

# Equity Index of Supplemental and Concentration Funds Target Schools Long Beach Unified School District

## Equity Index Framework & Community-based Solutions

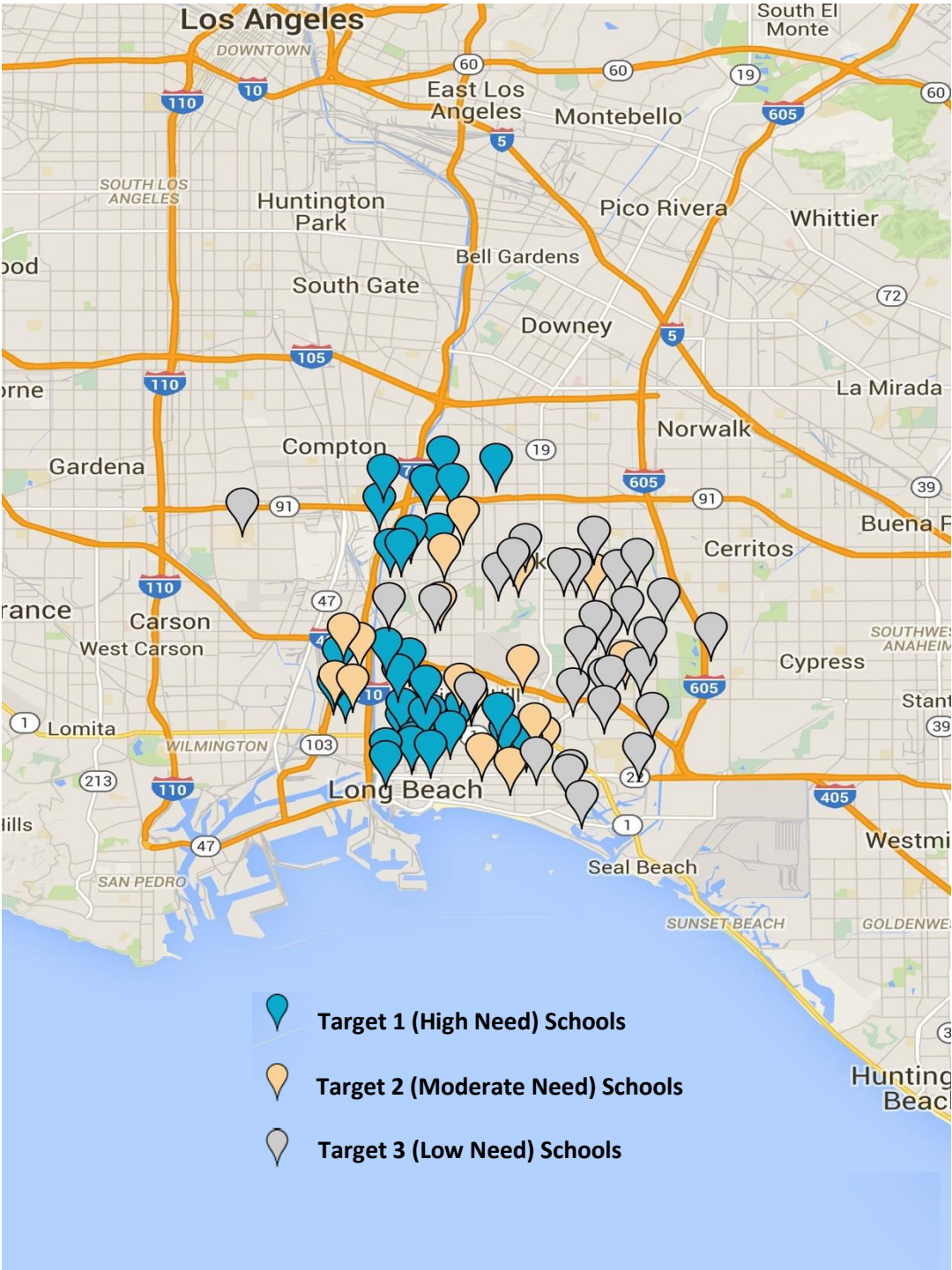
The Building Healthy Communities-Long Beach (BHC-LB) Youth Committee and Parent Organizing Workgroup have collectively engaged thousands of students, parents, and community members since 2011. We support stakeholders' meaningful participation in the Long Beach Unified School District's (LBUSD) processes – especially Local Control Funding Formula (LCFF) decisions – to ensure every student is healthy and thriving at school.

**Our coalitions are committed to fulfilling LCFF's promise of equity by advocating for higher investments in targeted services and supports for high need (low-income, foster youth, and English Learner) students to ensure their academic success and social-emotional wellness.** In 2014 and 2015, LBUSD allocated millions in Supplemental and Concentration Funds directly to the school sites with the highest concentrations of high need students. In 2016 LBUSD voted again to allocate \$13,250,000 *directly to schools so that they can implement the Common Core State Standards and address the unique needs of their students.* Unfortunately, this general description in LBUSD's Local Control Accountability Plan (LCAP), which was approved unanimously on June 23, 2016, is inadequate in explaining and justifying how funds are principally targeted toward and effective in improving services and increasing outcomes for high need students—who make up 70% of LBUSD's enrollment and generate the funds. Stakeholders need greater transparency to understand how much funding is going to each school site, and how those resources are being spent to positively impact students.

This **Equity Index of Supplemental and Concentration Funds Target Schools** was created specifically for LBUSD by BHC-LB with support from Advancement Project. The Equity Index builds upon LBUSD's current list of high need schools (see [page 148 of LBUSD's 2016-17 LCAP](#)), based on the concentration of high need students per school site, by also including academic and neighborhood indicators that affect student learning, and are of concern to constituents. For instance, this index shows the cumulative effects of the neighborhood conditions that children carry into their classrooms, including exposure to violence and unhealthy living conditions. The Equity Index is a guide for funding distribution as it displays the manner in which need is distributed across the city—largely in communities in Central, West, and North Long Beach—and it shows the urgency of need by defining schools as Target 1 (high need), Target 2 (moderate need), and Target 3 (low need). Specifically, there are 80 non-charter LBUSD schools included in the Equity Index that were distributed in the following manner:

- 32 are **Target 1 Schools**—HIGH priority for Supplemental and Concentration Funds
- 17 are **Target 2 Schools**—MODERATE priority for Supplemental and Concentration Funds
- 31 are **Target 3 Schools**—LOW priority for Supplemental and Concentration Funds

# Equity Index for the Long Beach Unified School District



We recommend LBUSD target Supplemental and Concentration Funds according to the prioritization of schools in the Equity Index to fulfill the promise of LCFF and effectively meet the needs of targeted students as whole children living and learning in Long Beach. We also recommend LBUSD align the LCAP goals and services to the following set of community-based solutions that has been proposed to the District to address achievement and discipline gaps and build an academic and social-emotional safety net for the District's high need students:

### 1. DEVELOP A RESTORATIVE JUSTICE (RJ) IMPLEMENTATION PLAN.

- \$290,000 for 2 days of restorative justice training for Superintendent, Assistant Superintendents and Board Members.
- Hire a full time District-level RJ Coordinator.
- \$235,200 plus teacher/sub time to provide training to teachers at Target 1 and 2 schools.

### 2. DISAGGREGATE DISCIPLINE AND ACADEMIC OUTCOME DATA FOR RACIAL SUBGROUPS.

- Include data for racial subgroups disproportionately impacted, such as Cambodian, African American, and Pacific Islander students.
- Commit to reduce these students' suspension rates by 25% each year.
- Commit to increase graduation and A-G completion rates for these students by 25% each year.

### 3. GENUINELY ENGAGE PARENTS AND STUDENTS IN LCAP DECISION-MAKING.

- Ensure that the Superintendent's Student Advisory Committee includes students who represent low-income, foster youth and English Learner populations.
- Outreach to community stakeholders at least one week in advance of District Community Advisory Committee, District English Learner Advisory Committee, and LCAP Advisory Committee meetings using multiple communication methods.
- Establish parent resource centers and hire parent resource center staff at Target 1 and 2 schools.
- Establish baselines for and increase by 25% each year (1) the number of parents involved at schools, (2) number of parents involved in a committee, (3) number of parents and students taking surveys, and (4) number of unduplicated students and their parents taking surveys.
- Plan and staff the office of Equity Access/College and Career Readiness to train all staff to communicate and build relationships with families in a culturally competent manner.

### 4. SPEND SUPPLEMENTAL AND CONCENTRATION FUNDS ON CRITICAL ACADEMIC AND SOCIAL-EMOTIONAL SUPPORTS AT TARGET 1 AND 2 SCHOOLS, NOT ON LAW ENFORCEMENT AND SECURITY.

- Invest Supplemental and Concentration Funds to increase support staff, such as 200 academic counselors, 30 mental health professionals, 30 school-based nurses.
- Provide training, professional development and coaching on eliminating implicit bias, trauma-informed practices, and culturally relevant instruction.
- Provide additional resources, services and mentorship through establishment of academic support centers, wellness centers, and student activity centers.