



Long Beach, CA **BRONZE**

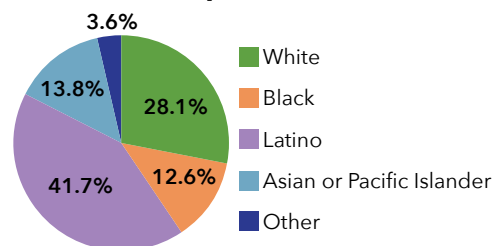
The city of Long Beach, located in the Los Angeles metropolitan area in Southern California, is one of the 10 largest cities in California and 50 largest cities in the country, by population. In the 1920s, Long Beach discovered oil reserves that were among the most productive in the world at the time, which became a cornerstone of the city's economy. Over the years, the city has hosted auto and aircraft manufacturing. Ford Motor Company operated a factory there from the 1920s-1960s, and Douglas Aircraft Company located there for World War II production. To support wartime manufacturing in Long Beach and other cities, the federal government created racially segregated public housing developments to support the influx of workers to factories in cities. The government established an agenda of racial segregation using public housing and market regulations to manipulate housing patterns, and today Long Beach and other cities across the county remain highly segregated by race and class.

Today, Long Beach's economy is centered around its port, which has become one of the busiest in the United States, and the naval base located in the bustling harbor area.¹ Like many places in the country, Long Beach has high levels of income inequality. In 2012, the city's highest earners had incomes nine times that of those with the lowest incomes, placing it among the top 25 large cities in the country with steep levels of inequality.²

The Long Beach Unified School District (LBUSD) is the third largest in California, serving nearly 74,000 students from pre-K to high school at 85 schools located in the cities of Long Beach, Lakewood, Signal Hill, and Catalina Island. Approximately one-fifth of students are English Language

52%
of supports measured through Index

Racial/Ethnic Composition: 2014



U.S. Census Bureau; NHGIS; Woods & Poole Economics, Inc.
Policy Link/PERE National Equity Atlas, nationalequityatlas.org

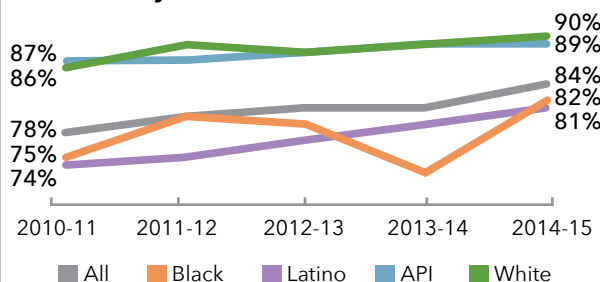
Learners and nearly 70% are from socioeconomically disadvantaged backgrounds. LBUSD is the largest employer in Long Beach, and prides itself for collaborating broadly with the community, including partnerships with more than 1,300 local businesses and thousands of Volunteers in Public Schools (VIPS) that assist teachers and students in classrooms. Long Beach schools have received significant praise and accolades for their success and are often upheld as a model for replication. Still, inequities persist in graduation rates and post-secondary attainment that can likely be attributed to broader inequities in social and economic prosperity. Approximately one-third of children of color in Long Beach are living below the poverty line, compared to 9% of White children, and rates of unemployment, working poverty and access to affordable housing and grocery stores differ widely by racial group.³

THERMOMETER INDICATORS

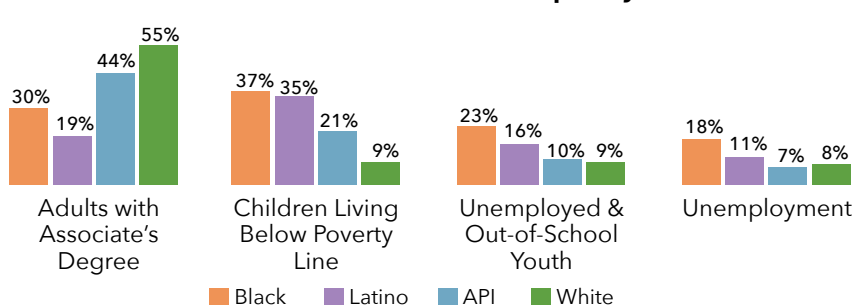


Current conditions for childhood success

5-year Graduation Rates



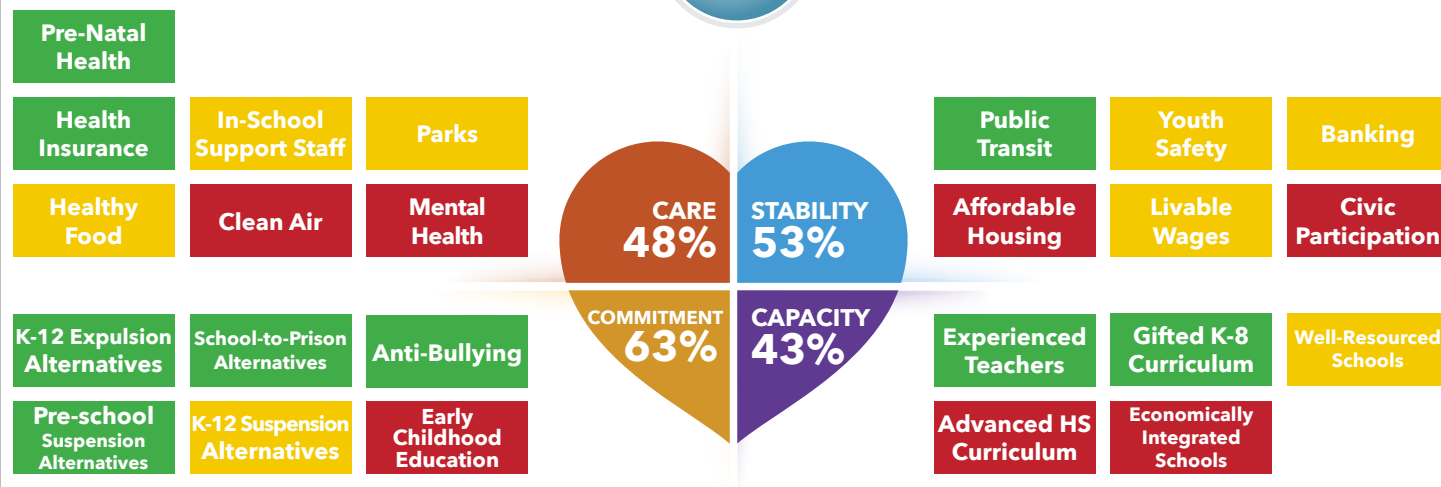
Social & Economic Prosperity



THERMOSTAT INDICATORS



Access to supports that provide all children the opportunity to learn



State of Healthy Living and Learning in Long Beach

Long Beach has 52% of the supports for healthy living and learning measured through the Index, which is one of the highest among the 10 cities measured, though this still leaves substantial room for growth in instituting a comprehensive and equitable system of supports. Long Beach had the highest level of Commitment relative to other domains, with reportedly low numbers of pre-school suspension, K-12 expulsion and referrals to law enforcement. Still, there were comparably high rates of suspension for Black students (23% compared to 5% and 8% for White and Latino students, respectively). In Capacity, Long Beach had the highest rate of experienced teachers (98%) compared to others, though relatively low access to AP/IB curricula with only 26% of High School students enrolled in at least one AP or IB course. In terms of living environment, the city demonstrates relatively strong access to healthy food (15%

of low income individuals lack access to grocery stores) and some of the lowest levels of school economic segregation overall (50% of students in high poverty schools), though this is still significantly higher than the minimum benchmarks for both indicators. Long Beach, like other communities, needs to address access to and integration of low-income housing, and access to fair salaries so people that are working full-time earn enough to live well above the federal poverty line. Currently, 17% of Latinos working full time do not earn enough to live above 200% of the poverty line, compared to 3% of Whites working full time. Income remains the number one predictor for student academic success because it impacts where families can afford to live and availability of resources and opportunities in their community, so addressing inequity at the community level can bolster academic outcomes in the community.

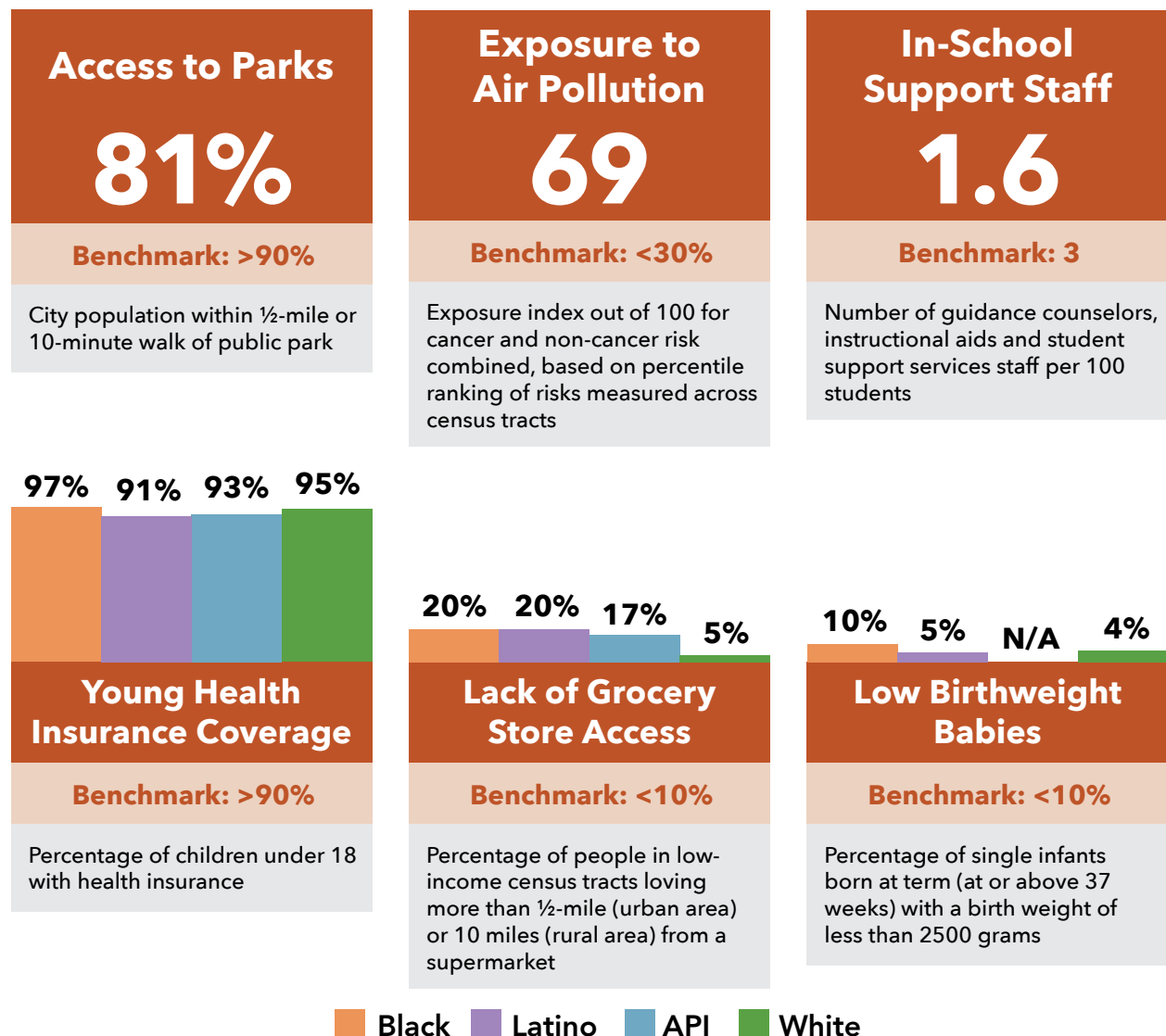
CARE

Long Beach has 48% of the supports measured for *Care*, including access to health insurance, pre-natal care, healthy foods, parks, clean air, and in-school mental and physical health services.

Long Beach has the greatest level of access to grocery stores among 10 cities studied, with only 15% of low income residents living in food deserts – while other cities had two to five times more gaps in access. Still, people of color in Long Beach are four times as likely as their White counterparts to live in a food desert, and continued work is needed to promote food equity broadly. Similarly, rates

of health insurance coverage and low birthweight babies are both fairly strong overall, but there are significant differences in outcomes for communities of color compared to their White peers.

In terms of school-based supports for health, Long Beach had one of the lowest rates of guidance counselors, instructional aids and student support services staff compared to other cities studied, highlighting an opportunity to ensure services reach low income students and students of color through public school partnerships.



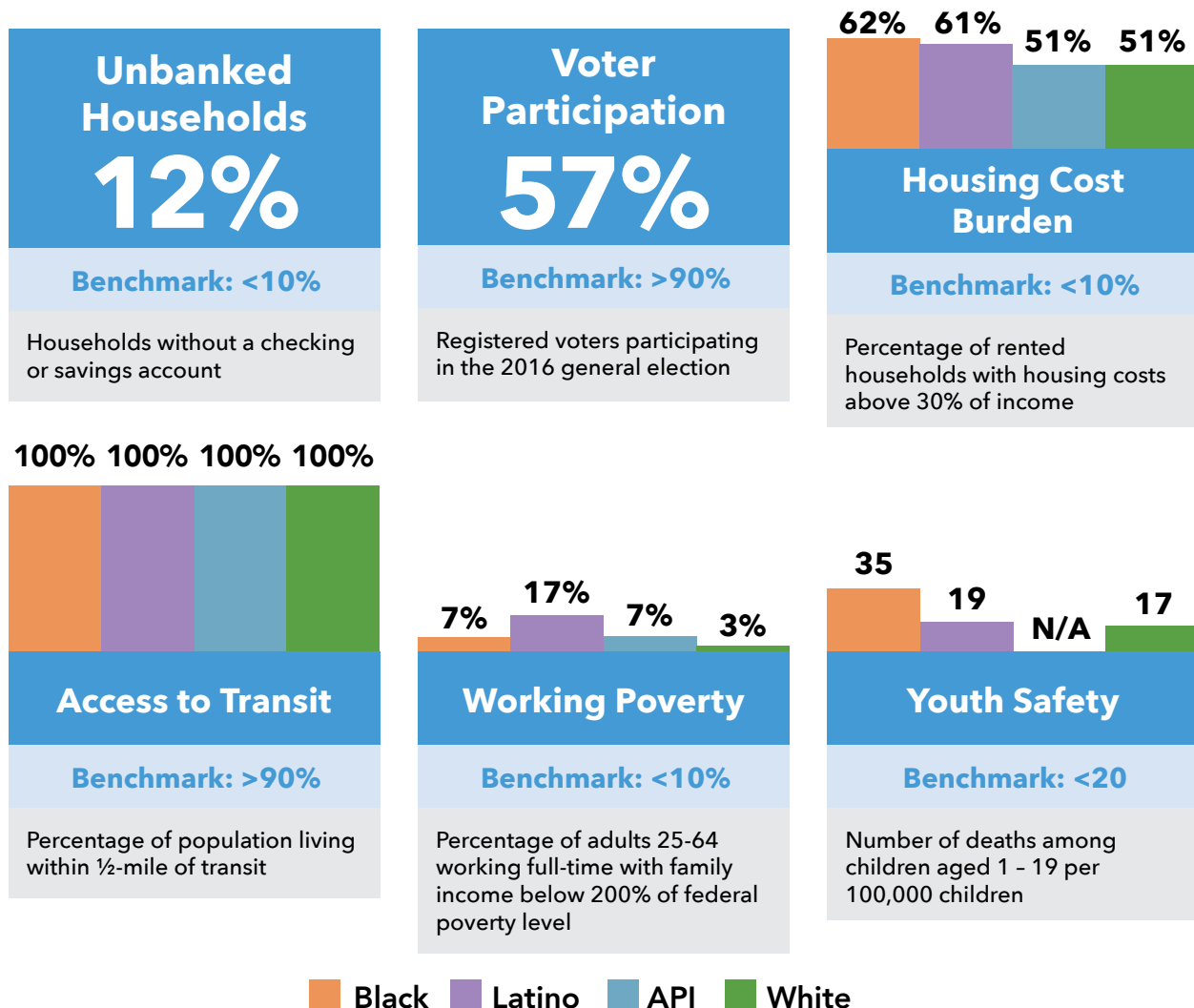
STABILITY

Long Beach has 53% of the supports needed for *Stability*, measured by housing affordability, transit access, child safety, civic engagement, working poverty and financial security.

Like many cities in the Great West, the LA region developed largely after the federal highway system was introduced, and is far more dependent on auto travel than sister cities in the east. Still, Long Beach stands out in this region for its excellent access to transportation, due in part to the busing system and Metro Blue Line, the region's first light rail line, which connects Long Beach to downtown Los Angeles. The level of people working full-time and earning less than 200% of the federal poverty line is comparatively low in Long Beach, though the Latino population faces much higher rates of working poverty than any other racial group. High housing costs in the area means that the majority are paying more than 30% of their income on housing expenses, creating incredibly

difficult conditions for families to be able to save and invest in their children's future.

To address these issues of stability, greater emphasis can be placed on improving voter turnout to ensure that local and state elected officials in particular represent the needs and interests of Long Beach residents. Residents of Long Beach had poorer turnout in the last presidential election than the national average and of any other city studied. Civic engagement and voting experts attribute low turnout in part to the lack of same-day voter registration in California. A California law enacted in 2012 mandated same day voter registration in the state; preparation for this transition was completed in early 2017 and will begin with the November elections this year.⁴ "Once SDR is fully in place, states are likely to see at least a four percentage point increase in average voter turnout, with the highest impact on turnout among younger voters age 18-35."⁵



COMMITMENT

Long Beach has 63% of the supports needed to demonstrate *Commitment*, measured by access to early childhood education, positive discipline practices, anti-bullying efforts and ending policies that create a school-to-prison pipeline.

The city did not use suspensions with preschool children, and had extremely low levels of expulsion and referrals to law enforcement – all positive signs of more positive approaches to student discipline. Still, suspension appears to be utilized heavily, particularly against Black Students. In 2013-2014, approximately 23% of Black students in the district received at least one suspension of any type – about 5 times the rate of Asian and White students and 3 times the rate of Latinos.

Since many cities report zero instances of school bullying, it is a positive sign to see that Long Beach does have a number of bullying and harassment allegations because it indicates an ability for students to raise and report these negative experiences. However, more data is needed to better understand how these issues are addressed and how well the school system is doing at creating an inclusive culture free of bullying.

Increasing access to early childhood education is also a critical area of support that nearly half of children in Long Beach do not receive, which puts those students at a disadvantage from an early age and affects ability to learn and achieve academically later in school.

School Bullying Reports

289

Benchmark: >0

Number of bullying or harassment allegations on basis of sex, race, color, national origin or disability among all K-12 students

Preschool Suspensions

0

Benchmark: <10

Number of preschool children receiving at least 1 out-of-school suspension

Students Referred to Law Enforcement

38

Benchmark: <50

Number of children receiving at least 1 referral to law enforcement

53%

Early Childhood Education Participation

Benchmark: >90%

Percentage of 3- and 4-year-olds enrolled in school

23% 8% 4% 5%

School Suspensions

Benchmark: <10%

Percentage of K-12 students receiving at least 1 suspension

6

Total School Expulsions

Benchmark: <10

Total number of K-12 students expelled from public school

Black Latino API White

CAPACITY

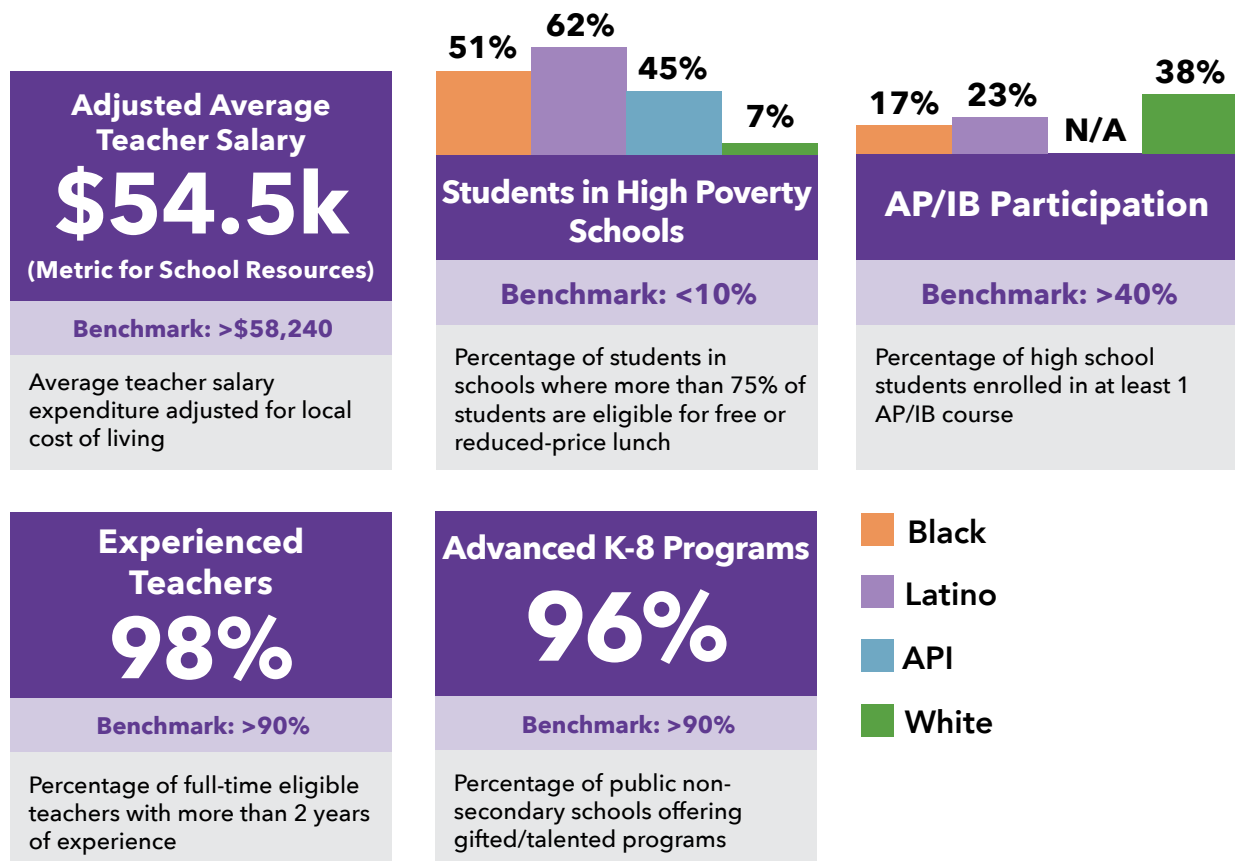
Long Beach has 43% of the supports for *Capacity*, measured by access to challenging curricula, experienced, well-compensated teachers and diverse, unsegregated schools.

While nearly all the K-8 schools offer gifted/talented curricula for students (96%), only 26% of high school students were enrolled in at least one AP/IB course in the 2013/14 school year with wide gaps in participation among Black and Latino students compared to White students. Some of these gaps exist because not all schools offer an AP/IB program – and those schools that do not typically serve Black and Latino populations. Still, studies by College Board show that the bigger issue with enrollment is that students of color that show the potential to succeed in advanced coursework are often not encouraged to enroll in more challenging classes. This hurts those students' ability to graduate and enroll in post-secondary attainment given that research shows that challenging curriculum can motivate students and keep them in school, as well as better equip them for post-secondary enrollment and success.

School economic segregation can also deeply affect school capacity and outcomes. Long Beach, like the other cit-

ies studied, has high levels of economic segregation in schools, with 50% of students attending high poverty schools (where more than 75% of the students are eligible for free or reduced lunch). Black and Latino students attend high poverty schools at significantly higher rates than White students (51% and 62% respectively compared to 7% of White students). High poverty schools typically have lower resourcing compared to schools in higher income neighborhoods, while students likely experience higher rates of trauma and adverse experiences outside of school, requiring greater support to succeed academically.

Teachers in the region appear to be relatively well-compensated compared with peers nationally, and advocates for low-income youth of color passed California's Local Control Funding Formula (LCFF) in 2013-2014 to bring additional and necessary resources to address local priorities among local communities of color. The goal of the LCFF is to simplify and reform school funding in California by basing funding on student body demographics and allowing local jurisdictions greater control in funding allocations.





LOVING CITIES CALL TO ACTION

Across the country, we see powerful examples of organizations and community members taking steps to provide systems of supports that give all children an opportunity to learn. While each city may identify their own priorities, there are four key things that all cities can do to strengthen their system of supports. These are outlined below along with promising models and approaches to learn and build from.

1. Increase Adoption of Models for Delivering a System of **CARE** to all Children and Families

To address childhood trauma and other mental and physical health needs, cities need to equip each and every public school to be a hub for assessing and meeting healthcare and other resource needs. Models like **Communities in Schools** and **City Connects** equip schools with staff and tools to provide a system for addressing individual student and family needs at scale. For more information on CIS's model go to: www.communitiesinschools.org/our-model/.

For more information on City Connects model go to: www.bc.edu/bc-web/schools/lsoe/sites/cityconnects/our-approach.html.

In addition to school models that refer students to providers, **School-Based Health Alliance** is a network of local, state and national nonprofits working to “complement the work of school nurses by providing a readily accessible referral site for students who are without a medical home or in need of more comprehensive services such as primary, mental, oral, or vision health care.”⁶

SBHA and its state affiliates help schools establish and effectively run school-based health centers. For more information on SBHA affiliates, go to www.sbh4all.org/about/state-affiliates/.

2. Elevate Policies and Practices That Integrate Communities and Schools to Increase Community **STABILITY** and Equitable Allocation of Community Resources

To address community and school segregation, we need to build mainstream understanding of the history of policies in the U.S. that created segregation and wealth inequity and come to terms with the damage those policies continue to have on communities today. In his book *The Color of Law*, Richard Rothstein recognizes that we as a society have largely “forgotten the history of how our government segregated America,” and schools widely teach curricula that has been

white-washed, failing to educate the public on our history of oppression and de jure racial segregation.

The Color of Law outlines several examples of affirming policies that could be adopted if there were greater political will to reverse the damage of past policies and supports rooted in racism. One key policy change communities can adopt is inclusionary zoning policy, which can “require housing developers to set aside

a portion of the homes they build at below-market rates, and reserve the right for the public housing commission to purchase one-third of those units to operate as subsidized public housing.”⁷

Reforming the Section 8 Housing Choice Voucher program can also lead to greater community integration.

Increasing subsidies to be on par with housing costs in more affluent neighborhoods and increasing the number of vouchers allocated to serve all families that have been damaged by historically racist policies would be a large step in beginning to heal and repair communities.

3. Increase **COMMITMENT** to All Children Through Increased Early Childhood Education Opportunities and Greater Training for Teachers and Administrators in Anti-Racist Practices and a Culture of Inclusion and Healing

Federal programs that provide access to early childhood education need increased funding to meet the scale of need that exists.

Racial opportunity gaps are not just about gaps in access to resources; they also result from unintentional differences in the ways adults and other students treat children of color.

These “invisible forces” are hard to measure, but are becoming clearer through research from groups like GLSEN and Georgetown Law Center that put data to the implicit biases and harassment that students, teachers, administrators and other adults within the system inflict against girls and boys of color. For recommendations on practices for increasing inclusion and reducing bullying in schools see GLSEN’s report at: www.glsen.org/sites/default/files/TeasingtoTortment%202015%20FINAL%20PDF%5B1%5D_0.pdf

For recommendations on policies and practices to address bullying without using zero tolerance approaches that are more harmful than helpful to school safety and culture, go to www.schottfoundation.org/resources/two-wrongs-dont-make-right-why-zero-tolerance-not-solution-bullying.

The Communities for Just Schools Fund (CJSF) is a leader in strengthening the organizing infrastructure in local communities by giving grants to local and regional groups that organize young people, parents and caregivers, educators and other community members to advocate on behalf of students impacted by exclusionary school discipline practices. For individuals and foundations interested in contributing to local organizing, CJSF shares several ways to get involved: www.cjsfund.org/get-involved

4. Deepen Public and Private Commitment to Increasing **CAPACITY** of Public Schools

According to research by the Education Law Center and Rutgers Graduate School of Education, states are largely failing to invest adequately and fairly to provide all students with the resources and supports that they need to succeed.

For data and resources to advocate for fair school funding, go to: www.schoolfundingfairness.org/is-school-funding-fair

Endnotes

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- 3 Long Beach Unified School District. (n.d.) *About Long Beach Unified School District*. Retrieved from www.lbschools.net/district.
- 4 National Conference of State Legislatures. (2017, July 27). Same day voter registration. Retrieved from <http://www.ncsl.org/research/elections-and-campaigns/same-day-registration.aspx>; The IE Voice. (2016, May 25). Same day voter registration in California – still on hold. Retrieved from <http://theievoice.com/same-day-voter-registration-in-california-still-on-hold/>.
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- 7 Rothstein, R. (2017 May). *The Color of Law: A Forgotten History of How Our Government Segregated America*.