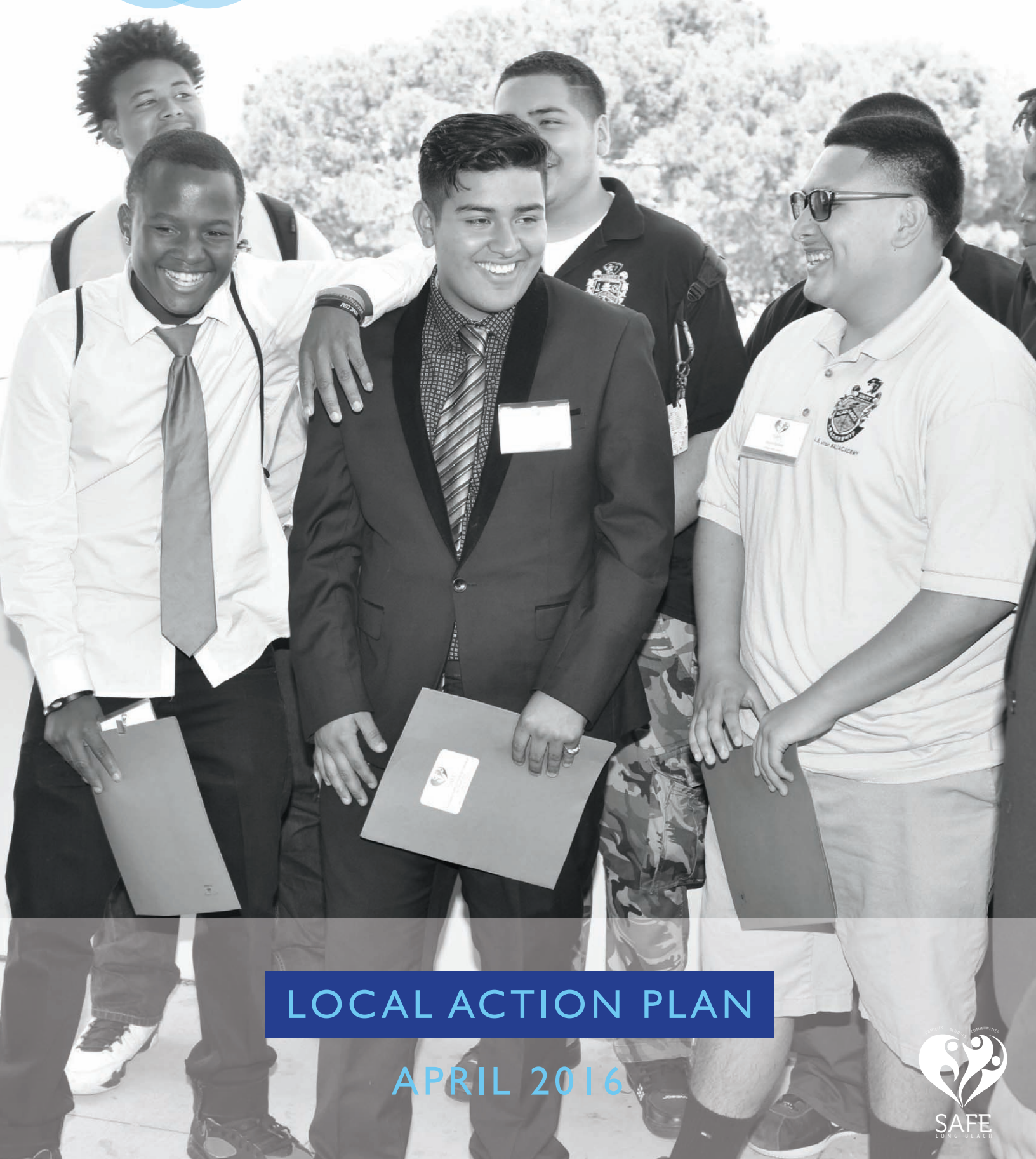
MY BROTHER'S KEEPER
LONG BEACH



LOCAL ACTION PLAN

APRIL 2016

SAFE
LONG BEACH

LETTER FROM THE MAYOR

MAYOR ROBERT GARCIA

"As a nation, we have a responsibility to ensure everyone has full access to the American dream."

As a nation, we have a responsibility to ensure everyone has full access to the American dream. Young men and women of color deserve the same chance to pursue fulfilling careers, help their family, build communities, and leave their cities in better shape for future generations. And everyone has the right to be safe from violence.

When President Obama announced the My Brother's Keeper Challenge, calling on us all to do more to address issues facing boys and young men of color, the Long Beach City Council answered the call and resolved to implement new policies and programs with a thoughtful planning process.

This new plan was created in partnership with hundreds of stakeholders and community leaders, and asks us to improve coordination, share responsibility for the success of young people of color, and renew our commitment to collective actions that harness their potential from cradle to career.

We have to ensure that everyone benefits from our City's economic growth. For that to happen, we need to build on our nationally recognized education programs to make education more accessible and relevant. We must ensure that workforce development programs lead not just to jobs but to fruitful careers. And we need to give our young people the support they need to stay on the right track.

We also need to pair our young leaders with strong community role models. Mentoring will be a key component of our new phase of programming, and we hope to strengthen the relationships between boys and young men, and girls and young women, and the broader community.

Together, we are creating opportunities for young people of color to continue to shape Long Beach into a diverse and world class City that is safe, prosperous, and thriving.

Sincerely,

Mayor Robert Garcia
City of Long Beach

THANK YOU

The Long Beach My Brother's Keeper Local Action Plan would not have been possible without the dedication of the members of the City of Long Beach My Brother's Keeper Task Force.

City of Long Beach

Elected Officials
The Honorable Robert Garcia, Mayor
Lena Gonzalez, Councilwoman, District 1
Dr. Suja Lowenthal, Vice Mayor and Councilmember, District 2
Suzie Price, Councilwoman, District 3
Daryl Supernaw, Councilman, District 4
Stacy Mungo, Councilwoman, District 5
Dee Andrews, Councilman, District 6
Roberto Uranga, Councilmember, District 7
Al Austin II, Councilmember, District 8
Rex Richardson, Councilmember, District 9

City Departments
City Manager
City Prosecutor
Department of Health and Human Services
Department of Development Services
Disaster Preparedness and Emergency Communications
Long Beach Fire Department
Long Beach Police Department
Long Beach Public Library
Technology and Innovation Department

Long Beach College Promise

Office of the Mayor
Long Beach Unified School District
  Office of the Superintendent
  Equity, Access and College and Career Readiness
  Male Academy
Long Beach City College
  Student Support Services
California State University Long Beach
  Math Collaboration
  Student Services
  University Outreach and School Relations

Los Angeles County

Department of Mental Health
Probation Department

Community Organizations

100 Black Men
Building Healthy Communities Long Beach
California Conference for Equality and Justice
The California Endowment
Centro CHA
Comprehensive Child Development
Educated Men with Meaningful Messages
Filipino Migrant Center
Gay-Straight Alliance Network
Helpline Youth Counseling
Jordan WRAP Afterschool Program
Long Beach Community Action Partnership
Long Beach Memorial Medical Center
Long Beach Public Library Foundation
Long Beach Ministers Alliance
Molina Healthcare
Operation Jump Start
Pacific Gateway Workforce Investment Network
St. Mary's Medical Center
Success in Challenges
United Cambodian Community
Why'd You Stop Me?

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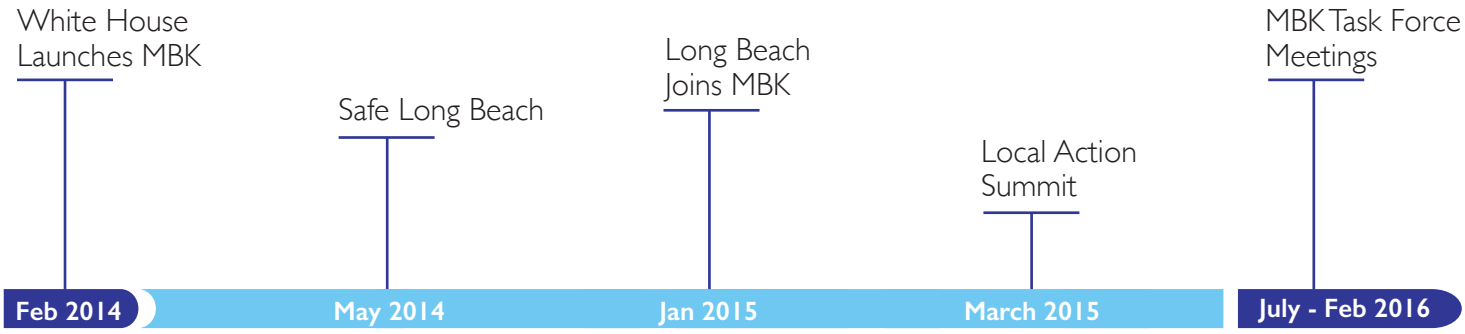
MY BROTHER'S KEEPER

A HISTORIC CHALLENGE, AN UNPRECEDENTED OPPORTUNITY

MY BROTHER'S KEEPER LONG BEACH TIMELINE



In February 2014, President Obama launched the My Brother's Keeper (MBK) initiative to address persistent opportunity gaps faced by boys and young men of color. Later that year, the Obama Administration issued the MBK Community Challenge as a call to action for cities, towns, counties and tribal nations to build and execute "cradle to college and career" plans around six crucial milestones for success:

1. Enter School Ready to Learn
2. Read at Grade Level by Third Grade
3. Graduate From High School Ready for College and Career
4. Complete Post-Secondary Education or Training
5. Successfully Enter the Workforce
6. Safe From Violence and Provided Second Chances

The national Task Force further identified areas of opportunity or priorities spanning across all milestones, which cities and communities can choose to focus their efforts.

THE CITY OF LONG BEACH ACCEPTS THE CHALLENGE

Long Beach has been recognized as a richly diverse community long before *USA Today* ranked it as the most diverse city in the country in 2007. More recently, a May 2015 report from WalletHub rated Long Beach as the ninth most ethno-racial and linguistically diverse community in the nation.[1] Recent data indicates that 40.8% of Long Beach's population is Latino, 29.4% Caucasian, 13% African American, 12.6% Asian, 1.1% Pacific Islander, .3% American Indian and Alaskan, 2.7% two or more races and .2% other.[2] It has a large lesbian, gay, bisexual, transgender and queer (LGBTQ) community, as well as a significant immigrant and refugee population. The Asian population is made up of mostly Cambodians and Filipinos[3], and in fact, Long Beach is home to the largest Cambodian population outside of Southeast Asia.[4]

Recognizing that the City is well-positioned to become a My Brother's Keeper community, the Long Beach City Council (City Council) directed the City Manager to report on how the City could respond to the Challenge and improve conditions for boys and young men of color in Long Beach. The City Council received and filed the City Manager's report in January 2015. Upon this action, the City Council voted to accept the MBK Community Challenge.

COMMUNITY ENGAGEMENT

"Our City's commitment to President Obama's My Brother's Keeper initiative brings together every corner of our City to support our young people. The Task Force is a collaborative effort that builds on the City's commitment to keeping our youth safe, healthy, and on track for success in their education and careers."
Rex Richardson, Councilmember, District 9

The City hosted the MBK Community Challenge Local Action Summit at Ernest McBride Park in March 2015. More than 160 participants representing government and non-governmental agencies, faith-based and community groups, community members and youth participated in the Summit. Participants had the opportunity to provide input on each of the six

MBK milestones, articulating priorities, identifying key programs, and pinpointing critical gaps.

Following the Summit, Mayor Garcia convened the Long Beach MBK Task Force (Task Force), a broad-based group comprised of more than 40 representatives, consisting of City officials, educators, law enforcement; local hospital executives, faith- and community-based organizations. The Task Force is staffed by personnel from the Office of the Mayor, the City's Development Services Department, and the Technology and Innovation Department. Bloomberg Associates, a consulting group whose mission is to help city governments improve the quality of life of their citizens; and PolicyLink, a national research and action institute that advances the creation of sustainable communities of opportunity that enable everyone to participate and prosper, have provided consultation on a pro-bono basis to City staff and the Task Force on the development of the MBK Local Action Plan.

The Task Force met throughout 2015 and convened again in February 2016. During these meetings, Task Force members reviewed the Summit's proceedings, provided input, and through a voting process identified which priorities from among those proposed by the White House were determined to be most appropriate for Long Beach.

Through much discussion, a rich body of input and insight began to emerge from the process, from which City staff was able to shape the MBK Local Action Plan.

OVERARCHING THEMES

During the Task Force meetings, certain overarching themes emerged that informed the creation of the Plan:

- No wrong door for access to services
- Collective impact approach
- The life course perspective
- Improved coordination and enhanced continuums of care
- Increased transparency
- Restorative justice practices

These themes will form the basis of core values and guiding principles that will be fleshed out in the Implementation Plan.

STRATEGIC ALIGNMENT WITH SAFE LONG BEACH, THE CITY'S VIOLENCE PREVENTION PLAN

Many of the MBK Community Challenge goals are in strategic alignment with *Safe Long Beach*, the City's Violence Prevention Plan. Although *Safe Long Beach* is a large effort to reduce violence and enhance protective factors among Long Beach residents, the City recognizes that special attention must be paid to boys and young men of color, as data continually illustrates that men of color are disproportionately exposed to violence in their communities,[5] overrepresented in the criminal justice and child welfare systems, and underrepresented in the employment and education sector. Therefore, the MBK Local Action Plan, while "housed" under *Safe Long Beach*, will retain its own governance structure to ensure focus on its objective of improving outcomes boys and young men of color.

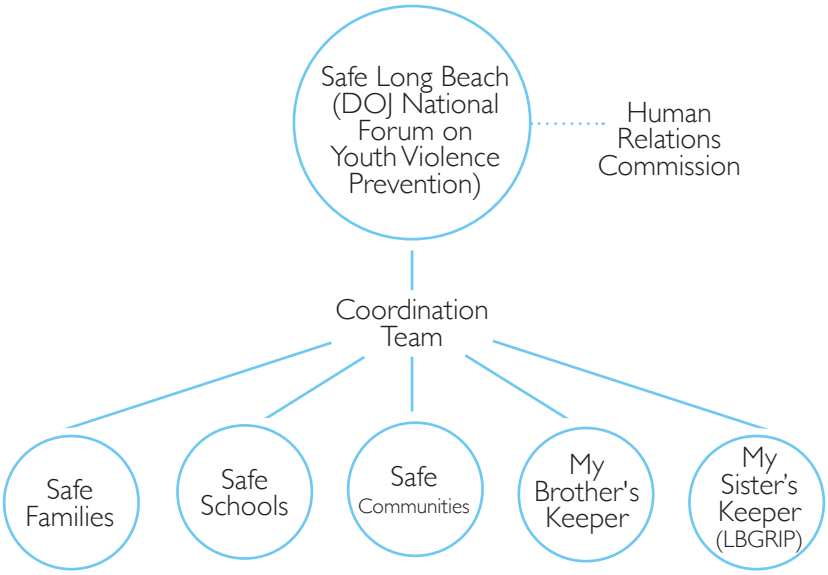
GOVERNANCE

The original Task Force will evolve to the MBK Advisory Council, and will provide oversight and accountability monitoring for the implementation of the Local Action Plan. The Joint-Use Committee consisting of key elected officials from the City of Long Beach and the Long Beach Unified School District will provide policy guidance and systems coordination. Operationally, this new advisory council will be a workgroup of *Safe Long Beach* in order to ensure ongoing policy and strategic alignment as well as facilitate direct lines of communication to the Director of Development Services, the City Manager, and the Office of the Mayor. The MBK Advisory Council will ensure that the MBK Local Action Plan maintains its independent focus under *Safe Long Beach.*

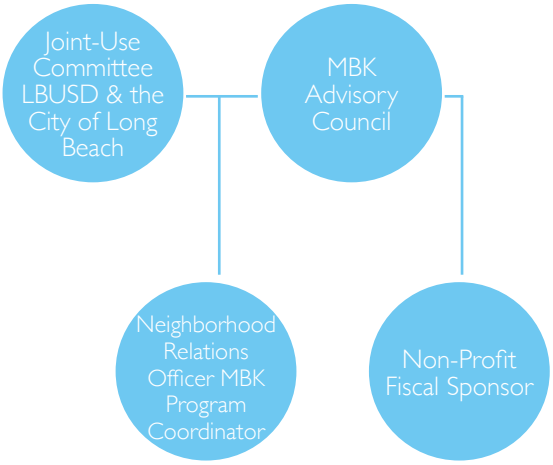
The MBK Advisory Council and the implementation of the MBK Local Action Plan will be staffed by the City's Neighborhood Relations Officer, and funding will be sought to support the new position of MBK Program Coordinator.

Fiscal sponsorship of the MBK Local Action Plan will be provided on two fronts. First, by the City of Long Beach as it pertains to government funding. Secondly, for corporate and foundation funding, a separate non-profit organization will be selected that has the necessary capacity to provide fiduciary oversight, financial management and other administrative operations to support the collaborative work that the MBK Local Action Plan will entail. This will allow maximum opportunities for resource and fund development as well as help facilitate greater community transparency and accountability.

SAFE LONG BEACH



MY BROTHER'S KEEPER



CONCEPTS THAT HAVE IMPLICATIONS ACROSS ALL INITIATIVES AND SUPPORT SYSTEMWIDE SHIFTS

The MBK Local Action Plan will align and improve coordination among existing programs that focus on boys and young men of color as well as integrate new initiatives. The combination of public and private sector programs, aligned under the lens of improving outcomes for boys and young men of color, will establish a new system to respond to the needs of, and improve the outcomes for, this vulnerable population. As data collection is improved and emerging practices are documented, overall system responses to the needs of boys and young men of color will improve. With this in mind, several foundational concepts have been identified that "cross cut" throughout all of the components of this plan and are expected to be integrated in the implementation across both public and private programs and services:

Life-Course Perspective A multidisciplinary approach to assessing, understanding and responding to the needs of an individual or family, Life Course Perspective includes assessing the impacts of history, geographic location, timing in a life, heterogeneity or variability, social ties, personal control, and how the past shapes our lives.[6]

Trauma-Informed Approach The Substance Abuse and Mental Health Services Administration (SAMHSA) defines trauma informed as: "…an understanding of trauma and an awareness of the impact it can have across settings, services, and populations. It involves viewing trauma through an ecological and cultural lens and recognizing that context plays a significant role in how individuals perceive and process traumatic events, whether acute or chronic."[7]

Youth Engagement The City has integrated young men of color in every step of the Plan development process, and will continue to do so during implementation planning as well as during governance and actual implementation.

Focus on Boys and Young Men of Color The purpose of this Plan is to identify existing best practices, and emerging or promising new practices, that over time will improve the outcomes for boys and young men of color. It is recognized that boys and young men of color may need services that are tailored to their specific and unique needs. Therefore, wherever possible, resources will be dedicated to ensure that all initiatives are able to track and adjust program responses to the unique needs of this Plan's target population.

Not all Boys and Young Men of Color Have the Same Needs It is recognized that not enough attention is being paid to the needs of certain subgroups of youth, such as Lesbian, Gay, Bisexual, Transgender, and Queer (and/or questioning) (LGBTQ), Cambodian, or undocumented youth, to mention a few. Sensitivity to the diversity

that makes up boys and young men of color in Long Beach is important to note and, wherever possible, resources and data tracking will be dedicated to ensuring that the diverse needs of each subgroup of boys and young men of color are addressed and outcomes are tracked.

Open Source Data As part of the Implementation Plan, the City will begin next steps to execute its new Open Data policy in 2016. As a result, to support decision-making and promote transparency, collaboration and innovation, the City will first prioritize the release of economic development data and launch dashboards which will be made available to both internal and external stakeholders.

IMPLEMENTATION

A multiyear, interdisciplinary approach to implementing the MBK Plan will be necessary to fully remedy the inequities facing boys and young men of color. The Task Force will be reconvened to develop a comprehensive implementation strategy. Many questions that were not answered through the planning process will be explored, addressed and documented during this implementation phase. Examples of topics to be explored during implementation planning include, but are not limited to:

- Addressing the lack of data for boys and young men of color as well as for specific subgroups, such as LGBTQ, Cambodian and undocumented youth.
- Supporting successful programs that target at-risk youth to develop and track methods focused on boys and young men of color.
- Identifying ways to integrate promising and emerging practices from community-based and community-led efforts on an ongoing basis.
- Recognizing methods for integrating trauma-informed approaches and life-course perspectives into the initiatives.
- Identifying mechanisms for identifying, tracking and documenting what practices work best when serving boys and young men of color.
- Assessing how the City can examine racial-equity impacts in all of its policies and initiatives.
- Identifying shared measurements.

Additionally, during this planning phase, the Task Force will examine and integrate the overarching themes that emerged during the Task Force meetings to form the core values or guiding principles for implementation.

Finally, the implementation strategy must also account for how future City and community leaders will continue to refresh the Plan and continue its work to facilitate the elimination of the disparities that exist for boys and young men of color. The implementation strategy will be completed within 90 days of the publication of the MBK Local Action Plan.

MILESTONES

01

ENTER SCHOOL READY TO LEARN

02

READ AT GRADE LEVEL BY THIRD GRADE

03

GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE & CAREER

MY BROTHER'S KEEPER
LONG BEACH

FOR SUCCESS

COMPLETE POST-SECONDARY EDUCATION AND TRAINING

SAFE FROM VIOLENCE & PROVIDED SECOND CHANCES

04 05 06

SUCCESSFULLY ENTER THE WORKFORCE

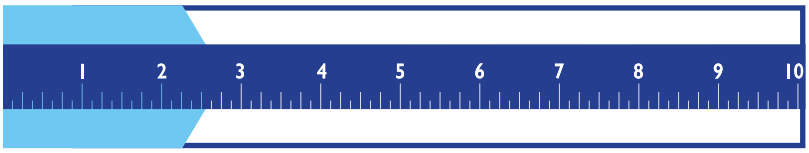
“THERE IS SO MUCH LEARNING THAT HAPPENS BEFORE A KINDERGARTENER STEPS INTO CLASS. WE NEED TO ENSURE THAT OUR CHILDREN – ESPECIALLY OUR MOST VULNERABLE – ARE ON TRACK BEFORE THEIR FIRST DAY OF ELEMENTARY SCHOOL.”

- LONG BEACH COMMUNITY LEADER

MILESTONE 01 ENTER SCHOOL READY TO LEARN

ALL CHILDREN SHOULD HAVE A HEALTHY START AND ENTER SCHOOL READY – COGNITIVELY, PHYSICALLY, SOCIALLY AND EMOTIONALLY.

THE LONG BEACH CHALLENGE



27.1% OF **CHILDREN** UNDER 5 YEARS OLD IN LONG BEACH ARE **LIVING IN POVERTY.**[8]

CHILDREN UNDER 18 LIVING IN POVERTY[9]

- 32% **AFRICAN-AMERICAN**
- 33% **LATINO**
- 33% **CAMBODIAN**
- 9% **CAUCASIAN**

7.3% OF **LOW INCOME CHILDREN** IN LONG BEACH ARE BORN **UNDERWEIGHT.**

A DISPROPORTIONATE 12.2% OF **AFRICAN-AMERICAN** BABIES HAVE **LOW BIRTH WEIGHT.**[12]

OUT OF ALL CITIES IN CALIFORNIA, LONG BEACH HAS THE HIGHEST RATE OF OBESITY AND OVERWEIGHT, LOW-INCOME 2-5 YEAR OLDS IN THE STATE.[13]

AFRICAN-AMERICANS ARE DISPROPORTIONATELY REPRESENTED AT **INFANT DEATH RATES** (OCCURRING AT LESS THAN 365 DAYS OF AGE), WITH 2X THE NUMBER OF OCCURRENCES THAN **LATINO** AND **ASIAN** PEERS AND 10X THE AVERAGE RATE FOR **CAUCASIANS.**[14]

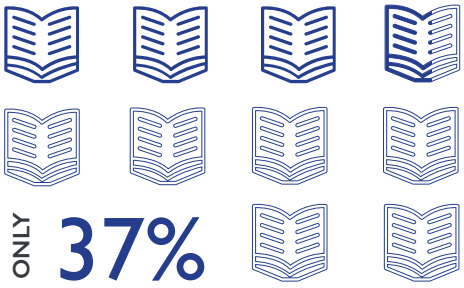
RESEARCH SUGGESTS THAT LOW-INCOME CHILDREN HAVE A

G A P

OF 30 MILLION WORDS

BY THE TIME THEY REACH **KINDERGARTEN**, COMPARED TO THEIR MORE AFFLUENT PEERS.[11]

AFRICAN-AMERICAN CHILDREN MAKE UP 18% OF PRESCHOOL ENROLLMENT, BUT 48% OF PRESCHOOL CHILDREN SUSPENDED MORE THAN ONCE. **BOYS** RECEIVE MORE THAN 3 OUT OF 4 OUT-OF-SCHOOL PRESCHOOL SUSPENSIONS.[15]



ONLY 37%

OF LOW INCOME CHILDREN IN LONG BEACH ARE READ TO ON A DAILY BASIS.[10]

MY BROTHER'S KEEPER
LONG BEACH

IT IS A COLLABORATIVE EFFORT TO ENSURE THAT OUR CHILDREN ENTER SCHOOL READY TO LEARN.

CRITICAL PRIORITIES

1. CLOSE THE WORD GAP
2. SUPPORT ENRICHING HOME ENVIRONMENT
3. PROVIDE UNIVERSAL EARLY HEALTH DEVELOPMENT SCREENINGS

THE SOLUTIONS

- LONG BEACH HOME VISITATION COLLABORATIVE
- UNIVERSAL PRESCHOOL
- ESTABLISH A CITYWIDE EARLY CHILDHOOD EDUCATION PLAN

MILESTONE 01 ENTER SCHOOL READY TO LEARN

ALL CHILDREN SHOULD HAVE A HEALTHY START AND ENTER SCHOOL READY – COGNITIVELY, PHYSICALLY, SOCIALLY AND EMOTIONALLY.

SOLUTIONS

Long Beach Home Visitation Collaborative

The Long Beach Home Visitation Collaborative is a network of approximately 20 service providers committed to leading families with children ages 0-5 towards resiliency and self-sufficiency. Its overarching goal is to create a seamless, coordinated, high-quality and sustainable continuum of services for families with children ages 0-5, particularly those with certain risk factors, such as poverty, child abuse or neglect. In Long Beach, the approach has been universal, with services offering preventive care, education, and screening services to all families regardless of their socio-economic status or risk factors. If risk factors are detected during a home visit, the family can then be referred for more targeted services.

Universal Preschool

Long Beach Mayor Robert Garcia has committed to the implementation of universal preschool, or preschool that is made available to any child, regardless of family income, children's abilities, or other factors[16], with the goal of enrolling 100% of eligible low-income children in preschool by 2018. Currently 81% of eligible children are enrolled. [17] To begin working toward this goal, the Long Beach Unified School District (LBUSD) has recently added 800 preschool slots to its early education programs. These slots are funded by Title 1[18] to ensure accessibility to low-income children, and will be allocated throughout the City, including the high need zip codes of 90805 (North Long Beach) and 90810 (West Long Beach). Additionally, LBUSD will be building a new Educare[19] site in North Long Beach, which will have the capacity to enroll additional low-income, at-risk children. This will be the first Educare site in Southern California.

RENEWED INITIATIVE

Establish a Citywide Early Childhood Education Plan

The City of Long Beach will re-appoint an Early Childhood Coordinator, to be housed in the Department of Health and Human Services.[20] In partnership with the City's existing Long Beach Early Childhood Education (ECE) Committee (a long-standing collaboration of more than 40 agencies that work with young children), the Coordinator will be responsible for developing a new comprehensive early education and development plan. The Plan will include a capacity assessment to determine what is needed to serve all children in high-quality early education settings, an examination of the resources and strategies needed to achieve this level of access, a determination of what is needed to support parents to create enriching home environments, and an assessment of what is needed by providers to better support the success of boys of color and the needs of young children experiencing trauma. The Plan will build upon the most recent Early Childhood Education Community Plan, which covered years 2009-2014.

"LEARNING TAKES PLACE IN THE CLASSROOM, AT HOME, IN THE LIBRARY, AND EVEN ON THE PLAYGROUND. IT IS UP TO US TO CREATE HEALTHY LEARNING ENVIRONMENTS WHICH FOSTER OPPORTUNITIES FOR GROWTH AND DEVELOPMENT."

- LONG BEACH ELEMENTARY SCHOOL TEACHER

MK

MILESTONE 02 READ AT GRADE LEVEL BY THIRD GRADE

ALL CHILDREN SHOULD BE READING AT GRADE LEVEL BY AGE 8 - THE AGE AT WHICH READING TO LEARN, AND NOT JUST LEARNING TO READ, BECOMES ESSENTIAL.

THE LONG BEACH CHALLENGE

READING PROFICIENCY AT THIRD GRADE IS A CRITICAL PIVOT POINT. BY FOURTH GRADE, CHILDREN NEED TO HAVE LEARNED TO **EXTRACT AND ANALYZE NEW INFORMATION AND EXPAND THEIR VOCABULARIES BY READING**, BUT STRUGGLING READERS RARELY CATCH UP WITH THEIR PEERS ACADEMICALLY.[28]

THOSE STRUGGLING STUDENTS ARE DISPROPORTIONATELY **POOR STUDENTS AND STUDENTS OF COLOR**.[29]

IN 2012-2013 **52%** OF ALL ELEMENTARY GRADE STUDENTS (GRADES 2-5) PERFORMED **AT GRADE LEVEL OR ABOVE**[23-24]

- 47% **AFRICAN-AMERICAN**
- 48% **LATINO**
- 71% **ASIAN**
- 80% **CAUCASIAN**

MET OR EXCEEDED LBUSD K-2 ELEMENTARY FOUNDATIONAL **READING SCORE**S IN 2014-2015[25]

- 62% **AFRICAN-AMERICAN**
- 63% **LATINO**
- 78% **CAUCASIAN**

WHILE DATA IS NOT AVAILABLE SPECIFICALLY FOR CAMBODIAN STUDENTS, **75%** OF **ASIAN STUDENTS** MET OR EXCEEDED K-2 FOUNDATIONAL READING SCORES IN 2014-2015.[26]

IN 2015, **36%** OF LBUSD THIRD GRADE STUDENTS **MET OR EXCEEDED** ENGLISH/LANGUAGE ARTS (ELA) STANDARDS ON THE SMARTER BALANCED ASSESSMENT CONSORTIUM **(SBAC) TESTS.**[21]

51% OF LBUSD 3RD GRADE STUDENTS **MET END-OF-YEAR READING BENCHMARKS** IN 2015.[22]

CHRONIC ABSENTEEISM IN ELEMENTARY SCHOOLS IS A PROBLEM THAT AFFECTS **18.8%** OF AFRICAN-AMERICAN AND **10.6%** LATINO STUDENTS, MORE THAN **7.7%** CAUCASIAN STUDENTS IN LONG BEACH.[32]

FOR CHILDREN IN **POVERTY,** A STUDENT IS **13X** **LESS LIKELY** TO GRADUATE ON TIME.[31]

STUDENTS WHO ARE **NOT PROFICIENT** AT GRADE LEVEL BY **THIRD GRADE** ARE **4X** **LESS LIKELY** TO GRADUATE BY **AGE 19** THAN THOSE WHO DO READ PROFICIENTLY BY THAT TIME.[30]

MET OR EXCEEDED LBUSD ELEMENTARY READING BENCHMARKS IN 2014-2015[27]

- 53% **AFRICAN-AMERICAN**
- 55% **LATINO**
- 80% **CAUCASIAN**

WHILE DATA IS NOT AVAILABLE SPECIFICALLY FOR CAMBODIAN STUDENTS, **73%** OF **ASIAN STUDENTS** MET OR EXCEEDED ELEMENTARY READING BENCHMARKS.[27]

PROFICIENT READING IS A CRITICAL SKILL NEEDED IN ORDER TO KEEP OUR YOUNG PEOPLE ON A PATH OF SUCCESS.

CRITICAL **PRIORITIES**

1

SUPPORT JOINT BOOK READING AND IN-HOME LITERACY

THE **SOLUTIONS**

- LONG BEACH CAMPAIGN FOR GRADE LEVEL READING
- LBUSD LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
- READING PARTNERS AND LITERACY MENTORS

MILESTONE 02 READ AT GRADE LEVEL BY THIRD GRADE

ALL CHILDREN SHOULD BE READING AT GRADE LEVEL BY AGE 8 - THE AGE AT WHICH READING TO LEARN, AND NOT JUST LEARNING TO READ, BECOMES ESSENTIAL.

SOLUTIONS

Long Beach Campaign for Grade Level Reading

The Long Beach Campaign for Grade Level Reading is a national effort to increase the number of children reading by third grade. In 2012, the Long Beach Public Library Foundation accepted the role of Lead Convener for the City of Long Beach and created a Community Solution Action Plan (CSAP) that outlined a strategy of how Long Beach would increase the number of low income students reading by third grade. The effort is currently coordinated by a volunteer group of collaborative partner agencies and organizations who have formed a Grade Level Reading Coalition, working directly with the Campaign's California state liaison to update the CSAP and move the work forward. The Coalition is focused on three goals: increasing kindergarten readiness, reducing chronic absence and improving summer learning through book distributions, reading programs, parent engagement, and other efforts, with a long term goal of increasing the number of third graders reading at grade level.

LBUSD Local Control Accountability Plan (LCAP)

In California, each school district must engage parents, educators, employees and the community to establish a Local Control Accountability Plan (LCAP) to address the new funding formula for public schools, the Local Control Funding Formula (LCFF). LCFF creates funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes. There are eight areas established by the state as priority areas that every LCAP must address. However, school districts are free to identify additional goals related to local priorities. In Long Beach, the following goal has been established to support the broader outcome of proficiency in English/Language Arts and Mathematics: *"All schools will develop action plans to increase proficiency rates in English/Language Arts and Mathematics on the SBAC assessments. Schools will specifically address the needs of their underperforming subgroups."*

LBUSD will work proactively with individual schools and with community partners such as the Campaign for Grade Level Reading, to increase the percentage of third graders reading at or above grade level. The Campaign's goal is to double the current percentage of third graders reading at grade level by 2020.

NEW INITIATIVE

Reading Partners and Literacy Mentors

Research shows that regular twice weekly one-on-one reading time between a

"reading partner" and a struggling[33] young reader has a significant positive impact on student reading proficiency.[34] There are several classroom reading programs throughout the City involving local service clubs, nonprofit organizations, corporate volunteer groups, parents, and other stakeholders to read to children in preschool and K-3 classrooms. An additional national promising practice[35] currently implemented in Long Beach is "Reach Out and Read," which uses pediatricians to provide parents with guidance and encouragement to read to their children. Connecting these programs under the MBK umbrella in a collaborative effort, including partnering with LBUSD, will facilitate greater leverage of resources leading to greater reach and impact. Priority neighborhoods are those where there are significant communities of color.

"SCHOOL GIVES ME THE DRIVE TO GO TO COLLEGE AND PUSHES ME TO ACHIEVE MORE."

-LONG BEACH YOUTH

MY BROTHER'S KEEPER
LONG BEACH

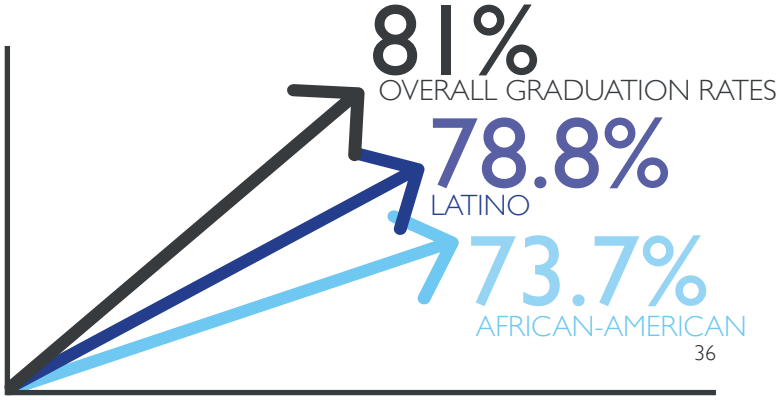
MILESTONE 03 GRADUATING FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER

EVERY AMERICAN CHILD SHOULD HAVE A POSTSECONDARY OPTION.

THE LONG BEACH CHALLENGE

WHILE LBUSD HAS ENJOYED AN INCREASE IN HIGH SCHOOL GRADUATION RATES OVER THE PAST THREE YEARS, THE GRADUATION RATES OF **AFRICAN-AMERICAN** AND **LATINO** STUDENTS LAG BEHIND.

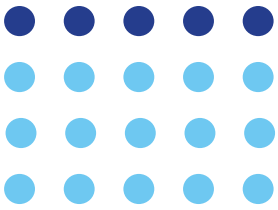
THE GRADUATION RATE FOR CAMBODIAN STUDENTS FOR 2013-2014 WAS **85.7%,** ALMOST FIVE POINTS HIGHER THAN THE DISTRICT AVERAGE. [37]



36

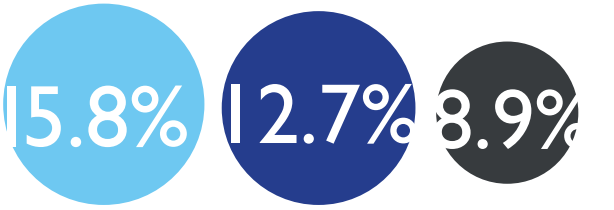
MORE THAN **70%** OF STUDENTS ENROLLED IN HIGH SCHOOL IN LONG BEACH QUALIFY FOR **FREE OR REDUCED LUNCH**, A STANDARD INDICATOR OF LOW-INCOME STATUS.[38]

MOREOVER, MORE THAN **25%**



OF STUDENTS ENROLLED IN HIGH SCHOOL **IN LONG BEACH LIVE IN POVERTY,** WHICH **EXCEEDS** THE POVERTY RATE FOR HIGH SCHOOL STUDENTS **STATE-WIDE**.[38]

CHRONIC ABSENTEEISM IN HIGH SCHOOL IS ALSO AN ISSUE FOR THE AFRICAN-AMERICAN AND LATINO YOUNG POPULATION.

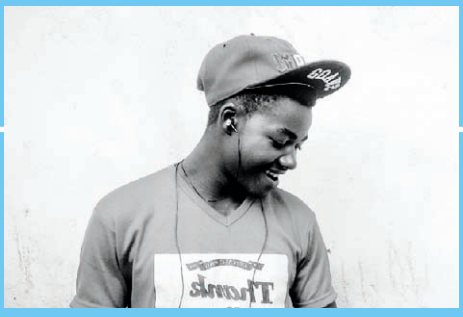


WHILE DATA SPECIFICALLY FOR CAMBODIAN STUDENTS IS NOT AVAILABLE, CHRONIC ABSENTEEISM AMONG ASIAN STUDENTS IS 7.1%.[41]

RESEARCH SUGGESTS THAT **POOR STUDENTS** ARE **5X MORE LIKELY** TO DROP OUT OF HIGH SCHOOL THAN THEIR MORE AFFLUENT PEERS.[39]

ALTHOUGH SCHOOL SUSPENSION RATES IN LONG BEACH HAVE BEEN SIGNIFICANTLY DECLINING OVER THE YEARS, **AFRICAN-AMERICAN** RATES ARE STILL SIGNIFICANTLY HIGHER THAN THAT OF ITS PEERS.
IN THE 2014-2015 PERIOD, THE SUSPENSION RATE FOR THIS GROUP WAS AT **8.1%**; WHILE ITS PEERS WERE AT **2.8%** FOR LATINOS, **1.5%** FOR ASIANS (**.83%** FOR CAMBODIAN STUDENTS) AND **1.4%** FOR CAUCASIANS. [40]

DATA FOR ALL OF THE ABOVE EDUCATION STATISTICS ARE NOT AVAILABLE FOR STUDENTS WHO ARE LGBTQ OR UNDOCUMENTED, AND ONLY SOME STATISTICS ARE AVAILABLE FOR CAMBODIAN STUDENTS.



LONG BEACH IS COMMITTED TO IDENTIFYING RESOURCES THAT ALLOW YOUTH TO GRADUATE.

CRITICAL PRIORITIES

1. MAINTAIN MOMENTUM IN TURN-AROUND OF LOW PERFORMING SCHOOLS
2. RECOGNIZE AND ACT ON EARLY WARNING SIGNALS
3. ENCOURAGE USE OF FAIR DISCIPLINE PRACTICES

THE SOLUTIONS

- THE LONG BEACH COLLEGE PROMISE
- LBUSD ALL IN CAMPAIGN
- MENTORING PROGRAMS

MILESTONE 03 GRADUATING FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER

EVERY AMERICAN CHILD SHOULD HAVE A POSTSECONDARY OPTION.

SOLUTIONS

The Long Beach College Promise

The College Promise strives to improve three key experiences for students: college preparation, college access, and college success. A unique partnership between the City, LBUSD, Long Beach City College (LBCC), and California State University, Long Beach (CSULB), which provides a free year of tuition at LBCC, guaranteed admission to CSULB, early outreach, intensive support, and much more along the way – starting as early as elementary school. In 2009, one year after the College Promise was implemented, more than 70% of LBUSD graduates immediately enrolled in college in the fall semester, representing a 10-point increase in enrollment over a three year period. While serving all students, the Long Beach College Promise targets those traditionally underrepresented in higher education, inclusive but not limited to students of color.[42]

LBUSD All In Campaign

In partnership with the City, LBUSD launched the *All In* campaign, a strategic initiative designed to address truancy, which research suggests is a major factor correlated with low graduation rates for males of color. Although the *All In* campaign will eventually be a District-wide effort, it is initially focused on four of the highest-truancy schools. For targeted schools, individualized action plans to address truancy are being developed. Input is being sought from each school's student body, parents, and residents and business owners in the surrounding community.

NEW INITIATIVE

Mentoring Programs

Efforts will examine how to coordinate and integrate new and established mentoring programs in the City under the MBK umbrella to leverage resources, eliminate duplication, and fill any identified gaps in services, ultimately leading to improved graduation rates for young men of color. This will include recruiting mentors for established programs and new programs. The *Safe Long Beach* Mentoring Program is a new effort to connect City of Long Beach employees with middle school-aged youth attending a high-truancy school and who may be struggling academically, emotionally or socially, or otherwise considered "at risk," as part of the City's *Safe Long Beach* efforts. Steps will be taken to ensure that boys and young men of color are served.

"COLLEGE IS THE NEXT STEP I NEED TO START MY CAREER AND STAY ON A POSITIVE PATH."

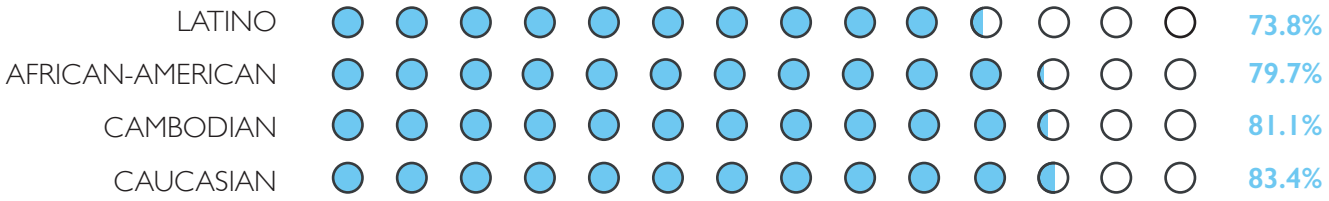
- LONG BEACH YOUTH

MILESTONE 04 COMPLETE POST-SECONDARY EDUCATION OR TRAINING

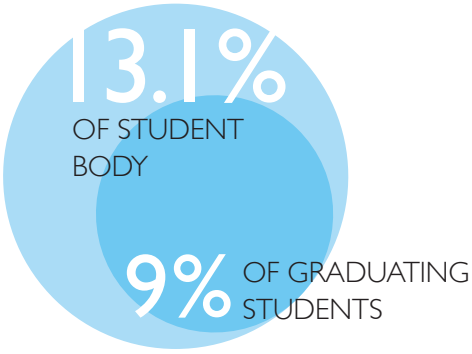
ALL AMERICANS SHOULD RECEIVE THE EDUCATION AND TRAINING NEEDED FOR QUALITY JOBS FOR TODAY AND TOMORROW.

THE LONG BEACH CHALLENGE

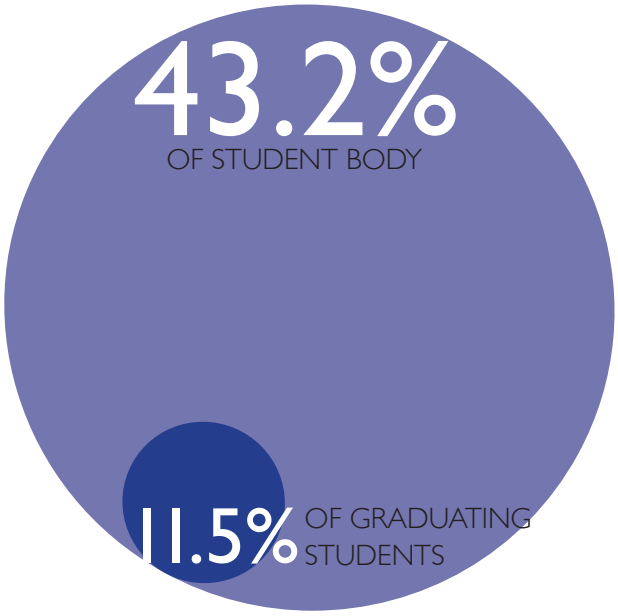
STUDENTS ENROLLED IN A 2 OR 4 YEAR COLLEGE DURING THE 1ST YEAR AFTER HIGH SCHOOL[43]



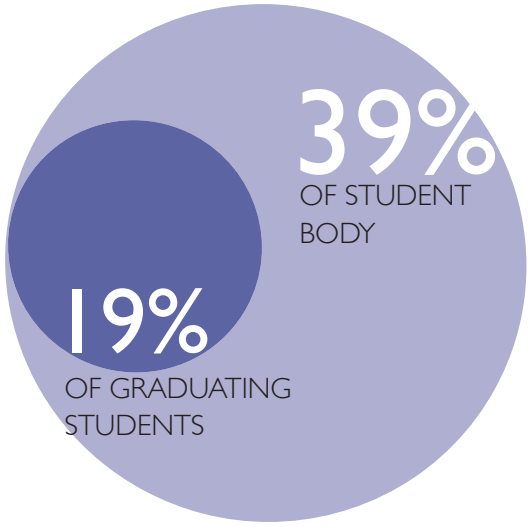
AFRICAN-AMERICAN STUDENTS AT LBCC[44]



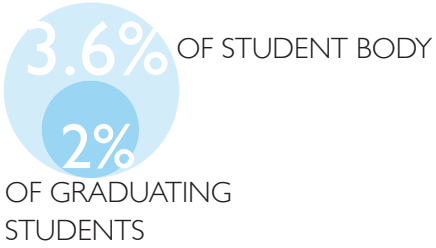
LATINO STUDENTS AT LBCC[44]



LATINO STUDENTS AT CSULB[45]



AFRICAN-AMERICAN STUDENTS AT CSULB[45]



THE WORKFORCE LANDSCAPE HAS EVOLVED OVER THE YEARS. LONG BEACH IS PREPARED TO SUPPORT OUR YOUNG PEOPLE AS THEY TRANSITION INTO THEIR CAREER FIELD OF CHOICE.

CRITICAL PRIORITIES

1. IMPROVE COLLEGE ADVISING SERVICES AND SUPPORT
2. INCREASE DEVELOPMENT AND ADOPTION OF PROMISING AND PROVEN COLLEGE COMPLETION AND TRANSFER STRATEGIES
3. EXPAND THE FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) COMPLETION PROJECT

THE SOLUTIONS

- LBCC PROGRAMS
- CSULB PROGRAMS
- COORDINATINED INFASTRUCTURE FOR YOUTH TRAINING PROGRAMS AND OPPORTUNITIES

MILESTONE 04 COMPLETE POST-SECONDARY EDUCATION OR TRAINING

ALL AMERICANS SHOULD RECEIVE THE EDUCATION AND TRAINING NEEDED FOR QUALITY JOBS FOR TODAY AND TOMORROW.

SOLUTIONS

LBCC Programs

LBCC has made student retention and persistence a priority, with a focus on at-risk youth, via the following programs.

Student Success Plan A Student Success Center is located on each campus, and includes academic support services and supplemental learning for all students and faculty.

Promise Pathways Working with the Long Beach College Promise to help students complete college at a faster rate, Promise Pathways focuses on underrepresented populations, with some of the largest improvements in access to and entry into transfer-level courses made by Latino and African-American students.[46]

Associate Degree for Transfer Allows students to earn AA and AS degrees that are specifically designed for transfer to the CSU system and ensure priority admission to CSUs.

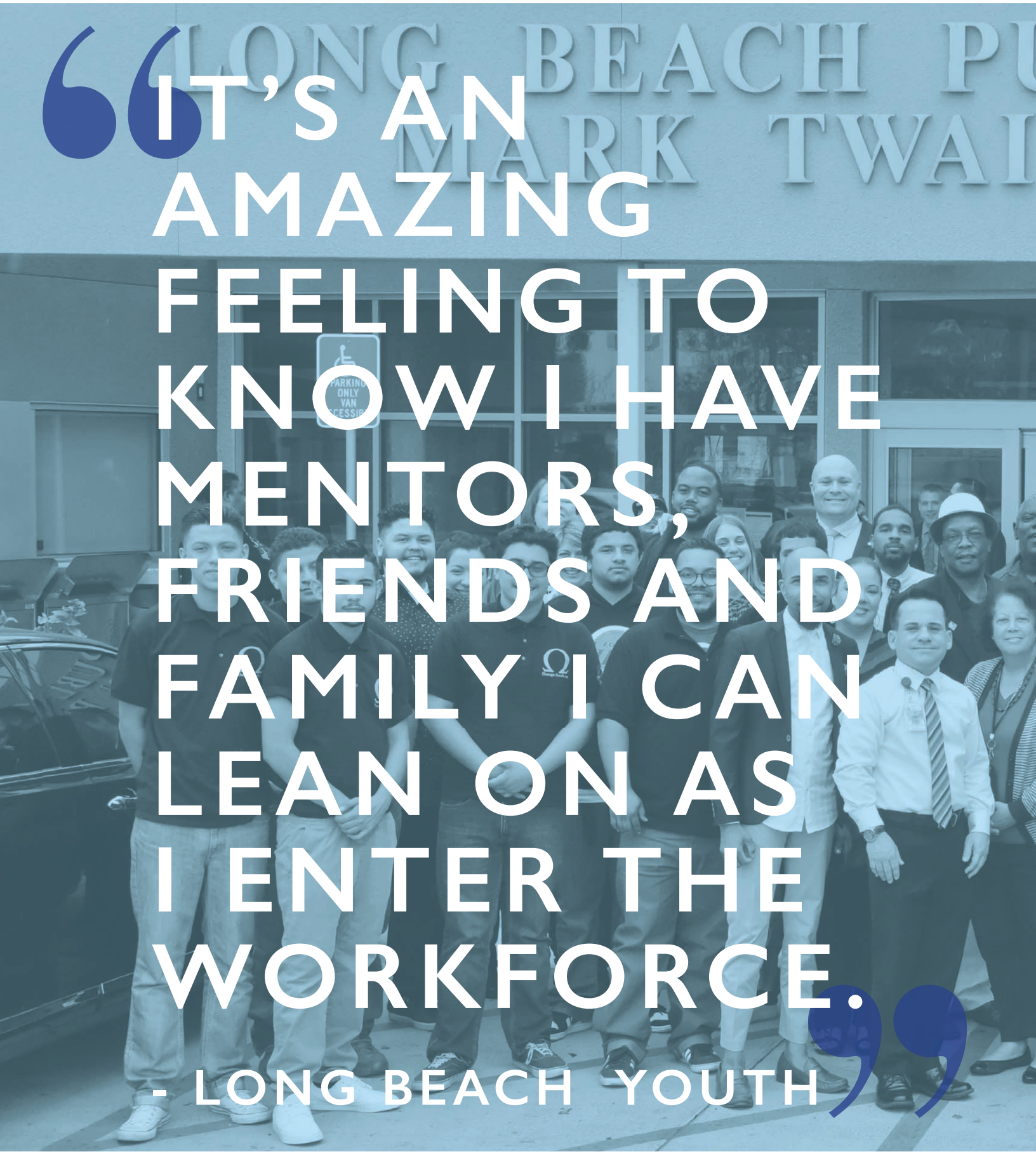
CSULB Programs

CSULB has also made student retention and persistence a priority, with a focus on at-risk youth, through a continuum of programs designed to support, advise, and remove barriers to successful graduation. Programs include: Academic Advising Interventions to Ensure a Timely Graduation, CSULB Student Emergency Intervention Program, First-Year Learning Communities and Mentoring, Educational Opportunity Program, Student Support Services Program, Guardian Scholars Program, and Men's Success Initiative.

NEW INITIATIVES

Create Coordinated Infrastructure for Youth Training Programs and Opportunities

There are many job and employment training programs in the City that target youth. Two of many examples include sports programs that engage youth to be physically active while providing access to services; and LBUSD's 21st Century Learning Career Pathway Schools that provide high school students with sector-specific vocational training. The Pacific Gateway Workforce Development Board is the intermediary that can align all education and training opportunities. Its Asset Mapping and Environmental Scan project represents an important step in the regional workforce development service delivery strategy, and can drive ongoing strategic planning efforts by identifying what regional assets exist Citywide, potential gaps in service delivery structures and strategies, and opportunities to better align workforce assets to increase system throughput and performance. This will result in data and evidence-based strategies to: make more focused and strategic employment service and training investments to maximize system performance and return on investment; explore opportunities to braid funding streams that provide similar services to common customers and target populations; drive organic alignment and efforts to increase system capacity at the provider level; and increase the broader system's alignment with the local employer base and local economic development strategies.



"IT'S AN AMAZING FEELING TO KNOW I HAVE MENTORS, FRIENDS AND FAMILY I CAN LEAN ON AS I ENTER THE WORKFORCE."

- LONG BEACH YOUTH

MY BROTHER'S KEEPER
LONG BEACH

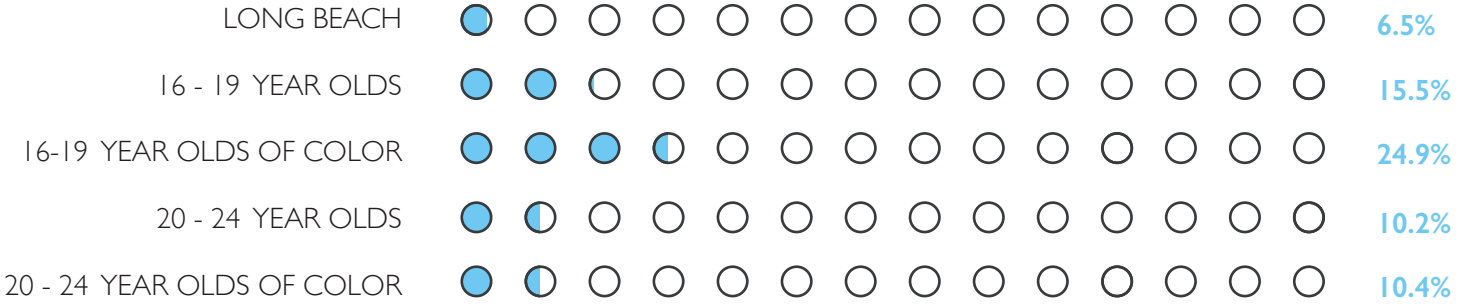
UBLIC LIBRARY
N BRANCH
PARKING
ONLY

MILESTONE 05 SUCCESSFULLY ENTER THE WORKFORCE

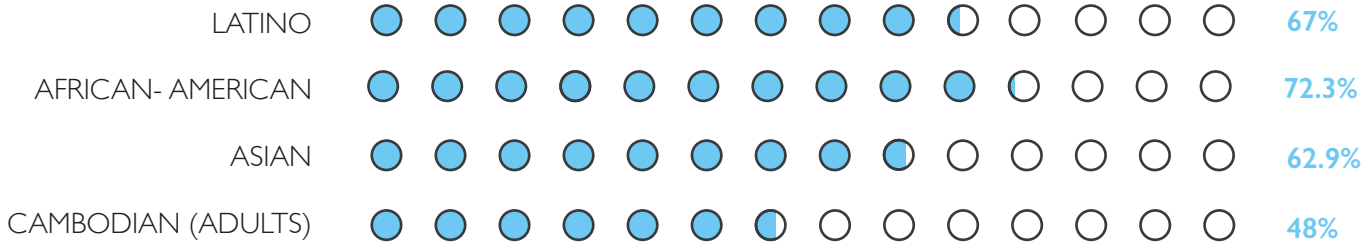
ANYONE WHO WANTS A JOB SHOULD BE ABLE TO GET A JOB THAT ALLOWS THEM TO SUPPORT THEMSELVES AND THEIR FAMILIES.

THE LONG BEACH CHALLENGE

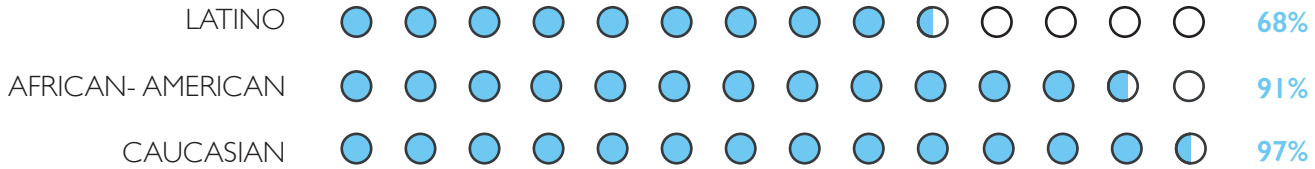
UNEMPLOYMENT RATES[47]



LABOR FORCE PARTICIPATION RATE IN LONG BEACH IN 2012 FOR YOUNG MEN AGES 20-24[48-49]



LONG BEACH YOUTH IN SCHOOL OR WORKING[50]



COMPARABLE DATA IS NOT AVAILABLE FOR CAMBODIAN YOUTH.

LONG BEACH STRIVES TO LOWER THE UNEMPLOYMENT RATE AND PROVIDE WELL-PAYING JOBS FOR RESIDENTS TO SUPPORT THEMSELVES AND THEIR FAMILIES.

CRITICAL **PRIORITIES**

1. EXPAND PRE-APPRENTICESHIP
2. INCREASE AVAILABILITY OF HOLISTIC EMPLOYMENT PROGRAMS
3. INCREASE SUMMER YOUTH EMPLOYMENT OPPORTUNITIES
4. PROVIDE YOUTH WITH INFORMATION AND GUIDANCE REGARDING EMPLOYMENT OPPORTUNITIES

THE **SOLUTIONS**

- MAYOR GARCIA'S LONG BEACH INTERNSHIP CHALLENGE
- YOUTH JOBS PROGRAM
- LONG BEACH FIRST

MILESTONE 05 SUCCESSFULLY ENTER THE WORKFORCE

ANYONE WHO WANTS A JOB SHOULD BE ABLE TO GET A JOB THAT ALLOWS THEM TO SUPPORT THEMSELVES AND THEIR FAMILIES.

SOLUTIONS

Mayor Robert Garcia's Long Beach Internship Challenge

The Mayor's Office launched the Internship Challenge to double the number of internships for youth ages 16-24 from 1,500 to 3,000. The Long Beach Internship Challenge is a collaboration among the city's leading employers, education institutions, and workforce organizations. Working together, this effort will enrich student learning through internships and other career building opportunities, such as pre-apprenticeships and apprenticeships.[51] Pre-apprenticeships will be structured with recognized articulation to apprenticeship openings.

Youth Jobs Program

The Youth Jobs Program is one of many programs of the Pacific Gateway Workforce Investment Network. It focuses on connecting youth to subsidized employment and preparing them for the workplace; and includes training, career exploration, education remediation and other activities provided in partnership with community-based organizations and service providers. In addition, the Youth Jobs Program administers a number of smaller, more specialized initiatives that focus on target youth populations, or specific job sectors, such as the Port of Long Beach Internship Program, or the District 6-Memorial Medical Center Youth Employment Program. Overall, most programs are focused on serving young adults with significant barriers to the workforce, such as skills gaps, access; and other factors, including school incompletion, and contact with the juvenile justice system.

NEW INITIATIVES

Create Coordinated Infrastructure for Youth Training Programs and Opportunities

This new initiative, identified above in Milestone 4, will also have an impact on Milestone 5.

Long Beach First

In September 2015, the City Council voted to implement Long Beach First, a first source hiring agreement. This pilot program will give priority preference to local residents for new job opportunities created through City contracts, and would apply to awards for non-professional services above $100,000 and construction projects between $100,000 and $500,000 for a period of two years. Integrating this important initiative into the MBK Local Action Plan will be included in the MBK Implementation Plan, which will also encourage the expansion of Long Beach First to include internship opportunities.

MK

"I WANT TO BE SUCCESSFUL AND PROVE THAT EVERYONE DESERVES THE CHANCE TO MAKE IT."

- LONG BEACH YOUTH

MILESTONE 06 SAFE FROM VIOLENCE AND PROVIDED SECOND CHANCES

ALL CHILDREN SHOULD BE SAFE FROM VIOLENT CRIME; AND INDIVIDUALS WHO ARE CONFINED SHOULD RECEIVE THE EDUCATION, TRAINING AND TREATMENT NEEDED TO HAVE A SECOND CHANCE.

THE LONG BEACH CHALLENGE

AN ANALYSIS OF FIVE YEARS OF POLICE DATA BY THE *LONG BEACH PRESS-TELEGRAM* INDICATED THAT **AFRICAN-AMERICAN** TEENAGERS HAVE BEEN **CITED AND ARRESTED** IN THE CITY ABOUT **MORE OFTEN** THAN THEIR **CAUCASIAN** COUNTERPARTS.[52]

4X

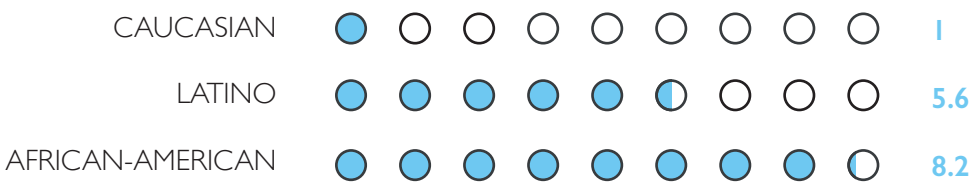
INTENTIONAL INJURY (SELF-INFLICTED AND INTERPERSONAL ACTS OF VIOLENCE INTENDED TO CAUSE HARM) HOSPITALIZATION ANALYSIS INCLUDE FACTORS SUCH AS MENTAL HEALTH PROBLEMS, SOCIAL BEHAVIORAL PROBLEMS, HISTORY OF INCIDENT WITH LAW, AGGRESSIVE BEHAVIOR, EXPOSURE TO VIOLENCE INVOLVEMENT WITH GANGS AND SUBSTANCE ABUSE. IN LONG BEACH, **AFRICAN-AMERICANS UNDER 24 YEARS OF AGE** HAVE HAD HISTORICALLY THE HIGHEST INTENTIONAL INJURY HOSPITALIZATION RATES **(14.8 - 25.4 PER 100,000)**[54]

AFRICAN-AMERICANS BETWEEN THE AGES OF 15-24 ARE ALSO EXCESSIVELY REPRESENTED IN **ASSAULT INJURY** HOSPITALIZATION **(24.4-47.2 PER 100,000, COMPARED TO 7.8-15.4 PER 100,000 RATE OF THEIR CAUCASIAN PEERS)**[55]

AFRICAN-AMERICAN MALES AGED **10-17** ON ACTIVE PROBATION ARE OVERREPRESENTED COMPARED TO **ALL OTHER ETHNIC GROUPS**

WITH **6.35** CASES PER 1,000 INDIVIDUALS [53]

FELONY ARRESTS AMONG MALES AGED 10-17 (CASES PER 1,000 INDIVIDUALS)



DATA FOR CAMBODIAN YOUTH IS NOT CURRENTLY AVAILABLE

THE JUVENILE JUSTICE SYSTEM NEEDS WORK. LONG BEACH IS COMMITTED TO ENSURING PARENTS FEEL SAFE WHEN THEIR CHILDREN WALK OUT OF THE HOUSE.

CRITICAL **PRIORITIES**

1. INTEGRATE PUBLIC HEALTH AND POSITIVE YOUTH DEVELOPMENT STRATEGIES TO REDUCE VIOLENCE
2. REFORM JUVENILE AND CRIMINAL JUSTICE SYSTEMS
3. ENFORCE RIGHTS OF INCARCERATED YOUTH TO A QUALITY EDUCATION
4. GIVE JUSTICE-INVOLVED YOUTH A SECOND CHANCE

THE **SOLUTIONS**

- PROMISING ADULTS, TOMORROW'S HOPE (PATH)
- RESTORATIVE JUSTICE
- JUVENILE DETENTION REFORM

MILESTONE 06 SAFE FROM VIOLENCE AND PROVIDED SECOND CHANCES

ALL CHILDREN SHOULD BE SAFE FROM VIOLENT CRIME; AND INDIVIDUALS WHO ARE CONFINED SHOULD RECEIVE THE EDUCATION, TRAINING AND TREATMENT NEEDED TO HAVE A SECOND CHANCE.

SOLUTIONS

Alternatives to School Discipline – Restorative Justice

LBUSD adopted a resolution in October 2013 to promote positive alternatives to school discipline, including restorative justice approaches. The approach includes training teachers and counselors to implement this method in their classrooms; direct conflict resolution; and community conferencing as an alternative to incarceration. The conflict resolution and community conferencing programs primarily work with young men of Latino and African-American descent.

Restorative justice is an approach to justice that focuses on the needs of the victims and the offenders, as well as the involved community, instead of punishing the offender. For youth, it empowers them to resolve conflicts on their own, while helping to strengthen campus communities, preventing bullying and reducing student conflicts. The literature indicates benefits including drastic reductions in suspension and expulsion rates, with students saying that they feel happier and safer. Key elements in the restorative justice approach for youth in schools includes bringing affected parties together, making amends, and reintegrating students into the classroom community.

NEW INITIATIVES

Promising Adults, Tomorrow's Hope (PATH)

Initiated by City Council directive, the Long Beach City Prosecutor, in collaboration with Pacific Gateway Workforce Investment Network, has developed the Promising Adults, Tomorrow's Hope (PATH) Program. PATH is an adolescent and young adult diversion pilot program set to commence in Fiscal Year (FY) 2016; and is designed to assist disconnected out-of-school or out-of-work residents between the ages of 16-24 years old through a combination of occupational training, life skills development, mentoring, job placement, and post-secondary education as an alternative to criminal prosecution. The City is currently seeking funding opportunities in FY16 to support a "PATH Young Adult Diversion Coordinator" in the City Prosecutor's Office and, separately, the development of a "PATH Young Adult Workforce Strategy" with Pacific Gateway Workforce Investment Board to implement PATH program goals. Funds have been identified from the City Prosecutor's current budget and a private foundation to support the training and education component of PATH.

Juvenile Detention Reform

Long Beach will examine juvenile detention reforms, including reforms currently underway in Long Beach, as well as promising efforts outside of Long Beach. This analysis will help to determine strategies that may work best in Long Beach.

It is important to remember that reform work of this nature can take years to implement and result in positive outcomes. For instance, a pilot program in New York City instituting comprehensive reforms has been in progress for more than 12 years and, over time, has shown dramatic reductions in detention admissions, fewer youth brought to detention by the police, and the closure of one of the City's detention facilities for juveniles. In this example, there has been no measureable decrease in public safety and, in fact, incidents of juvenile crime declined. Critical elements we will seek in reform models will include a validated risk analysis instrument, a broad spectrum of community-based supervision options including a wide-range of residential options, residential options decentralized to the City level, wrap-around supportive services, and revised probation and therapeutic protocols, among other reforms.[56]

THE WORK IS JUST BEGINNING

Although Long Beach has been proactive and forward-thinking with regard to improved outcomes for all young people, and already has many programs and initiatives in place to support these desired results – there is still hard work ahead. Strong convening and facilitation efforts will be necessary to coordinate and integrate all programs into a cohesive plan. Some of the programs and initiatives are housed in City departments, others are implemented by community-based organizations, and yet others are overseen by the school district and institutions of higher education. These entities are separate and discrete, with their own systems and stakeholders, as well as their own protocols for operations and accountability. Uniting these entities under the umbrella of the MBK Local Action Plan will increase impact and scalability to reach boys and young men of color. The Plan will align efforts, strengthen accountability, improve coordination, and increase transparency to community stakeholders. Together we will establish shared outcomes, performance measures, and reporting mechanisms, and work to marshall resources for new initiatives.

Long Beach has a long, successful history of collaboration. Despite its population of nearly half a million people, the City has many "small-town" characteristics that encourage and facilitate cooperation and collaboration across communities for collective problem solving and action. The City is well-poised to face all the challenges presented herein and successfully meet the goals of the MBK Local Action Plan to improve the outcomes of all young people, in particularly, boys and young men of color.

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15. U.S. Department of Education office for Civil Rights.(March, 2014) Issue Brief No 2.
16. National Association for the Education of Young Children. Pre-K (What Exactly Is It?). Retrieved at http://www.naeyc.org/files/tyc/file/PreK-WhatExactlyIsIt.pdf
17. Garcia, R. (2016, January 13). Speech presented at State of the City, Long Beach.
18. Title 1 funds provide financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
19. The Educare model is based on research from early childhood development, education, social work and other allied fields. Four core features compose the Educare model: data utilization embedded professional development, high-quality teaching practices and intensive family engagement.
20. This position is in the approved 2016 City Budget.
21. 2015 SBAC Results provided by LBUSD.
22. Data provided by LBUSD.
23. Data is not available specifically for Cambodian children. More than 50% of Cambodians report less than proficient English speaking ability, with more than 20% reporting no English speaking ability at all. (Adebiyi, Alimat et al. (2013) The State of Cambodia Town)
24. William J., and Alex J. Norman. Local Control Accountability Plan Progress Report – Elementary; Crampton, Op. Cit.
25. LBUSD 2014-2015 Elementary Foundational Reading Scores by Subgroup.
26. Data provided by LBUSD.
27. LBUSD 2014-2015 Elementary Reading Benchmarks by Subgroup.
28. Center for Public Education. (2015) Learning to Read, Reading to Learn. Why third-grade is a pivotal year for mastering literacy. Retrieved at http://www.centerforpubliceducation.org/Main-Menu/Policies/Learning-to-Read-Reading-to-Learn-At-a-Glance/Learning-to-Read-Reading-to-Learn-Full-Report-PDF.pdf
29. As reported by the Center for Public Education, an analysis of reading scores on the 2011 National Assessment of Educational Progress found that the score gap between children from higher- and lower-income families was 29 points. For children of color, the gap was 25 points.
30. Hernandez, Donald J., (2011) Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation
31. Ibid
32. 2014-2015 LBUSD Chronic Absenteeism by Level and Subgroup (10% or more absences). Data provided by LBUSD.
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