-emotional learning in the core academic program: curriculum	Integrate social-emotional learning into unit guides, ELA course outlines and supporting literature. Purchase additional materials to support implementation.	OCIPD	ESSER: \$750,000
Social-emotional learning supports:	Provide support districtwide for the implementation of Tier 1 SEL strategies (climate and culture), focusing specifically on social-emotional learning instruction, adult SEL, and cultivating safe and supportive learning environments through teacher coaching and school professional development.	OSSS, Director of Student Support Services	ELO: \$1,000,000 ESSER: \$300,000

TK-12th Grade Core Academic Program Enhancement

— Continued —

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Schoolwide Restorative Justice Implementation in MS/K8 schools	Develop schoolwide use of restorative practices to strengthen relationships among 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.	MS/K8 Assistant Superintendent	LCAP: \$700,000 ESSER: \$1,500,000
High 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.	OSSS Director	LCAP: \$1,700,000

Core SEL Competencies



Tier II & III Supports

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Additional Intervention and Mental Health Services (Tiers I, II and III)	Provide additional services to help students with individual mental health needs with a 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.	OSSS Assistant Superintendent and Director	LCAP: \$200,000 ESSER: \$150,000
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 summer 2021.	OSSS Assistant Superintendent	Federal Title I: \$2,100,000

Tier II & III Supports

— Continued —

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Districtwide Multi-tiered Systems of Support (MTSS) Intervention (Tiers I, II and 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 Assistant Superintendent, Director of Student Support Services	LCAP: \$200,000
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	LCAP: \$500,000
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 Service	Federal Title IX: \$215,000 LCAP: \$150,000 Federal Title I: \$250,000
Attendance Support Expansion	Use the EveryDay Labs program designed to provide seamless Tier-1 absence prevention and Tier-2 early intervention through comprehensive family communication and support (attendance monitoring, family outreach and learning opportunities).	OSSS Assistant Superintendent, Director of Student Support Services	LCAP: \$500,000
Student Health and Support Services Enhancements	<p>Enhance the administrative functions of attendance, foster youth, homeless youth, interdistrict permit appeals, LGBTQ+ 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 all schools to conduct COVID screening, support and maintenance of Care Rooms.</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 the most appropriate response to students who are experiencing mental health crises on district campuses, through the utilization of trained staff.</p>	OSSS Assistant Superintendent, Director of Student Support Services	ESSER: \$900,000 LCAP: \$350,000





Pillar III: Engagement and Voice

Excellence and Equity Initiatives address the importance of engagement in several ways, including the engagement of students, community members, staff and business partners with an emphasis on two-way dialogue. During the 2020-21 school year, efforts actively focused on including student voices in key decision making and problem solving. 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 community members. 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 2021-22 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 site 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	Fund Source & One-Year Cost Estimate
Language Accessibility	Build a responsive language accessibility unit to provide translation, interpretation and stakeholder support.	Equity, Engagement & Partnerships	LCAP: \$1,000,000
Black Student Achievement Initiative	Develop and engage a Black Student Achievement Advisory Committee to recommend additional supports for Black students.	Deputy Superintendent's Office	LCAP: \$750,000
Student Voice and Participation	Provide training on student engagement concepts 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	ESSER: \$200,000

Engagement and Voice

— Continued —

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
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	LCAP: \$500,000
Specialized Programs and Staffing in Middle Schools	Develop thematic signature programs in middle schools, such as performing arts, engineering, Project Lead the Way, dual immersion, multimedia, sciences and humanities to increase student engagement and to support the transition to high school pathways.	MS/K8 Assistant Superintendent	ELO: \$3,500,000
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).	Elementary, MS/K8 and High School Assistant Superintendents	ESSER: \$1,500,000
Middle School Where Everyone Belongs (WEB) program	Expand the WEB program to all middle schools by 2022.	MS/K8 Office	ESSER: \$200,000





Pillar IV: Infrastructure and Capital for the Future

The superintendent's 2020-21 goals included analyses (such as 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.



Pillar IV Goals

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	Fund Source & One-Year Cost Estimate
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
Increase Workforce Diversity	Refine talent acquisition strategy to recruit and retain a highly qualified, diverse and inclusive workforce that is reflective of our students and community.	Human Resource Services	LCFF: \$200,000
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	ELO: \$7,000,000 ESSER: \$2,300,000

Infrastructure and Capital for the Future

— Continued —

Title	Project Narrative/Goal	Office Lead	Fund Source & One-Year Cost Estimate
Classroom infrastructure modernization	Replacement of classroom furniture to meet current educational program needs.	Facilities Planning and Development	ESSER: \$15,000,000
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: \$3,000,000
Enhance early learning environment in Title I TK	Enhance all Title I Transitional Kindergarten classrooms by replacing classroom furniture and materials to reflect early childhood best practices. Provide professional development for TK teachers.	Early Learning & Elementary Office	Federal Title 1: \$1,000,000
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
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 toward defined goals and outcomes. Provide departments with cost/benefit type analyses to link outcomes to expenditures.	Research and School Improvement	ESSER: \$450,000
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	ESSER: \$700,000





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.



Board of Education

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