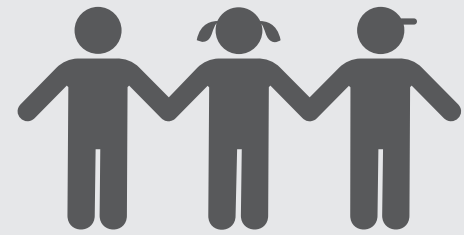


Local Control and Accountability Plan



Plan Summary, 2024-25



65,826 TK-12th grade STUDENTS



84 SCHOOLS

Early Learning: 5 Middle School: 15
Elementary: 47 High School: 15
K-8: 6 TK-12: 1



10,000 EMPLOYEES



20 STUDENTS PER TEACHER



44 CA DISTINGUISHED Schools



STUDENT GROUPS



64%
Low Income



16%
English Learners



7%
Foster Youth/
Homeless



65%
Unduplicated Students

DISTRICT STORY

District Vision

Graduates of LBUSD are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.



Core Values



- Centering Student Needs & Voice
- Authentic Community Engagement & Collaboration
- Culture of Innovation & Creativity
- Diversity & Inclusion
- Environment That Fosters Connection, Respect & Safety
- Equity & Social Justice
- Excellence & Accountability Through Continuous Improvement
- Fostering Joy & Commitment
- Integrity & Responsible Leadership

Mission Statement

To prepare each student for a successful future by providing rigorous, culturally responsive and culturally sustaining learning experiences and removing barriers to student success in a school system that is equitable, affirming, and forward thinking.



LCAP HIGHLIGHTS

BROAD GOAL #1



Ensure High-Quality Learning & Instruction

FOCUS GOAL #2



Ensure High-Quality Learning Black Student Achievement

FOCUS GOAL #3



Accelerate Achievement for English Learners

FOCUS GOAL #4



Ensure High-Quality Learning Students with Disabilities

FOCUS GOAL #5



Ensure High-Quality Learning Foster/Homeless Youth

BROAD GOAL #6



Create Authentic Family Partnerships

BROAD GOAL #7



Promote Culturally Affirming Education

BROAD GOAL #8



Ensure Inclusive and Future-Ready Education

FOCUS GOAL #9

Equity Multiplier



Accelerate Learning For All Students Reid HS | EPHS

REFLECTION: SUCCESSES

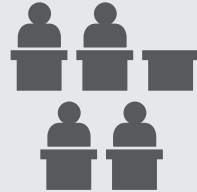


English Learner Progress

Indicator:
2023 CA School Dashboard



45.9%
making progress



Chronic Absenteeism

Indicator:
2023 CA School Dashboard



31.4%
chronically absent

Planned Actions to Maintain Progress:

- 1.4** - Provide additional counseling support for social-emotional learning and mental health, targeting high-need sites and underrepresented students.
- 3.1** - Provide comprehensive interpreter services, ELPAC support, newcomer programs, and supplementary instructional tools to enhance language acquisition and parent engagement for English Learners.
- 4.1** - Provide special education teachers, classroom aides, and transportation services for students with disabilities.
- 6.2** - Offer programs like Parent University and Parent Leadership, enhance community engagement through workshops and partnerships.

REFLECTION: IDENTIFIED NEEDS



Suspension Rate

Indicator:
2023 CA School Dashboard



4%
suspended at least one day



Graduation Rate

Indicator:
2023 CA School Dashboard

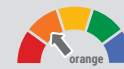


83.3%
graduated



Mathematics

Indicator:
2023 CA School Dashboard



47.3
pts below standard

Planned Actions to Address Needs:

- 1.4** - Provide additional counseling support for social-emotional learning and mental health, targeting high-need sites and underrepresented students.
- 1.7** - Provide high school students with tutoring, credit recovery programs, Algebra support, college counseling, free PSAT/SAT exams.
- 4.1** - Provide special education teachers, classroom aides, and transportation services for students with disabilities.
- 8.4** - Provide assistance to teachers through National Board Certification, which enhances student learning, especially among high-need students.

COMPREHENSIVE SUPPORT & IMPROVEMENT

IDENTIFIED SCHOOLS



- Reid High School
- EPHS
- Browning High School
- Hamilton Middle School

PROVIDE SUPPORT FOR SCHOOLS

Long Beach USD supported these schools in developing CSI plans through:



- Coaching & professional development
- School-level needs assessment
- Identify resource inequalities
- Monitoring & evaluation systems

MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- Quarterly visits & classroom visits
- Whole group briefing and debriefing
- Monitor progress by utilizing LROIX platform to track students across a broad spectrum of measures

Engaging Educational Partners



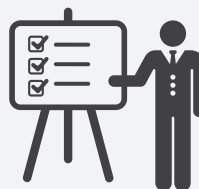
INPUT & FEEDBACK

Collected via Thought Exchange



ADVISORY MEETINGS

Held



PUBLIC HEARING

Held



12

GROUPS
Involved

Groups include:
DELAC, DCAC, EONA, RSVP, BSU, YBS, Teachers, School Personnel, District and Site Administrators, Students, Parents, Families, and Community Organizations.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- College & Career Readiness Data



LBUSD has informed, consulted, & involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:

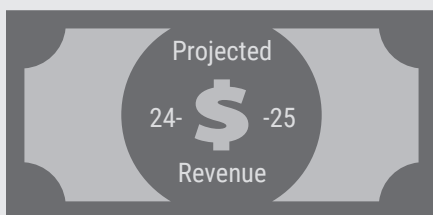


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



Concentration Grant	\$131,173,553
Supplemental Grant	
Base Grant	\$833,386,925
Other Revenue (state & local)	\$234,664,238
Federal Revenue	\$100,199,849

Total Revenue: **\$1,168,251,012**

...targeting disadvantaged students...

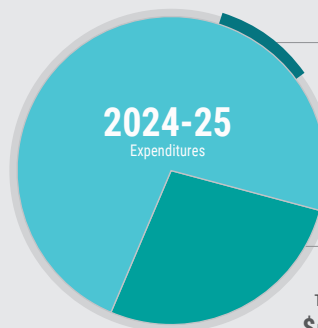
...to spend on expenditures in the district...



...resulting in increased service of...

19%

2024-25 Expected Service Improvement Using:
\$131,173,553
In Total Concentration & Supplemental Grants



LCAP Expenditures for High Needs Students:
\$131,173,553

LCAP Expenditures:
\$924,813,457

Expenditures not Included in the LCAP:
\$342,692,188

Total General Fund Expenditures:
\$1,267,505,645

...which is reported on the following year

Expenditures for High Needs Students:

	Budgeted	Actual
2023-24	\$134,557,887	\$134,557,887

BROAD GOAL

GOAL
#1



Ensure High-Quality Learning & Instruction

GOAL DETAILS

STATE PRIORITIES




EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>1.1</p> <p>INCREASE % OF STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC ELA ASSESSMENT</p> <p>2026-27 ↑ 61% Baseline ↘ 48%</p>	<p>1.2</p> <p>INCREASE % OF STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC MATH ASSESSMENT</p> <p>2026-27 ↑ 50% Baseline ↘ 34%</p>	<p>1.3</p> <p>INCREASE % OF STUDENTS MEETING OR EXCEEDING CAST ASSESSMENT</p> <p>2026-27 ↑ 62% 50% 50% Baseline ↘ 30% 23% Gr 5 Gr 8 Gr 12 Gr 5 Gr 8 24% Gr 12</p>	<p>1.4</p> <p>INCREASE % OF 4-YEAR COHORT GRADUATES COMPLETING A-G REQUIREMENTS</p> <p>2026-27 ↑ 66% Baseline ↘ 57%</p>
<p>1.5</p> <p>INCREASE % OF 4-YEAR COHORT GRADUATES COMPLETING CTE PATHWAY</p> <p>2026-27 ↑ 48% Baseline ↘ 32%</p>	<p>1.6</p> <p>INCREASE % OF 4-YEAR COHORT GRADUATES COMPLETING BOTH A-G & CTE REQUIREMENTS</p> <p>2026-27 ↑ 30% Baseline ↘ 19%</p>	<p>1.7</p> <p>INCREASE PASS RATE OF 11TH & 12TH GRADE AP EXAMS</p> <p>2026-27 ↑ 52% Baseline ↘ 40%</p>	<p>1.8</p> <p>INCREASE % OF 11TH GRADERS ACHIEVING "READY FOR COLLEGE" IN EARLY ASSESSMENT PROGRAM-ENGLISH</p> <p>2026-27 ↑ 31% Baseline ↘ 24%</p>

EXPECTED 2024-25 MEASURABLE **OUTCOMES**


1.9



INCREASE % OF 11TH GRADERS ACHIEVING "READY FOR COLLEGE" IN EARLY ASSESSMENT PROGRAM-MATH

2026-27	↑ 27%	Baseline	↓ 15%
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1.10



INCREASE % OF 3RD GRADE STUDENTS MEETING OR EXCEEDING STANDARD ON ELA SBAC ASSESSMENT

2026-27	↑ 61%	Baseline	↓ 48%
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1.11



INCREASE % OF STUDENTS GRADES 4-8 SCORING "NOT MET" ON ELA SBAC ASSESSMENT

2026-27	↑ 47%	Baseline	↓ 28%
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1.12



INCREASE % OF STUDENTS ACHIEVING AT LEAST 1-YEAR ACADEMIC GROWTH IN LITERACY & MATH

2026-27	↑ 75% FRSA	70% iReady Reading English	70% iReady Math	Baseline	64% FRSA	59% iReady Reading English	74% iReady Math
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1.13



INCREASE % OF 1ST-8TH GRADERS ACHIEVING BELOW GRADE LEVEL DEMONSTRATING LITERACY & MATH GROWTH

2026-27	↑ 50% iReady Reading	48% iReady Math	Baseline	36% iReady Reading	32% iReady Math
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1.14



INCREASE % OF GRADUATES COLLEGE & CAREER READY

2026-27	↑ 65%	Baseline	↓ 47%
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1.15



INCREASE NUMBER OF INTERDISCIPLINARY UNITS CREATED FOR ELEMENTARY & MIDDLE SCHOOLS

2026-27	↑ 3 units Elementary	3 units Middle	Baseline	9 new units Elementary	9 new units Middle
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1.16



INCREASE % OF TEACHERS AGREEING OR STRONGLY AGREEING ON QUALITY CORE EXIT SURVEY

2026-27	↑ 97%	Baseline	↓ 94%
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1.17



INCREASE % OF FAVORABLE RESPONSES ON QUALITY CORE VISIT SURVEY IN AREAS 1-4

2026-27	↑ 59% Area 1	70% Area 2	82% Area 3	73% Area 4	Baseline	50% Area 1	61% Area 2	73% Area 3	64% Area 4
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1.18



REDUCE GAP BETWEEN % OF SED AND ALL OTHER STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC ELA & MATH ASSESSMENTS

2026-27	↓ 2% gap ELA	3% gap Math	Baseline	39% ELA	26% Math
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1.19






REDUCE GAP BETWEEN % OF SED AND ALL OTHER STUDENTS WHO ARE 4-YEAR COHORT GRADUATES

2026-27	↓ 2.5%	Baseline	↓ 80%
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PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
	1.1 - Provide comprehensive student support services (<i>nursing, counseling, and psychological services</i>) and implement initiatives to foster inclusive, supportive school communities .	\$29,041,902
	1.2 - Provide high-quality, inclusive classroom instruction anchored in the Understandings and Expectations Framework to ensure equitable education and support for all students.	\$369,001,927
	1.3 - Enhance classroom instruction through TOSAs, site administrators, and support staff, providing training, curriculum support, and promoting a positive climate with continuous improvement strategies.	\$66,250,636
	1.4 - Provide additional counseling support for social-emotional learning and mental health, targeting high-need sites and underrepresented students, and coordinate specialized supports for low-income families , English learners, and foster youth.	\$13,482,430
	1.5 - Enhance the library education program with teacher librarians and library media assistants, providing differentiated resources , research support, and diverse library materials to benefit all students, especially English learners and culturally diverse populations.	\$6,682,128
	1.6 - Expand literacy support in high-need elementary and K-8 schools with trained literacy teachers and research-based interventions , ensuring academic and social-emotional support for all students.	\$15,845,331
	1.7 - Provide high school students with tutoring, credit recovery programs , Algebra support, college counseling, free PSAT/SAT exams , and real-time assessment data (<i>along with summer school and dual enrollment opportunities</i>).	\$9,961,178
	1.8 - Enhance the Linked Learning Initiative with resources for work-based learning, pathway program incentives, expanded staff support, and the Poly Academy for credit-deficient students .	\$4,054,763
	1.9 - Continue funding Wellness Centers at all high, middle, and K-8 schools to provide social-emotional support, conflict resolution, counseling, and stress management, promoting inclusive and supportive school communities .	\$5,493,688



GOAL #1 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$106,018,251
Actual
\$103,206,827

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$55,519,518

Total Budgeted expenditures for 2024-25
\$519,813,983

FOCUS GOAL

GOAL
#2



Ensure High-Quality Learning
Black Student Achievement

GOAL DETAILS




STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>2.1</p> <p>INCREASE % OF BLACK/AFRICAN AMERICAN STUDENTS MEETING ALGEBRA A-G REQUIREMENT BY END OF GRADE 9</p> <p>2026-27 ↑ 80% Baseline ↔ 64%</p>	<p>2.2</p> <p>INCREASE A-G ELIGIBILITY FOR BLACK SENIORS REDUCING PROFICIENCY GAP BY 2028</p> <p>2026-27 ↑ 66% Baseline ↔ 44%</p>	<p>2.3</p> <p>REDUCE ACHIEVEMENT GAP & INCREASE ACADEMIC GROWTH FOR BLACK STUDENTS</p> <p>2026-27 ↓ 0% Baseline ↔ 54% 59% 56% iReady Math FRSA iReady Reading English Math</p>	<p>2.4</p> <p>INCREASE BLACK STUDENTS' SENSE OF PERSONAL IDENTITY, BELONGING AND AGENCY TO GREATER THAN OR EQUAL TO NON-BLACK STUDENTS</p> <p>2026-27 ⇒/↑ 80% 74% 82% Baseline 79% 71% Agency Belonging Identity Agency Belonging Identity</p>
<p>2.5</p> <p>ENSURE BLACK STUDENTS ACHIEVE EQUAL OR GREATER A-G COMPLETION RATES THAN NON-BLACK STUDENTS</p> <p>2026-27 ⇒/↑ Non-Black Students Baseline 35% Black 49% Non-Black</p>	<p>2.6</p> <p>REDUCE SUSPENSION RATE GAP BETWEEN BLACK AND NON-BLACK STUDENTS BY 50%</p> <p>2026-27 ↓ 3.6% Baseline ↔ 7.2%</p>		

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
	2.1 - Expand and support the Sankofa programs for Black students (<i>establish a mentorship program, provide parent workshops</i>), fund Young Black Scholars and Black Student Unions, and create a Center for Black Excellence to enhance educational opportunities and community engagement.	\$2,053,105



GOAL #2 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$10,837,523
Actual
\$9,068,549

2024-25

Budgeted expenditures contributing to increased or improved services:
\$0

Total Budgeted expenditures for 2024-25
\$2,053,105

FOCUS GOAL

GOAL #3



Accelerate Achievement for English Learners

GOAL DETAILS




STATE PRIORITIES

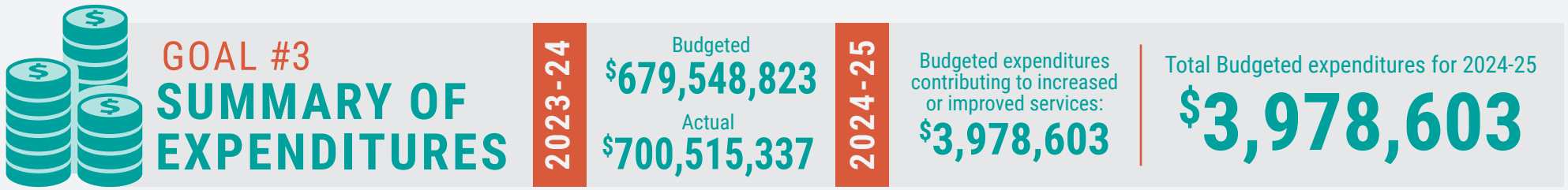
- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>3.1</p> <p>INCREASE % OF ENGLISH LEARNERS MAKING PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY</p> <p>2026-27 ↑ 58% Baseline ↔ 46%</p>	<p>3.2</p> <p>INCREASE REDESIGNATION RATE</p> <p>2026-27 ↑ 10% Baseline ↔ 5.8%</p>	<p>3.3</p> <p>DECREASE % OF STUDENTS BY 50% WHO ARE LTEL'S OUT OF TOTAL ENGLISH LEARNERS ENROLLED</p> <p>2026-27 ↓ 17% Baseline ↔ 34%</p>	<p>3.4</p> <p>DECREASE % OF STUDENTS BY 50% WHO ARE ARTEL'S OUT OF TOTAL ENGLISH LEARNERS ENROLLED</p> <p>2026-27 ↓ 9% Baseline ↔ 17.4%</p>
<p>3.5</p> <p>REDUCE GAP BETWEEN EL & ALL OTHER STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC MATH & ELA ASSESSMENT</p> <p>2026-27 ↓ 22.5% ELA 15% Math Baseline 44.8% ELA 31.4% Math</p>	<p>3.6</p> <p>REDUCE GRADUATION RATE GAP OF EL'S BY 50%</p> <p>2026-27 ↓ 13% Baseline ↔ 59.5%</p>		

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 3	 Action / Service	 Amount
3.1 - Provide interpretation, translation, assessment, instructional support, and resources to enhance English Learner progress , including tools like ELlevation, Lexia, Rosetta Stone , and targeted interventions through the Multilingual Office.		\$2,675,086
3.2 - Offer targeted professional learning and on-site coaching to support teachers and administrators at high-need schools in improving English Learner achievement and language acquisition.		\$1,303,517



FOCUS GOAL

GOAL #4



Ensure High-Quality Learning Students with Disabilities

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

4.1

INCREASE % OF STUDENTS PLACED INTO A LEAST RESTRICTIVE ENVIRONMENT FOR AT LEAST PART OF THE DAY

2026-27	↑ 75%	Baseline	↔ 61.5%
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4.2

REDUCE SUSPENSION RATE GAP BY 50% FOR STUDENTS WITH IEPs AND ALL OTHER STUDENTS

2026-27	↓ 2.4%	Baseline	↔ 9%
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4.3

REDUCE GRADUATION RATE GAP BY 50% FOR STUDENTS WITH IEPs AND ALL OTHER STUDENTS

2026-27	↓ 9.5%	Baseline	↔ 66.3%
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4.4

REDUCE GAP BETWEEN STUDENTS WITH IEPs & ALL OTHER STUDENTS BY 50% MEETING OR EXCEEDING STANDARD ON SBAC MATH & ELA ASSESSMENT

2026-27	↓ 17.5% ELA	13% Math	Baseline	↔ 38% ELA	↔ 26.5% Math
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4.5

REDUCE GAP OF FAVORABLE RATINGS ON CORE SURVEY-GROWTH MINDSET BY 50% FOR STUDENTS WITH IEPs AND ALL OTHER STUDENTS

2026-27	↓ 4.5% Elem	5.5% Sec	Baseline	↔ 66% Elem	↔ 59% Sec
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PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 4	 Action / Service	 Amount
4.1	- Provide special education teachers, classroom aides, and transportation services for students with disabilities, utilizing state and federal resources and non-public agency support as needed.	\$119,692,450
4.2	- Provide site nurses, health assistants, psychologists, and Vision to Learn services to support the health and unique needs of students with disabilities, including IEP-designated health concerns.	\$7,711,587
4.3	- Provide instructional aides to support the learning and care needs of students with special needs , assisting teachers with instructional activities, routines, transitions, and self-management.	\$14,790,208
4.4	- Provide speech teachers at Buffum Total Learning Center to create individualized plans with language therapy and alternative communication strategies for early learners, enhancing communication and linguistic skills.	\$2,053,396



GOAL #4
SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$19,904,245
Actual
\$20,117,560

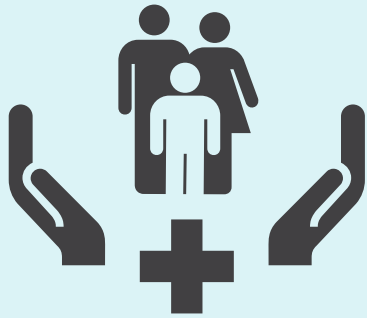
2024-25

Budgeted expenditures contributing to increased or improved services:
\$22,501,795

Total Budgeted expenditures for 2024-25
\$144,247,641

FOCUS GOAL

GOAL #5










Ensure High-Quality Learning Foster/Homeless Youth

STATE PRIORITIES




- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>5.1</p>  <p>REDUCE GAP BY 50% FOR FOSTER YOUTH STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC ELA ASSESSMENT</p> <p>2026-27 ↓ 5.5% Baseline ↕ 24%</p>	<p>5.2</p>  <p>REDUCE GAP BY 50% FOR HOMELESS STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC ELA ASSESSMENT</p> <p>2026-27 ↓ 8.5% Baseline ↕ 33%</p>	<p>5.3</p>  <p>REDUCE GAP BY 50% FOR FOSTER YOUTH STUDENTS & ALL OTHER STUDENTS MEETING A-G REQUIREMENTS</p> <p>2026-27 ↓ 19.5% Baseline ↕ 17%</p>	<p>5.4</p>  <p>REDUCE GAP BY 50% FOR HOMELESS STUDENTS & ALL OTHER STUDENTS MEETING A-G REQUIREMENTS</p> <p>2026-27 ↓ 10.5% Baseline ↕ 36%</p>
<p>5.5</p>  <p>REDUCE SUSPENSION RATE GAP FOR FOSTER & HOMELESS STUDENTS AND ALL OTHER STUDENTS</p> <p>2026-27 ↓ 2.8% Baseline ↕ 10.1%</p>	<p>5.6</p>  <p>REDUCE GRADUATION RATE GAP FOR FOSTER & HOMELESS STUDENTS AND ALL OTHER STUDENTS</p> <p>2026-27 ↓ 7% Baseline ↕ 70.3%</p>	<p>5.7</p>  <p>REDUCE ATTENDANCE RATE GAP FOR FOSTER & HOMELESS STUDENTS AND ALL OTHER STUDENTS</p> <p>2026-27 ↓ 2% Baseline ↕ 88.4%</p>	



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 5	 Action / Service	 Amount
	5.1 - Provide various support services for foster and homeless youth, including partial credit advocacy, attendance intervention, transportation, social-emotional support, basic needs assistance , health referrals, home visits, counseling, and help with school program participation.	\$964,513



GOAL #5 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$56,748,303
Actual
\$57,869,346

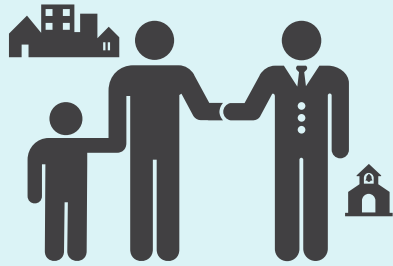
2024-25

Budgeted expenditures contributing to increased or improved services:
\$964,513

Total Budgeted expenditures for 2024-25
\$964,513

BROAD GOAL

GOAL #6



Cultivate Authentic Family Partnerships

GOAL DETAILS

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

6.1



INCREASE PARENT SATISFACTION WITH PARTICIPATION IN DECISION MAKING



6.2



INCREASE % OF FAVORABLE PARENT RESPONSES IN SCHOOL CULTURE & CLIMATE SURVEY



6.3



INCREASE % OF FAVORABLE SENSE OF BELONGING PARENT SURVEY RESPONSES



6.4



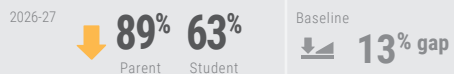
INCREASE % OF FAVORABLE PARENT RESPONSES ON SCHOOL SAFETY SURVEY



6.5



REDUCE GAP BETWEEN PARENT AND STUDENT ATTITUDES REGARDING SAFETY ON CORE SURVEY



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 6	 Action / Service	 Amount
6.1 -	Provide recreation aides, celebrate students through the “Most Inspiring Students” program, support high school sports, issue community permits for events, and employ sports trainers for student athlete care.	\$6,888,051
6.2 -	Offer programs like Parent University and Parent Leadership , enhance community engagement through workshops and partnerships, and utilize online tools and social media to support student success , especially for low-income and English Learner families.	\$1,963,076



GOAL #6 SUMMARY OF EXPENDITURES

2023-24

Budgeted
N/A
Actual
N/A

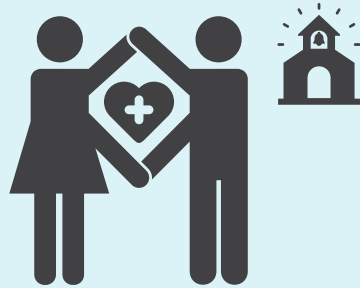
2024-25

Budgeted expenditures contributing to increased or improved services:
\$1,963,076

Total Budgeted expenditures for 2024-25
\$8,851,127

BROAD GOAL

GOAL
#7



Promote
Culturally
Affirming
Education

GOAL DETAILS

STATE PRIORITIES


- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>7.1</p> <p>INCREASE ATTENDANCE RATE</p> <table border="1"> <tr> <td>2026-27</td> <td>↑ 95% K-8</td> <td>93% HS</td> <td>Baseline</td> <td>91% K-8</td> <td>90% HS</td> </tr> </table>	2026-27	↑ 95% K-8	93% HS	Baseline	91% K-8	90% HS	<p>7.2</p> <p>REDUCE RATE OF CHRONIC ABSENTEEISM</p> <table border="1"> <tr> <td>2026-27</td> <td>↓ Below State Average</td> <td>Baseline</td> <td>31.4%</td> </tr> </table>	2026-27	↓ Below State Average	Baseline	31.4%	<p>7.3</p> <p>MAINTAIN MIDDLE SCHOOL DROPOUT RATE</p> <table border="1"> <tr> <td>2026-27</td> <td>= 0%</td> <td>Baseline</td> <td>0%</td> </tr> </table>	2026-27	= 0%	Baseline	0%	<p>7.4</p> <p>REDUCE HIGH SCHOOL DROPOUT RATE</p> <table border="1"> <tr> <td>2026-27</td> <td>↓ Below State Average</td> <td>Baseline</td> <td>14%</td> </tr> </table>	2026-27	↓ Below State Average	Baseline	14%
2026-27	↑ 95% K-8	93% HS	Baseline	91% K-8	90% HS																
2026-27	↓ Below State Average	Baseline	31.4%																		
2026-27	= 0%	Baseline	0%																		
2026-27	↓ Below State Average	Baseline	14%																		
<p>7.5</p> <p>INCREASE GRADUATION RATE</p> <table border="1"> <tr> <td>2026-27</td> <td>↑ 90%</td> <td>Baseline</td> <td>83%</td> </tr> </table>	2026-27	↑ 90%	Baseline	83%	<p>7.6</p> <p>DECREASE SUSPENSION RATE</p> <table border="1"> <tr> <td>2026-27</td> <td>↓ Below State Average</td> <td>Baseline</td> <td>4%</td> </tr> </table>	2026-27	↓ Below State Average	Baseline	4%	<p>7.7</p> <p>DECREASE EXPULSION RATE</p> <table border="1"> <tr> <td>2026-27</td> <td>↓ Below State Average</td> <td>Baseline</td> <td>0.04%</td> </tr> </table>	2026-27	↓ Below State Average	Baseline	0.04%	<p>7.8</p> <p>INCREASE % OF POSITIVE STUDENT RESPONSES TO SCHOOL SAFETY SURVEY</p> <table border="1"> <tr> <td>2026-27</td> <td>↑ 82%</td> <td>Baseline</td> <td>63%</td> </tr> </table>	2026-27	↑ 82%	Baseline	63%		
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2026-27	↓ Below State Average	Baseline	0.04%																		
2026-27	↑ 82%	Baseline	63%																		

EXPECTED 2024-25 MEASURABLE OUTCOMES


7.9



INCREASE % OF FAVORABLE STUDENT RESPONSES TO SENSE OF BELONGING SCHOOL SURVEY

2026-27	↑ 71%	Baseline	↘ 56%
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7.10



INCREASE LBUSD STUDENTS' SENSE OF PERSONAL IDENTITY, BELONGING, & AGENCY

2026-27	⇒/↑ 80%	Baseline	↘	IDENTITY	AGENCY	BELONGING
		82%	82%	82%	80%	80%
		Elem	Secondary	Secondary Black	Elem	Secondary
		74%	76%	75%	77%	76%
		Secondary EL	Secondary SWD	Secondary FY	Secondary EL	Secondary SWD
					75%	71%
					Secondary FY	Secondary EL
					Secondary SWD	Secondary FY


7.11



INCREASE % OF TITLE I SCHOOL 5TH GRADE STUDENTS ENROLLED IN OUTDOOR SCIENCE CAMP

2026-27	↑ 86%	Baseline	↘ 71%
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7.12



INCREASE % OF 9-11 GRADE STUDENTS ON TRACK TO MEET A-G REQUIREMENTS

2026-27	↑ 68%	Baseline	↘ 56%
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7.13



INCREASE % OF STAFF WHO RATE HARASSMENT OR BULLYING AT SCHOOL AS AN "INSIGNIFICANT" OR "MILD"

2026-27	↑ 85%	Baseline	↘ 70%
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7.14



INCREASE STAFF PERCEPTION OF ADULT RESPONSIBILITY FOR IMPROVING THE SCHOOL




2026-27	↑ 87%	Baseline	↘ 72%
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PLANNED 2024-25 ACTIONS & EXPENDITURES

Goal # 7	Action / Service	Amount
7.1	Provide support to schools through district departments to enhance instructional services with clear authority and accountability. Develop a diverse and inclusive talent acquisition strategy to recruit and retain highly qualified staff , and address staff retention systematically to benefit the neediest students.	\$59,293,443
7.2	Allocate resources to schools for implementing Common Core standards and addressing student needs , focusing on low-income pupils, English learners, and foster youth. Programs include additional support staff, materials, professional development, and specialized services.	\$9,786,660

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 7	 Action / Service	 Amount
7.3	- Provide early learning opportunities through Transitional Kindergarten teachers and Educare staff to expand school readiness and build a strong academic foundation through research-based practices, social-emotional development, integrated learning, family partnerships, and language development.	\$14,363,271
7.4	- Enhance the districtwide elementary music program with teachers, resources, and instruments to support low-income and unduplicated pupils, ensuring all students have access to quality music education.	\$5,135,720
7.5	- Implement restorative justice practices with trained staff and materials to build a positive, inclusive school culture. Provide professional development workshops, promote relationship-centered schools , and decrease suspension rates, especially for students of color and unduplicated pupils.	\$934,163
7.6	- Allocate Instruction and Intervention Coordinators (IICs) to all elementary, TK-8, and middle schools to ensure quality instruction and support professional development. IICs coordinate Tier 2 and Tier 3 interventions, monitor student progress, and liaise with other support providers to ensure necessary services , especially for unduplicated pupils.	\$12,843,338
7.7	- Expand Male and Female Leadership Academies to provide mentorship, leadership skills, and academic support for disadvantaged students, emphasizing self-respect and cultural awareness .	\$451,129



GOAL #7 SUMMARY OF EXPENDITURES

2023-24

Budgeted
N/A
Actual
N/A

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$43,514,281

Total Budgeted expenditures for 2024-25
\$102,807,724

BROAD GOAL

GOAL #8



Ensure Inclusive and Future-Ready Education

GOAL DETAILS

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

8.1a

INCREASE COMPLIANCE FOR TEACHER CREDENTIAL REQUIREMENTS

2026-27	↑ Above State Average	Baseline	86.9%
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8.1b

REDUCE % OF EMERGENCY CREDENTIALS AND TEACHER MISASSIGNMENTS

2026-27	↓ Below State Average	Baseline	3.0%
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8.2

INCREASE % OF SCHOOLS FIT SCORE IN "GOOD" OR "EXEMPLARY" REPAIR

2026-27	↑ 100%	Baseline	98%
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8.3

MAINTAIN COMPLIANCE WITH INSTRUCTIONAL MATERIALS REQUIREMENT




2026-27	= 100%	Baseline	100%
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8.4

INCREASE % OF HIGHLY-QUALIFIED NEW HIRES THAT REFLECT STUDENT DEMOGRAPHICS

2026-27	↑	12% African-American	6% Asian	3% Filipino	Baseline	11% African-American	7% Asian	2% Filipino
		59% Hispanic	1% Pac. Islander	12% White		37% Hispanic	0% Pac. Islander	37% White

PLANNED 2024-25 **ACTIONS & EXPENDITURES**

 Goal # 8	 Action / Service	 Amount
8.1 - Provide maintenance, operations, business services, and equipment replacement to schools, supporting LCAP implementation with essential services and building maintenance .		\$128,164,233
8.2 - Provide assistance to teachers through Curriculum Coaches and Program Specialists to improve classroom instruction quality and support the implementation of Quality Core Instruction training, including differentiation for English Learners.		\$2,396,002
8.3 - Provide professional development for staff, including certified and classified training and leadership development, anchored in Quality Core Instruction and Understandings Frameworks to enhance culturally relevant practices and promote equitable educational experiences .		\$1,831,528
8.4 - Provide assistance to teachers through National Board Certification , which enhances student learning , especially among high-need students, including English Learners.		\$3,344,749



GOAL #8
SUMMARY OF EXPENDITURES

2023-24

Budgeted
N/A
Actual
N/A

2024-25

Budgeted expenditures contributing to increased or improved services:
\$7,572,279

Total Budgeted expenditures for 2024-25
\$135,736,512

EQUITY MULTIPLIER

GOAL #9



Accelerate Learning For All Students Reid HS | EPHS

GOAL DETAILS

STATE PRIORITIES




- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>9.1</p> <p>INCREASE % OF EPHS EL STUDENTS PROGRESSING 1 ELPI LEVEL BY 10% YEARLY</p> <p>2026-27 ↑ 52.5% Baseline ↓ 22.5%</p>	<p>9.2</p> <p>INCREASE EPHS GRADUATION RATE</p> <p>2026-27 ↑ 66% Baseline ↓ 55.7%</p>	<p>9.3</p> <p>INCREASE % EPHS STUDENTS THAT ARE COLLEGE & CAREER PREPARED</p> <p>2026-27 ↑ 33% Baseline ↓ 2.5%</p>	<p>9.4</p> <p>INCREASE % OF BLACK EPHS STUDENTS MEETING OR EXCEEDING STANDARD ON SBAC MATH & ELA ASSESSMENT</p> <p>2026-27 ↑ 0% ELA Gap ↑ 30% Math Baseline -8% ELA Gap ↓ 4.17% Math</p>
<p>9.5</p> <p>INCREASE REID HIGH SCHOOL GRADUATION RATE</p> <p>2026-27 ↑ 64% Baseline ↓ 53.3%</p>	<p>9.6</p> <p>INCREASE % OF REID HIGH SCHOOL STUDENTS THAT ARE COLLEGE & CAREER PREPARED</p> <p>2026-27 ↑ 32% Baseline ↓ 1.1%</p>	<p>9.7</p> <p>DECREASE REID HIGH SCHOOL SUSPENSION RATE</p> <p>2026-27 ↓ 5.6% Baseline ↓ 14.6%</p>	



PLANNED 2024-25 **ACTIONS & EXPENDITURES**

 Goal # 9	 Action / Service	 Amount
9.1 - Support alternative education programs with additional staffing to provide more personalized learning with smaller class sizes .		\$4,305,562
9.2 - Implement mentorships , tutoring, teacher professional development, student success celebrations , and college and career advising at Reid High School through community agency contracts and the Equity Multiplier state program.		\$223,145
9.3 - Provide supplemental academic support (<i>transition liaisons, college and career specialists</i>), community engagement, a wellness & resource center , community agency contracts, student planners, technology updates, and student success celebrations at EPHS through the Equity Multiplier state program.		\$1,831,542



GOAL #9 SUMMARY OF EXPENDITURES

2023-24

Budgeted
N/A
Actual
N/A

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$4,305,562

Total Budgeted expenditures for 2024-25
\$6,360,249


Abbreviations: *ARLTEL (At-Risk of Becoming Long-Term English Learners), BSU (Black Student Unions), CAASPP (California Assessment of Performance and Progress), CTE (Career and Technical Education), DCC (District Consultation Committee), DELAC (District English Learner Advisory Council), DCAC (District Community Advisory Committee), EL (English Learner), ELA (English-Language Arts), ELAC (English Learner Advisory Committee), ELD (English Language Development), ELPAC (English Language Proficiency Assessment for California), EO (English Only), EONA (Education Opportunities for Native Americans), FY (Foster Youth), ICC (Instruction & Intervention Coordinators), LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LI (Low Income), LTEL (Long-Term English Learner), LRE (Least Restrictive Environment), PBL (Project-Based Learning), PD (Professional Development), PLC (Professional Learning Communities), PreK (Preschool), RSVP (Raising Student Voices & Participation), SED (Socioeconomically Disadvantaged), LBUSD (Long Beach Unified School District), SWD (Students With Disabilities), TBD (To Be Determined), YBS (Young Black Scholars), VAPA (Visual and Performing Arts).*

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain/Increase
+ - Increase BY	⬇️ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress



For More Details

This infographic provides a high-level summary only and is based on the full

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page text LCAP

For additional LCAP resources scan or click the QR code or go to www.goboinfo.com & search for your district.



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