Local Control and Accountability Plan

Draft #3- June 14, 2024

This draft is recommended for LBUSD Board approval on June 18, 2024

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LONG BEACH UNIFIED SCHOOL DISTRICT	Dr. Jill Baker, Superintendent	jbaker@lbschools.net 562.997.8240

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Long Beach Unified School District

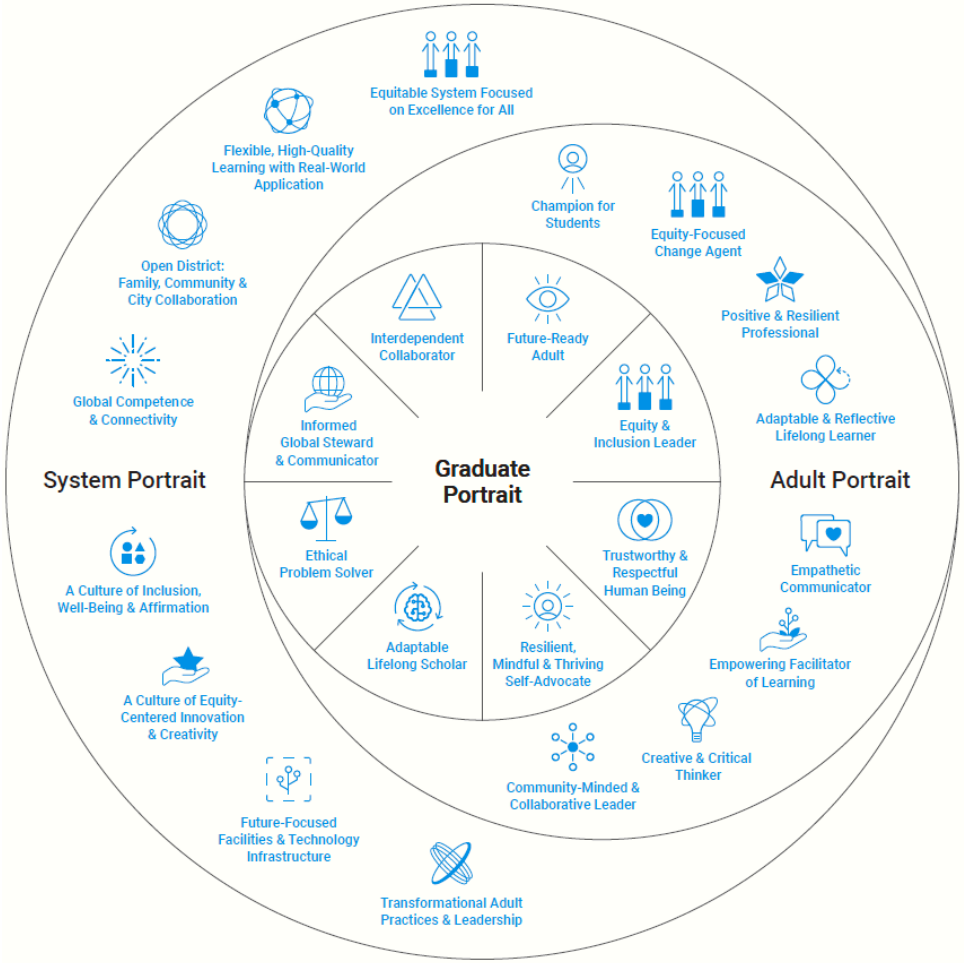
***Vision Statement**:*

Graduates of Long Beach Unified School District 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.

The Long Beach Unified School District (LBUSD) has earned a reputation as one of America's finest school systems, winning many awards as a national and international model of excellence. Schools in the Long Beach Unified School District are widely recognized for their innovation, academic rigor, educator professional development, and greatness in athletics, the arts and more. LBUSD values all students and recognizes that student diversity and uniqueness add to the fabric of our district. We create school communities that promote appreciation and acceptance of student differences where all students feel a sense of belonging. A team of more than 12,000 full-time and part-time employees remains deeply committed to building upon those successes, especially for students who, for a variety of reasons, may need extra support.

Established in 1885, LBUSD now educates over 60,000 students, from preschool to high school, in 84 schools located in the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. LBUSD serves one of the most diverse large cities in the United States. About 59% of students are Hispanic,12% African American, 12% white, 6% Asian, 7% Multiple Race, 3% Filipino, 1% Pacific Islander. Approximately 16% of students are English Learners, 64% socioeconomically disadvantaged, and 7% homeless/foster youth.

Key to the district's success is its work with community, higher education, and industry partners. LBUSD, Long Beach City College, and California State University, Long Beach, have worked in collaboration with local, regional, and national institutions to create seamless, pre-kindergarten to postgraduate-school education. This partnership includes the Long Beach College Promise, which provides additional support to help more students prepare for and succeed in higher education. LBUSD has also established educational partnerships with more than 1,300 local businesses, which recognize the district's role in developing a well-educated, highly skilled workforce. Approximately 12,000 Volunteers in Public Schools (VIPS) assist teachers and students in classrooms. Long Beach schools have been visited and praised by the nation's president, attorney general, four secretaries of education, former Secretary of State Gen. Colin Powell, and other high-level officials seeking to replicate LBUSD's successes. Local schools have won numerous California Distinguished, National Blue Ribbon, and National Green Ribbon awards.



Vision 2035 & Strategic Plan

In the fall of 2022, the Board of Education and the Superintendent of the Long Beach Unified School District launched a community-wide collaborative process to develop a long-term vision for how the public school system will serve children from birth to 12th grade and beyond, in Long Beach. Vision 2035 is the result of an extensive, student-centered, community-wide engagement effort that included the gathering of

diverse perspectives and thousands of data points, along with a detailed process to determine our most pressing priorities. Guiding our work are the three “portraits” that detail how we envision our students, the adults who support them, and our school system itself, well into the future.

Our vision builds upon prior successes and lessons learned over the past three years, and it is intentionally designed with a focus on excellence and equity for all. We are so grateful to everyone in our school communities who took the time to share their thoughts, hopes and aspirations as reflected in this ambitious reimagining of the future. This vision is an audacious call-to-action to support the students of Long Beach Unified School District.

The **Graduate Portrait** envisions the outcomes for students—the community’s aspirations for what graduates will know, be and be able to do to thrive in their lives and careers.

The **Adult Portrait** describes what all adults working in the school district need to know, be and be able to do in order to support each student’s journey toward realizing the Graduate Portrait.

The **System Portrait** focuses on creating the conditions that will enable LBUSD students and adults to thrive and grow, guided by the Core Values.

The **Core Values** express the principles that guide the school district’s actions in realizing the vision. LBUSD has the following Core Values:

CENTERING STUDENT NEEDS AND VOICE
We believe that every student has the ability to thrive and that success requires that we attend to the needs of the whole child. We believe that incorporating student voice and building student agency, so that students can intentionally influence their own circumstances, are essential to our success in understanding and meeting each student’s needs.

AUTHENTIC COMMUNITY ENGAGEMENT AND COLLABORATION
We believe that by working together we can address challenges and take actions needed to have a positive impact on student outcomes. We value the diverse perspectives, culture and languages of our collective community and acknowledge the importance of partnership and transparent communication to achieve our vision.

CULTURE OF INNOVATION AND CREATIVITY
We believe that effective problem solving and staying relevant for the future require a culture of creativity and innovation. We cultivate new ideas and divergent thinking to develop effective strategies that catalyze change.

DIVERSITY AND INCLUSION
We believe in honoring and celebrating differences, recognizing the intersectionality of identities related to culture, race, language, gender, sexuality, ability and age, and affirming them in the classroom and workplace.

ENVIRONMENT THAT FOSTERS CONNECTION, RESPECT AND SAFETY

We believe in creating safe and respectful environments–both physical and virtual–that build caring and compassionate relationships to foster human connection, help us reach our shared aspirations and drive student success.

EQUITY AND SOCIAL JUSTICE
We believe that an equitable and socially-just world requires that we actively understand, and unlearn our biases, value and empathize with the lived experiences of others, take action to disrupt systems of oppression and develop future leaders who can do the same.

EXCELLENCE AND ACCOUNTABILITY THROUGH CONTINUOUS IMPROVEMENT
We believe in high standards for all students and staff, and that achieving excellence is the result of an education system relentlessly committed to fostering a growth mindset, continuous learning and courageous adaptation based on student outcomes.

FOSTERING JOY AND COMMITMENT
We believe in leading, learning and behaving in ways that foster joy, passion and commitment in order to build long-term organizational dedication to excellence and long-term organizational resilience.

INTEGRITY AND RESPONSIBLE LEADERSHIP
We believe in managing our financial and human resources effectively and in alignment with our student- centered goals. We value transparency in order to demonstrate integrity and build trust.

We look forward to making Vision 2035 a reality so that more of our students can graduate with the knowledge and skills they need to live healthy and rewarding lives. We invite you to enjoy the Vision 2035 document at: https://bit.ly/LBUSDVision2035

Alignment Efforts: Vision 2035 → Board Goals → LCAP Metrics
With a new aspirational vision, the LBUSD Board of Education continued to develop and strengthen its student-focused governance by adopting its Board Goals in November 2023. These goals emphasize the need for Reading Proficiency and Acceleration, Algebra Proficiency, and College & Career Readiness. Access is at these links (English) (Spanish) (Khmer). As you can see by the goals, there is focus on Grade 3 reading proficiency, Grades 4-8 SBAC achievement, and Black student achievement in Algebra and meeting A-G.

The new Vision and Board Goals provides an opportunity to better align these high profile documents with the LCAP. Throughout the LCAP, you will see data, metrics and supports that support both the Vision and Goals. Here is a graphic that depicts the alignment sought between these documents.

High Quality Learning for All and Equity Flashlight

The focus of the 2024-25 LCAP makes connections and alignment to the Strategic Goal/Vision 2035 and Excellence and Equity Policy, which both gives a roadmap to what LBUSD aspires to be as a system that supports the adult staff to support all students to become *graduates that 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.*

In fact, the 2024-25 LCAP has made a commitment to all students and, importantly, to those students that have been historically marginalized and underserved by LBUSD. Yes, we are facing the "brutal facts" of the lack of achievement for certain students. It's intentional that the first 5 Goals of the 2024-25 LCAP focus on High Quality Learning, as follows:

-Goal 1: High Quality Learning for All Students

-Goal 2: High Quality Learning for Black Student excellence

-Goal 3: High Quality Learning for English Learners and Long Term English Learners

-Goal 4: High Quality Learning for Students with Disabilities

-Goal 5: High Quality Learningfor Foster and Homeless Youth

This is a change from the last LCAP which had a large goal for learning, but perhaps did not go deep enough for the under-achieveing student groups. Building specific goals for student groups shines an equity flashlight to ensure accountability and focus— using a targeted universalism- we raise the lowest and ultimately raise all!

Continuing to Center Black Students and Focus on Equity

"Equity in LBUSD means that we will take action to end systemic racism and discrimination that harms students because of their race, culture, disability, economic description, immigration status, gender identification, and/or sexual orientation. If LBUSD is acting upon this definition, then the descriptors listed above will not be predictors of success or failure in our system. Equity in LBUSD also means that we center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience to all students." (LBUSD Policy 0415). This year, Strategy 4 of the Strategic plan work has engaged a team for "Elevating and Centering Black Students and Families" with the following goals:

• Establish and charter a Center for Black Student Excellence, developed in partnership with Black students and families, that utilizes liberatory practices to identify key areas of focus to improve outcomes for Black students and families and align BSAI work across the District.

• Staff (all levels) are applying culturally responsive and sustaining practices that promote engagement/partnership, identity, agency, & belonging for Black students to increase their achievement and well-being.

• Engage Black students and families and accelerate asset-based practices/approaches, through facilitated / guided prototypes focusing on Black students and families and culturally responsive and sustaining practices.

In addition, the strategic planning process led to learning about the “Targeted Universalism” approach to support Black students to reach universal goals of attaining the Graduate Portrait and develop a plan, co-constructed with our Black students and families, to identify and implement targeted supports for Black students. In this context, the term “Targeted Universalism” means setting universal goals, such as “all students attain the Graduate Portrait”, and using targeted processes to achieve these goals. As LBUSD learns more about what works for different groups of students, for example, and builds success, we can also apply those learnings across the district, and build our capacity to support success for all students.

Strategy 3 of the Strategic Plan work has goals in response to dismantling oppressive systems and removing barriers for underrepresented students:

• Every adult at LBUSD is improving their capacity to be an Equity-focused Change Agent and are elevating their liberatory consciousness and taking actions to dismantle systems of oppression.

• Begin to implement liberatory design processes to systematically identify, assess and dismantle district practices, policies and processes that are perpetuating oppression and inequities and replace them with restorative, equitable practices, policies and processes.

• Research, recommended, develop and are implement frameworks, tools and expertise to support improvement in LBUSD staff’s ability to act in ways that are more equitable and act in ways that dismantle systems of oppression.

These are bold and necessary goals in order to operationalize the Equity Policy.

Equity Multiplier

The Local Control Funding Formula Equity Multiplier provides additional funding to districts for allocation to school sites with prior year *nonstability rates* greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. In LBUSD, there are two sites that have qualified for the Equity Multiplier funding:

• Reid High School ($223,1453)

• EPHS ($1,831,542)

The following are CA Dashboard lowest (red) categories for Reid and EPHS:

Schools	EL Program	Suspension Rate	Graduation Rate	College & Career	English Lang. Arts	Math
EPHS	Schoolwide	*(EPHS was not rated as red)*	Schoolwide Black EL Hispanic Homeless SWD White Low SES	Schoolwide Black EL Hispanic Homeless SWD White Low SES	Black	Black
Reid	*(Reid was not rated as red)*	Schoolwide Black Hispanic EL Homeless Low SES	Schoolwide Hispanic Low SES	Schoolwide Hispanic Low SES	*(Reid was not rated as red)*	*(Reid was not rated as red)*

Each school will use the Equity Multiplier funds to supplement current efforts to improve the areas that are in the lowest rating (red) and for the student subgroups listed above.

Note: The stability rate is a measure to identify the number and percent of students who receive a "full year" of learning in the same school. The measure is intended to serve as a tool to help better understand the complex needs of students and schools. The California Department of Education makes this calculation. Please visit https://www.cde.ca.gov/ds/ad/sr.asp for more information about stability rates.

Goal 9 of this LCAP addresses the Equity Multiplier schools with specific actions and metrics related to the students who are not performing as expected (see table above). In addition, Goal 9 also describes the schools' engagement efforts to develop the actions and metrics.

Quality Core Instruction and Academic Growth

The next section highlights the annual performance of LBUSD's students with data results listed. With hints of success for some students, LBUSD's stance remains focused on continuous improvement. We are not satisfied with the academic results. Having been at the forefront of professional development and support of strong instructional practices, we have recommitted as a system to provide quality core instruction in every classroom. High quality core instruction in every classroom has the greatest potential to ensure all students meet the district's goals and objectives and to interrupt the patterns of historically marginalized student success. It is defined by the Understandings and Expectations for Quality Core Instruction and must be supported through professional development, coaching and effective supervision and support structures.

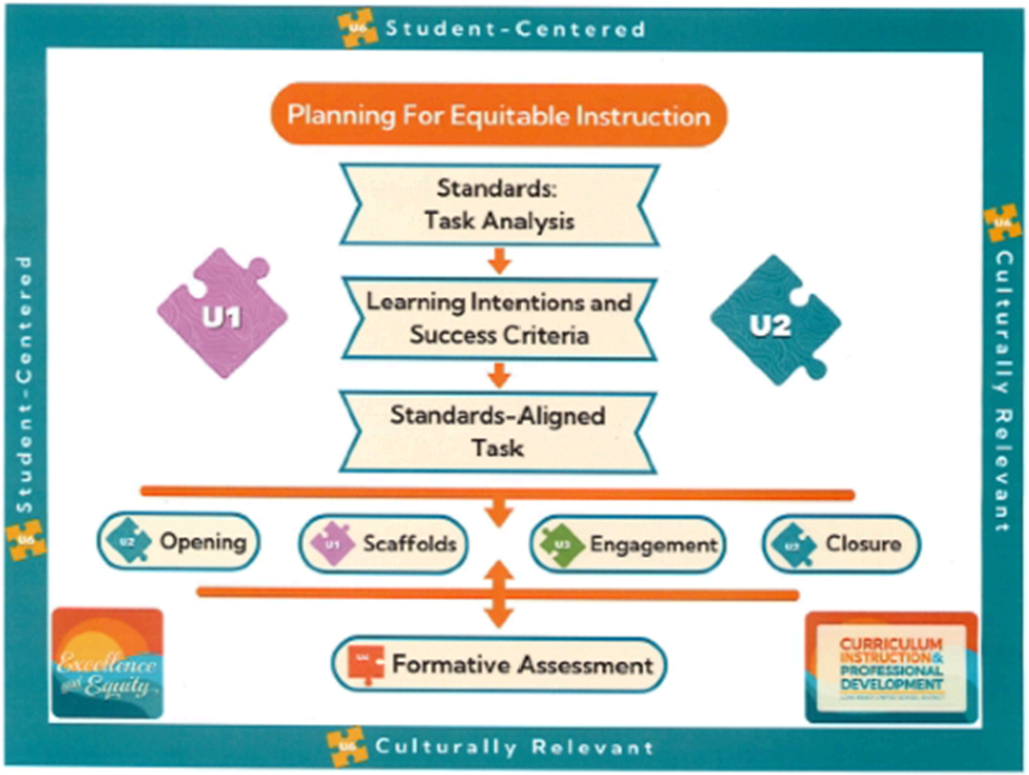
Classroom instruction is vital to student achievement. At LBUSD, it is anchored in the "Understandings & Expectations," a planning tool that helps educators to integrate key teacher practices as part of daily instruction, builds collective efficacy, promotes caring relationships with students, and inspires reflection throughout the instructional process. The Understandings include:

• U1.A thorough understanding of standards provides a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach.

• U2.Providing all learners with cognitively demanding tasks and complex text with the goal of making meaning is essential in order for students to build conceptual understanding of content and transfer their learning to new contexts.

• U3.Orchestrating opportunities for technical and academic discourse including collaborative conversations allows students to develop a deeper understanding of content and support a point of view in varied contexts.

• U4.The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect



evidence about where students are and to determine immediate next steps.
• U5.Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) embody a culture of collective efficacy leading to a focus on improving common instructional practice resulting in increased student achievement for all.
• U6.Cultivating a classroom atmosphere, where teachers deliberately balance caring relationships with high expectations and supports for student success, provides a foundation for a safe learning environment that values diversity, trust, and respectful communication.

In the 2023-24 school year, all teachers engaged in intensive Quality Core Instruction professional development. Since the transition to the Common Core Standards, the LBUSD Understandings have been used to describe effective classroom practices and elements of pedagogy desired across all LBUSD classrooms and based on the LBUSD Foundational Belief:
All students and communities come with cultural and linguistic
assets and deserve to be treated with dignity, fairness, respect and unconditional positive regard. In a warm-demanding learning environment, every student matters and needs to feel that they do. All students can learn and achieve at high levels, and we have a responsibility for their success. Confronting our own bias is important work for us to do if we are to truly set high expectations for all students.

The new Understandings and Expectations for Quality Core Instruction were developed in alignment with the foundational belief and in response to new learning related to equitable instruction, the impact of Transformative Social-Emotional Learning, and meeting the needs of Multilingual learners, and are aligned to the LBUSD Equity Vision as stated in the LBUSD Excellence and Equity Policy.

The current Understandings and Expectations support culturally responsive educators in using an asset-based approach to create equity-centered classrooms. This document describes the six understandings, or agreements, that comprise Quality Core Instruction and are integral for creating equitable and inclusive learning environments.

Quality Core Instruction (QCI) is the operationalizing of our expectations and belief in ALL students; the public demonstration of what we mean by excellence in every classroom and the environment where every student experiences our commitment to equity. QCI includes curricula, teaching practices and learning environments that are standards-based, evidence-based, engaging, differentiated, culturally responsive and data-driven.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Students are at the center of Long Beach Unified's Vision 2035 (Graduate Portrait) and the Strategic Plan– and that is intentional. Also intentional is the description of the center section of the Strategic Plan: High Quality Learning for Students (Equitable access to high quality learning experiences).

LBUSD remains focused on academic improvement for all students, with a focus on Black student achievement. Research shows that the greatest leverage point for student success is classroom teachers. This is the reason why LBUSD is recommitting to Quality Core Instruction (QCI) in all classrooms. In the previous section, a description of QCI is found. That said, for the past couple of years, the results of the state SBAC testing showed a drop in achievement in almost all areas. The data reaffirms the lasting effects of the pandemic on achievement and reminds us that the work of combating the learning loss is difficult. LBUSD did not see double digit drops as from the previous year; however, we have not seen the gains we anticipated.

Within this section, you will find data in the following areas:

• Data for each of LBUSD's LCAP Academic Goals:

Goal 2: Black Student Achievement

Goal 3: EL Student Achievement

Goal 4: Achievement of Students with Disabilities

Goal 5: Foster and Homeless Student Achievement

You will also find more data for each of LBUSD's LCAP Academic Goals within each goal area.

• Smarter Balanced Assessments

• California School Dashboard

Data for each of LBUSD's LCAP Academic Goals

Black Student Achievement Data (LCAP Goal 2)

According to our data, Black students are achieving at a lower level than all other student groups. Therefore, attaining the Graduate Portrait for Black students must be at an accelerated pace.

California School Dashboard: Black/African American students are in the lowest "red" band for suspension rate. Black students have an almost 10% rate for being suspended at least one day in the previous year. This is the highest percentage of any LBUSD student group.

SBAC: Black students have a gap of achievement results in all grade levels for both ELA and Math. Here are the 2023 results - % of students who Met or Exceeded Standard:

SBAC	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	**All Students**
ELA: All Students	47.63	45.61	51.65	44.15	49.54	46.86	51.42	**48.15**
ELA: Black Students	31.37	31.41	35.63	28.01	35.71	30.90	36.91	**32.87**
ELA Gap	*-16.26*	*-14.2*	*-16.02*	*-16.14*	*-13.83*	*-15.96*	*-14.51*	***-15.28***
Math: All Students	47.11	40.60	34.61	33.34	32.48	28.11	28.55	**34.46**
Math: Black Students	27.43	24.70	19.70	16.97	16.54	15.29	9.23	**18.46**
Math Gap	*-19.68*	*-15.90*	*-14.97*	*-16.37*	*-15.94*	*-12.82*	*-19.32*	***-16.00***

English Learner Data (LCAP Goal 3)

SBAC: Results from the 2023 Smarter Balanced Assessment Consortium (SBAC) show the following:

• Nearly 5,500 EL students took the SBAC.

• 14% of EL students met or exceeded standard on the English Language Arts exam. This is a 40% gap in comparison to non-EL students.

• 10% of EL students met or exceeded standard on the Math exam. This is a 29% gap in comparison to non-EL students.

ELPAC: The Summative English Language Proficiency Assessments for California (ELPAC) is administered only to students who have previously been identified as an English learner based upon the results of the Initial ELPAC. The Summative ELPAC measures how well English learners are progressing toward English language proficiency. Here are the results from the nearly 10,000 students taking the Summative ELPAC:

• Level 4 - Well Developed: 12%

• Level 3 - Moderately Developed: 33%

• Level 2 - Somewhat Developed: 34%

• Level 1 - Beginning to Develop: 21%

CA Dashboard: For English Learners, the graduation rate is 64%, which is a 3% decline from the previous year. English-Language Arts results show that English Learners are 89.4 points below standard and maintained their level from last year. The recently Reclassified students scored 27.6 points below standard, which was a large increase of 30 points higher than the previous year. In Math, EL students scored 95.9 points below standard, which was a slight decrease (3.4 points) from last year.

Students with Disabilities Data (LCAP Goal 4)

CA Dashboard: Students with disabilities rate at the lowest “red” level on the California School Dashboard in two areas:

• Graduation Rate: Students with disabilities have a 66% graduation rate, which is a 3% decrease from the previous year. It is also 17% gap from the 83% graduation rate for all students.

• English Language Arts: Students with disabilities are 93 points below standard for English Language Arts, which represents the lowest achievement of all student subgroups.

Social-Emotional/Culture/Climate Survey: According to the CORE Survey (2023), there is a gap that exists for students with disabilities and how they feel about school and self, with a growth mindset as the largest gap for both elementary (-9%) and secondary students (-11%). Gaps also exist in Safety, Self Efficacy and Relationship Skills.

Foster & Homeless Data (LCAP Goal 5)

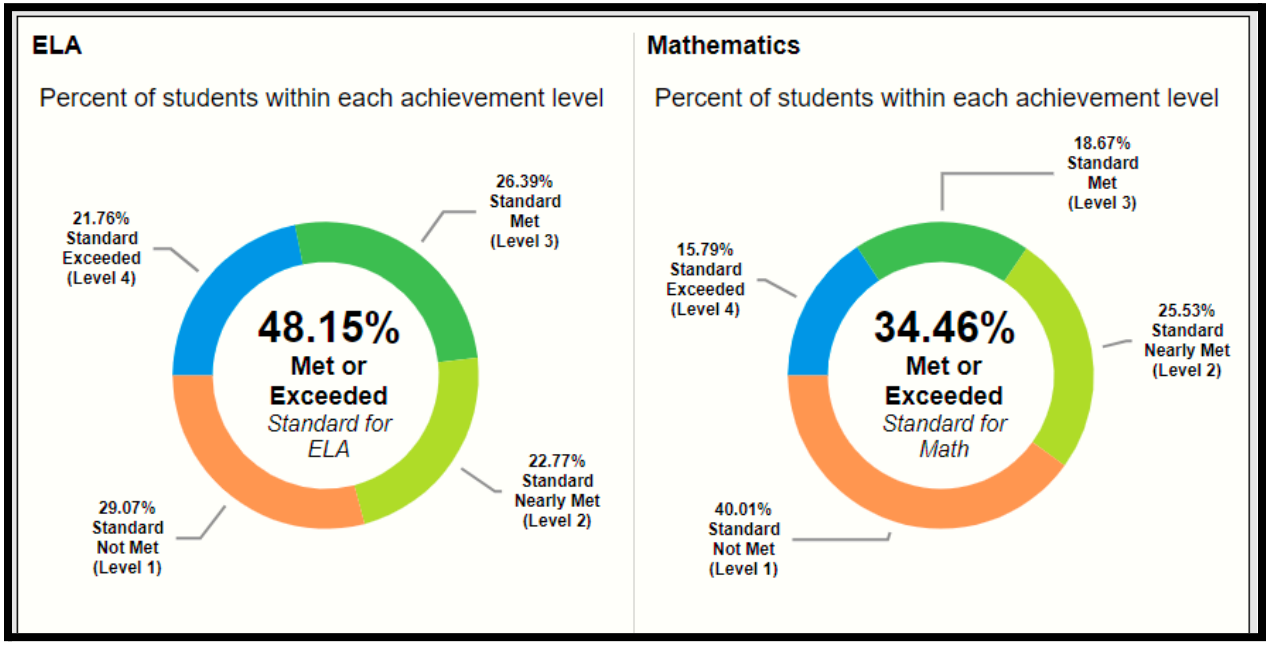
CA Dashboard: There are approximately 450 foster youth and 4,000 homeless youth enrolled in LBUSD schools. According to the California School Dashboard, both Homeless and Foster youth are in the lowest "Red" level for Graduation Rates. There is a graduation rate of 72% for homeless youth, which represents a 6% decrease from the previous year. It is also a gap of 9% compared to the 83% graduation rate for all students. Foster youth graduation rate is even more concerning with a 65% rate (-5% from last year and a gap of 18%).

Foster youth also are over-represented in suspensions with almost 10% of students having been suspended at least one day last year. This is about the same rate as last year. Foster youth suspensions rate "red" or at the lowest level of the 5 rating levels of the California School Dashboard.

SBAC (2023):	Foster	Not Foster	**Gap**	Homeless	Not Homeless	**Gap**
ELA Met/Exceed:	24%	35%	**-9%**	33%	50%	**-17%**
Math Met/Exceed:	15%	49%	**-34%**	19%	36%	**-17%**

California Assessment of Student Performance and Progress (CAASPP)- Smarter Balanced Assessments (SBAC)

The following shows the 2022-23 SBAC Summary Results and more reports:



English Language Arts SBAC Details:

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	4,553	4,840	4,827	4,709	4,859	4,714	5,258	33,760
Number of Students Tested	4,475	4,763	4,754	4,634	4,764	4,604	4,824	32,818
Number of Students With Scores	4,474	4,762	4,753	4,628	4,756	4,599	4,817	32,789
Mean Scale Score	2422.3	2459.6	2504.9	2513.9	2544.0	2555.8	2579.5	N/A
Standard Exceeded (Level 4)	26.82 %	26.56 %	23.98 %	17.03 %	17.81 %	16.53 %	23.56 %	21.76 %
Standard Met (Level 3)	20.81 %	19.05 %	27.67 %	27.12 %	31.73 %	30.33 %	27.86 %	26.39 %
Standard Nearly Met (Level 2)	22.46 %	19.32 %	20.96 %	27.05 %	23.25 %	25.33 %	21.24 %	22.77 %
Standard Not Met (Level 1)	29.91 %	35.07 %	27.39 %	28.80 %	27.21 %	27.81 %	27.34 %	29.07 %

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	19.11 %	19.00 %	18.98 %	15.49 %	18.37 %	16.80 %	25.15 %	19.02 %
Near Standard	58.92 %	60.00 %	62.89 %	55.01 %	59.61 %	54.57 %	53.36 %	57.77 %
Below Standard	21.97 %	21.00 %	18.14 %	29.50 %	22.02 %	28.63 %	21.49 %	23.21 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	20.14 %	17.29 %	21.40 %	15.91 %	23.26 %	20.11 %	24.91 %	20.46 %
Near Standard	51.62 %	53.69 %	55.42 %	53.57 %	50.39 %	51.75 %	45.41 %	51.68 %
Below Standard	28.24 %	29.02 %	23.19 %	30.52 %	26.35 %	28.13 %	29.68 %	27.86 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	13.39 %	12.22 %	15.02 %	12.98 %	13.15 %	13.84 %	14.18 %	13.54 %
Near Standard	70.62 %	70.43 %	70.23 %	72.69 %	73.35 %	72.04 %	70.15 %	71.35 %
Below Standard	15.98 %	17.35 %	14.75 %	14.34 %	13.50 %	14.12 %	15.67 %	15.10 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	17.41 %	16.68 %	19.71 %	17.53 %	19.57 %	21.19 %	22.50 %	19.25 %
Near Standard	62.41 %	63.77 %	62.26 %	63.90 %	60.56 %	63.10 %	59.82 %	62.24 %
Below Standard	20.18 %	19.55 %	18.03 %	18.57 %	19.87 %	15.71 %	17.68 %	18.51 %

Math SBAC Details:

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	4,553	4,840	4,826	4,709	4,857	4,713	5,259	33,757
Number of Students Tested	4,487	4,793	4,783	4,632	4,750	4,590	4,783	32,818
Number of Students With Scores	4,485	4,792	4,781	4,629	4,744	4,581	4,779	32,791
Mean Scale Score	2425.8	2461.5	2485.1	2499.9	2511.1	2515.3	2539.4	N/A
Standard Exceeded (Level 4)	20.62 %	18.13 %	16.96 %	15.47 %	14.92 %	13.88 %	10.71 %	15.79 %
Standard Met (Level 3)	26.49 %	22.47 %	17.65 %	17.87 %	17.56 %	14.23 %	14.67 %	18.67 %
Standard Nearly Met (Level 2)	22.83 %	29.78 %	28.11 %	27.50 %	25.72 %	23.38 %	21.20 %	25.53 %
Standard Not Met (Level 1)	30.06 %	29.61 %	37.27 %	39.17 %	41.80 %	48.50 %	53.42 %	40.01 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	24.68 %	22.70 %	17.28 %	16.00 %	16.83 %	14.09 %	14.52 %	17.99 %
Near Standard	48.23 %	43.28 %	45.73 %	42.65 %	41.46 %	43.47 %	33.88 %	42.62 %
Below Standard	27.09 %	34.02 %	36.99 %	41.35 %	41.71 %	42.44 %	51.60 %	39.39 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

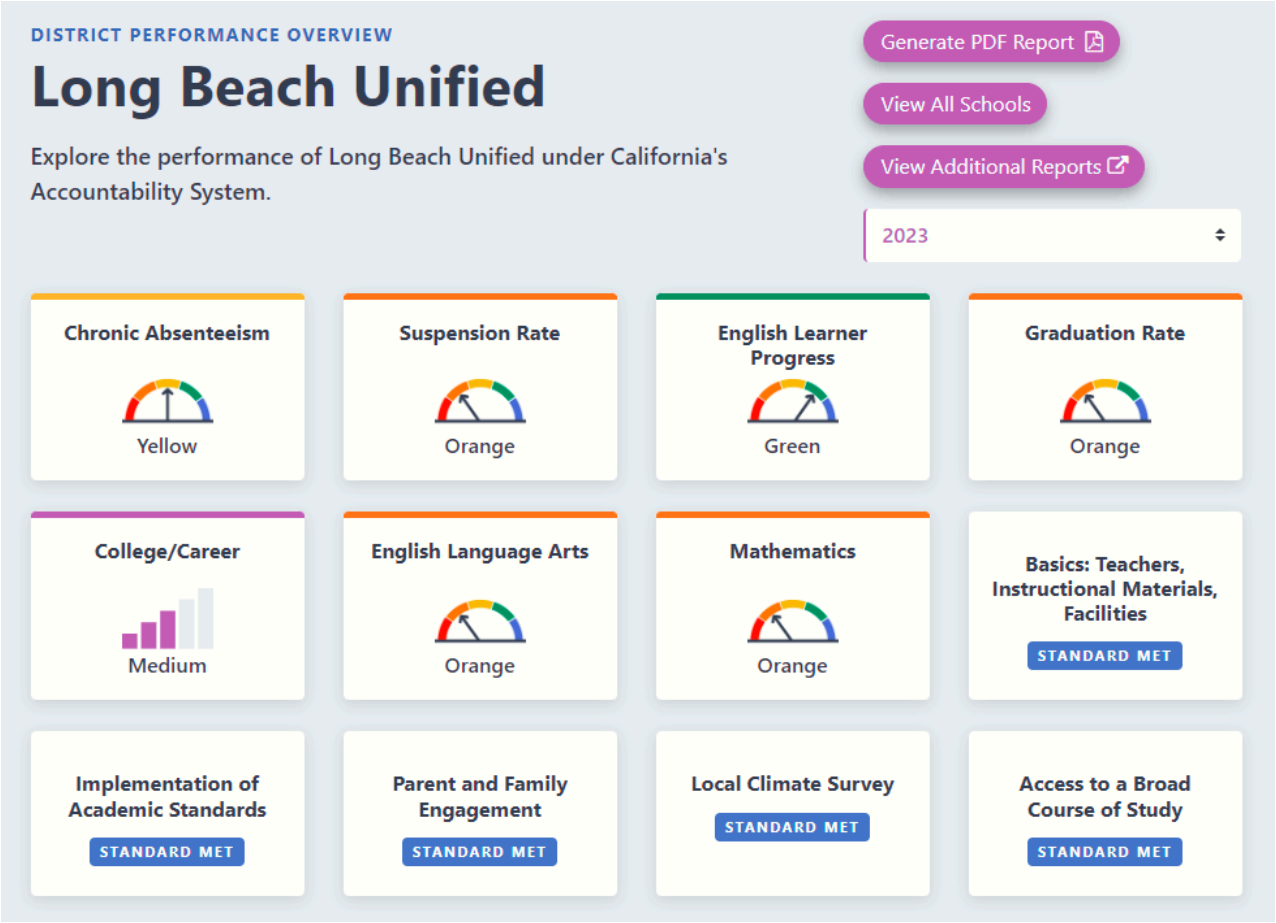
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	21.92 %	16.30 %	14.60 %	11.51 %	12.82 %	12.99 %	12.35 %	14.60 %
Near Standard	47.67 %	49.56 %	51.68 %	52.47 %	52.20 %	49.55 %	56.56 %	51.42 %
Below Standard	30.41 %	34.14 %	33.72 %	36.01 %	34.98 %	37.46 %	31.09 %	33.97 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

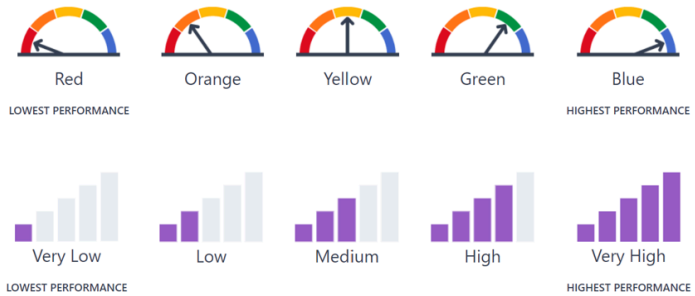
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	22.52 %	19.52 %	12.95 %	13.31 %	13.28 %	11.11 %	11.55 %	14.86 %
Near Standard	57.44 %	55.94 %	60.59 %	59.56 %	62.18 %	59.46 %	59.61 %	59.27 %
Below Standard	20.04 %	24.55 %	26.46 %	27.13 %	24.54 %	29.43 %	28.83 %	25.88 %

California School Dashboard Data

The Long Beach Unified School District shows the following results on the 2023 California School Dashboard:



Here is the key to the Dashboard:



In summary, LBUSD has no areas where 'all students' are in the lowest (red) rating. However, the following shows all areas and any subgroups designated in the lowest rating:

• Chronic Absenteeism: No LBUSD subgroups are in the lowest rating.

• Suspension Rate: 2 LBUSD subgroups are in the lowest rating: African-American and Foster Youth.

• Graduation Rate: 4 LBUSD subgroups are in the lowest rating: Students with Disabilities, Foster Youth, Homeless Youth, and English Learners.

• College and Career: No LBUSD subgroups were in the "Very Low" rating.

• English Language Arts: 1 LBUSD subgroup is in the lowest rating: Students with Disabilities.

• Mathematics: 1 LBUSD subgroup is in the lowest rating: English Learners.

Please note that English Learner Progress does not have a subgroup rating.

LBUSD has made a commitment in this LCAP to shine an equity flashlight on students who are furthest from standard and to face the "brutal facts" about under-serving these student groups. The Excellence and Equity Policy, Strategic Plan, Board Goals and Superintendent's Goals all anchor this effort. Now, we can add the LCAP to this list. The first five goals in the LCAP speak to High Quality Learning. Goal 1 shows efforts to deliver high quality learning for all students. In addition to Goal 1 for all students, LBUSD is intentionally calling out four subgroups of students who are not achieving at rates that are acceptable: High Quality Learning-Black Students (Goal 2), High Quality Learning-EL and LTELs (Goal 3), High Quality Learning-Students with Disabilities (Goal 4) and High Quality Learning-Homeless/Foster Youth (Goal 5).

This LCAP holds LBUSD accountable to the lack of results that are identified in the Dashboard for the District. By calling out these subgroups and having specific metrics that match the Dashboard areas of concern, as well as Actions to support, LBUSD brings much needed attention and support for these student groups. The table below addresses the areas in which subgroups are in the lowest rating and provides sample Actions from the LCAP that address the Dashboard issues. It is of note that all of the subgroups that are at the lowest Dashboard level are identified with their own Goal in the LCAP and will benefit from both the Goal that specifically supports the subgroup, as well as Goal 1 for all students.

Dashboard Low (Red) Area	LCAP Goal	LCAP Action Examples of Support	LCAP Metric
Suspension Rate: Black Students	Goal 2: High Quality Learning-Black Student Achievement	Action 2.1- Black Student Achievement Initiative Examples: Sankofa Saturdays: Cohort of students will participate in an academic enrichment program centered on an assets based study of black excellence promoting positive identity development. Center for Black Student Excellence will be a hub of expertise, partnerships and cultural assets geared towards lifting the	M2.6 Reduce the gap by 50% Suspension Rate between Black students and all other students.

		educational experience of Black students.	
Suspension Rate: Foster Youth	Goal 5: High Quality Learning-Foster and Homeless Youth	Action 5.1- Homeless and Foster Youth Services Example: The Foster/Homeless Unit provides support through Multi-Discipline Meetings (SEL Support)	M5.5- Reduce the gap in Suspension Rate for Foster and Homeless students and all other students.
Graduation Rate: Foster Youth	Goal 5: High Quality Learning-Foster and Homeless Youth	Action 5.1- Homeless and Foster Youth Services Example: The Foster/Homeless Unit provides support through Partial Credit advocacy and assistance with participation in school programs	M5.6- Reduce the gap in Graduation Rate for Foster and Homeless students and all other students.
Graduation Rate: Homeless Youth	Goal 5: High Quality Learning-Foster and Homeless Youth	Action 5.1- Homeless and Foster Youth Services Example: The Foster/Homeless Unit provides support through Partial Credit advocacy and assistance with participation in school programs	M5.6- Reduce the gap in Graduation Rate for Foster and Homeless students and all other students.
Graduation Rate: ELs	Goal 3: High Quality Learning-English Learners & LTELs	Action 3.1- EL Support Example: EL coaches and curricula specialists provide on-site training for school sites to address school-specific needs related to ELs, including primary/heritage language instruction strategies and curricula.	M3.6- Reduce the gap by 50% of the Graduation Rate of English Learners.
Graduation Rate: Students w/Disabilities	Goal 4: High Quality Learning-Students with Disabilities	Action 4.3- Pupil Services: Instructional Aides Example: Instructional Aides bring a personal service to students with special needs. Instructional Aides provide learning and care support for pupils with special educational needs.	M4.3- Reduce the gap by 50% for the Graduation Rate for students with IEPs and all other students.
English Lang. Arts: Students w/Disabilities	Goal 4: High Quality Learning-Students with Disabilities	Action 4.3- Pupil Services: Instructional Aides Example: Instructional Aides bring a personal service to students with special needs. Instructional Aides provide learning and care support for pupils with special educational needs.	M4.4- Reduce the gap by 50% between students with IEPs and all other students on SBAC ELA Met/Exceeded Rate B. Reduce the gap by 50% between students with IEPs and all other students on

			SBAC Math Met/Exceeded Rate
Math: ELs	Goal 3: High Quality Learning- English Learners & LTELs	Action 3.1- EL Support Example: A cohort of school sites with the highest EL populations are prioritized for additional professional learning under the supervision of a Director/Principal-Supervisor who collaborates with the English learner specialists to provide targeted support designed to address disparities in EL student achievement by increasing the subject matter knowledge	M3.5- The gap between the percent of EL students and all other students who "Met" or "Exceed" on: SBAC ELA will be reduced by 50% SBAC Math will be reduced by 50%

This table displays the lowest (red) rating for LBUSD schools on the California School Dashboard.

2023 California Dashboard Results: LBUSD Lowest Rating (Red)

DESIGNATION FOR SCHOOL (LOWEST RATING- RED)							
SCHOOL – (Areas)	CHRONIC ABSENTISM	SUSPENSION RATE	ENGLISH LEARNER PROGRAM	GRADUATION RATE	COLLEGE/ CAREER	ENGLISH-LANGUAGE ARTS	MATHEMATICS
Avalon (1)							XX
Barton (1)						XX	
Browning (3)		XX				XX	XX
Bryant (1)			XX				
Burcham (1)	XX						
Emerson (1)	XX						
EPHS (3)		XX	XX		XX		
Hamilton (3)	XX	XX					XX
Harte (1)			XX				
Hoover (2)			XX				XX
Hughes (1)		XX					
Lindsey (2)		XX					XX
Lowell (1)	XX						
Mann (1)		XX					
Marshall (1)	XX						
Millikan (1)			XX				
Muir (1)			XX				
Nelson (1)		XX					
Reid (3)		XX		XX	XX		
Rogers (1)	XX						
Washington (1)							XX
Webster (1)			XX				
Whittier (1)			XX				
Wilson (1)			XX				
TOTAL- 24 schools; 34 areas	**6**	**8**	**9**	**1**	**2**	**2**	**6**

The following table identifies schools that have one or more subgroups identified in the red/lowest rating for any of the following California School Dashboard's categories: Chronic Absenteeism, Suspension Rate, English Learner Program Graduation Rate (high schools only), College and Career (high schools only), English Language Arts, and Math.

Not listed in this table are the 17 LBUSD schools that do not have any subgroups identified in the red category: Alvarado, Bixby, CAMS, Carver, Cleveland, Gant, Gompers, Henry, Holmes, Keller, MacArthur, McBride, Naples, Renaissance, Sato, Signal Hill, and Stephens.

CA DASHBOARD: LBUSD SCHOOLS
DESIGNATION FOR STUDENT SUBGROUP (LOWEST RATING- RED)
Key: EL- English Learners; Low SES- students in poverty; SWD- Students with Disabilities; 2+Races- Multiracial students

SCHOOL	CHRONIC ABSENTEEISM	SUSPENSION RATES	ENGLISH LEARNER PROGRAM	GRADUATION RATE	COLLEGE/ CAREER	ENGLISH LANGUAGE ARTS	MATHEMATICS
Addams		*Black*					
Avalon	*White*					*ELs* *Hispanic* *Low SES* *SWD*	***Schoolwide*** *ELs* *Hispanic* *Low SES* *SWD*
Bancroft							*ELs*
Barton	*ELs*	*LowSES* *SWD*				***Schoolwide*** *Black* *ELs* *LowSES* *SWD*	*ELs* *SWD*
Birney						*SWD*	*SWD*
Browning		***Schoolwide*** *Black* *Homeless* *LowSES* *SWD*				***Schoolwide*** *Hispanic* *LowSES*	***Schoolwide*** *Hispanic* *LowSES*
Bryant	*Black* *Asian* *SWD*	*Black*	***Schoolwide***			*SWD*	
Burbank						*SWD*	*SWD*
Burcham	***Schoolwide*** *Hispanic* *LowSES*						
Cabrillo		*ELs* *SWD*		*SWD*		*Homeless*	*Homeless*
Chavez						*ELs*	*ELs*

							Hispanic
Cubberley	*SWD*	*Homeless*					
Dooley		*Black*					
Edison	*Black* *Homeless* *SWD*	*Black*					
Emerson	***Schoolwide***						
EPHS			***Schoolwide***	***Schoolwide*** *Black* *ELs* *Hispanic* *Homeless* *LowSES* *SWD* *White*	***Schoolwide*** *Black* *ELs* *Hispanic* *Homeless* *LowSES* *SWD* *White*	*Black*	*Black*
Franklin		*Black* *SWD*				*ELs* *SWD*	*Black* *ELs* *SWD*
Fremont	*2+Races* *SWD*	*SWD*					
Garfield	*Homeless*	*Black* *Homeless* *LowSES*					
Grant	*Asian* *Homeless*					*SWD*	*Homeless*
Hamilton	***Schoolwide*** *ELs* *Hispanic* *LowSES* *SWD*	***Schoolwide*** *Black* *Homeless* *LowSES* *SWD*				*ELs* *SWD*	***Schoolwide*** *Black* *ELs* *Hispanic* *Homeless* *LowSES* *SWD*
Harte		*2+Races*	***Schoolwide***			*Black*	*Black*
Herrera	*Asian*						
Hoover	*Black* *Homeless*		***Schoolwide***			*ELs* *SWD*	***Schoolwide*** *Black* *ELs* *Hispanic* *Homeless* *LowSES*
Hudson						*Black* *SWD*	*SWD*

Hughes		***Schoolwide*** *Black* *ELs* *Hispanic* *Homeless* *LowSES* *SWD*				*ELs* *SWD*	*ELs* *SWD*
Jefferson		*SWD*					*ELs* *Homeless*
Jordan				*SWD*		*Black* *ELs*	*Black* *ELs* *SWD*
Kettering	*Asian*						
King							*SWD*
Lafayette		*Black* *Homeless*				*SWD*	*SWD*
Lakewood						*Black* *SWD*	*ELs* *Homeless* *LowSES*
Lincoln						*SWD*	
Lindbergh		*ELs*				*Black* *ELs*	
Lindsey		***Schoolwide*** *Black* *ELs* *Hispanic* *Homeless* *LowSES* *SWD*				*Black* *ELs* *SWD*	***Schoolwide*** *Black* *ELs* *Hispanic* *LowSES*
Longfellow	*ELs* *Hispanic* *LowSES* *SWD*	*Black* *Homeless*					
Los Cerritos	*2+Races*						
Lowell	***Schoolwide*** *Hispanic*						
Madison	*White*						
Mann	*ELs* *SWD*	***Schoolwide*** *Black* *LowSES*					
Marshall	***Schoolwide*** *Black*					*ELs* *SWD*	*ELs* *SWD*

	Homeless *2+Races* *LowSES* *SWD* *White*						
McKinley						*SWD*	*SWD*
Millikan			***Schoolwide***				
Muir	*Hispanic* *Homeless* *LowSES* *SWD*		***Schoolwide***			*SWD*	*SWD*
Nelson	*ELs* *Homeless*	***Schoolwide*** *Black* *Asian* *ELs* *Hispanic* *2+Races* *LowSES* *SWD*				*Black* *ELs* *SWD*	*Black* *ELs* *Hispanic*
Newcomb	*Hispanic* *2+Races* *LowSES* *SWD*						
Oropeza	*Asian* *SWD*						*SWD*
Poly		*ELs* *Hispanic* *LowSES* *SWD*		*ELs* *SWD*	*ELs*	*Els* *SWD*	*ELs* *Hispanic* *LowSES* *SWD*
Powell	*ELs* *Homeless* *SWD*					*SWD*	
Prisk	*SWD*						
Reid		***Schoolwide*** *Black* *ELs* *Hispanic* *Homeless* *LowSES*		***Schoolwide*** *Hospanic* *LowSES*	***Schoolwide*** *Hospanic* *LowSES*		
Riley	*Asian*					*SWD*	
Robinson	*SWD*					*SWD*	*Black* *SWD*
Rogers	***Schoolwide***	*Black*				*Black*	*Black*

	Black *Hispanic* *Homeless* *LowSES*	*Hispanic* *LowSES*				*SWD*	*SWD*
Roosevelt							*Homeless*
Smith	*Black*	*Black* *SWD*				*SWD*	*Black*
Stanford	*Homeless*					*SWD*	*ELs* *SWD*
Stevenson		*SWD*				*SWD*	
Tincher	*SWD*	*SWD*					
Twain		*2+Races*					
Washington	*Homeless*	*Homeless*				*ELs* *Homeless* *SWD*	***Schoolwide*** *ELs* *Homeless* *SWD*
Webster	*Filipino*		***Schoolwide***			*Black*	*SWD*
Whittier	*Asian*		***Schoolwide***			*ELs* *SWD*	*ELs* *SWD*
Willard	*Homeless*						
Wilson	*Black* *Foster* *Homeless*		***Schoolwide***			*ELs* *SWD*	

The following highlights some actions of the LCAP as they relate to the categories of the California School Dashboard. In addition, as mentioned throughout this LCAP, LBUSD has identified gaps in learning and has created this LCAP with an equity lens, principally with High Quality Learning as the engine. Goals 2-5 focus attention on our lowest performing students and has endeavored to ensure that their needs are met. Namely, Goals 2-5 focus on High Quality Learning for Black Students (Goal 2), English Learners and Long Term English Learners (Goal 3), Students with Disabilities (Goal 4) and Foster and Homeless Youth (Goal 5). It is with this equity flashlight that we endeavor to deliver better services for these students who- by and large- are identified in the Dashboard.

LBUSD has made a major commitment in this LCAP to ensure High Quality Learning through the Understandings Framework and Quality Core Instruction (QCI), with the knowledge that the single most important factor in student success is the classroom teacher's instruction. The Understandings and QCI can be found in Action 1.2- Instruction and supported through Action 8.2- Curriculum Support and 8.3- Professional Development. The impact of school staff, as outlined throughout the actions in this LCAP, should not be underestimated. School staff are charged with making connections with students to impact their achievement and social-emotional learning, including the Dashboard categories (Chronic Absenteeism, Suspension Rates, English Learner Program, College and Career progress, Graduation Rate, English Language Arts and Math.).

Chronic Absenteeism

In 2024, LBUSD was awarded the prestigious Model School Attendance Review Board (SARB). This honor is awarded to California school systems that demonstrate innovative and effective practices to reduce absenteeism. LBUSD prioritized and elevates a multi-tiered attendance improvement program that emphasize nonpunitive, comprehensive student and family support. The District's SARB process is designed to restore and build positive relationships with families, empowering them with the necessary tools to improve attendance and re-engage in school. The approach has resulted in improved educational outcomes and has fostered an inclusive, engaging and supportive environment for all students in LBUSD.

LBUSD's approach is described as a three-tiered process:

- Tier 1 provides a foundation to improve overall attendance and prevent chronic absenteeism by cultivating school connectedness, a positive school climate and clear expectations for accountability that incorporate all stakeholders. "
- Tier 2 focuses on early intervention and prevention strategies that are initiated as quickly as possible to re-engage students.
- Tier 3 involves intensive support and a referral to meet with the District's SARB is made once the school site has exhausted its resources and interventions

An instrumental component of LBUSD's SARB efforts is the District's "All In" team, composed of school counselors and social workers that provide professional development and direct support to schools. This is represented in Actions 1.1 and 1.4, with Counselors at the center of the work. SARB and "All In" reach Avalon, Barton, Bryant, Burcham, Cubberley, Edison, Emerson, Fremont, Garfield, Grant, Hamilton, Hererra, Hoover, Kettering, Lindbergh, Longfellow, Los Cerritos, Lowell, Madison, Mann, Marshall, Muir, Nelson, Newcomb, Oropeza, Poly, Powell, Prisk, Riley, Robinson, Rogers, Smith, Stanford, Tincher, Washington, Webster, Whittier, Willard, and Wilson.

Suspension Rates

Among other methods, including building connections with students, restorative practices are one of the initiatives that LBUSD has embaced. Action 7.5- Restorative Justice at the middle school level brings a framework that is part of a Positive Behavior Intervention and Support (PBIS) program which focuses on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This program provides restorative justice professional development workshops to encourage conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions. It also includes district efforts to promote relationship-centered schools. Restorative Justice is implemented at all the middle schools identified in the Dashboard: Cubberley, Franklin, Hamilton, Hughes, Jefferson, Lindsey, Nelson, Rogers, Tincher, and Washington

Student Success Initiative (SSI) is a program at high schools is a multi-tiered supplemental intervention program to provide support and services to students with significant risk factors. Each tier provides support and resources designed with the needs of the targeted students in mind. In addition to academic support, we address socio-emotional, trauma, and behavioral needs of our students.,We have three programs to address the various needs of high school students. We Rise, Math Collaborative, and Leadership Academies (Action 7.7). We Rise is designed

to support our most wanting students, academically and socially emotionally. Math Collaborative provides our students with math support, STEM exposure, and social emotional support. Lastly, Male and Female Leadership Academies helps to steer students away from negative influences and build leadership by improving self-respect and cultural awareness. Academy participants receive culturally relevant and responsive mentorship; attend workshops and events that build their leadership skills; engage in community service projects; and benefit from individualized academic support. The academies also have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers, including suspensions, chronic absenteeism. SSI is implemented at all Dashboard identified high schools: Browning, Cabrillo, Poly, and Reid.

As stated previously, building connections with students is important for supporting students. LBUSD embrases a multi-tiered system of support (MTSS), which is a collaborative, evidence based approach to differentiating and personalizing instruction and intervention across academics and behavior for ALL students. MTSS provides and equitable educational experience. It leverages collective knowledge and expertise to help understand student needs and make informed strategic decisions that best support all students. Included in Action 1.2 is the “Understandings” framework which one of the expectations in all classrooms is: Cultivating a classroom atmosphere, where teachers deliberately balance caring relationships with high expectations and supports for student success, provides a foundation for a safe learning environment that values diversity, trust, and respectful communication. In addition to this culture/climate effort, counseling (Actions 1.1 and 1.4) are an integral part of a Tier 2 support for students. These Actions of the LCAP are implemented at the following Dashboard identified elementary schools: Addams, Barton, Bryant, Dooley, Edison, Fremont, Garfield, Harte, Lafayette, Longfellow, Mann, Smith, Stevenson, Twain

English Learner Program

Goal 3 in the LCAP specifically shines a flashlight on English Learners (ELs), who have not made the progress that is expected. Goal 3 shares the data related to ELs, establishes metrics for improvement and provides funding. Part of Action 3.1 is the maintenance of the relatively-new Multilingual Office has been established, hiring experts in English Learners, ELD, Coaching, Parent Engagement, World Languages and Dual Immersion. For English Learner services they are charged with the following: Transparency of Data (regular reporting of data and regular progress monitoring); Update Reclassification Criteria; Strengthen Home/School Connections; Provide support to sites to increase EL parent engagement; and Provide PD with an asset based approached, including robust training and coaching in designated and integrated ELD. This new office is an attempt to consolidate expertise into one place- not a scattered approach that may have hindered progress in this area.
A cohort of school sites with the highest EL populations are prioritized for additional professional learning under the supervision of a Director/Principal-Supervisor who collaborates with the English learner specialists to provide targeted support designed to address disparities in EL student achievement by increasing the subject matter knowledge and teaching skills of both the teachers and administrators at these sites to accelerate English learners’ language acquisition and grade-level achievement. All the identified schools in the Dashboard benefit from Goal 3, including Bryant, EPHS, Harte, Hoover, Millikan, Muir, Webster, Whittier and Wilson.

Graduation Rate

Graduation Rates are impacted by excellent core instruction and supportive interventions when needed. As mentioned above, LBUSD has made a major commitment in this LCAP to ensure High Quality Learning through the Understandings Framework and Quality Core Instruction (QCI), with the knowledge that the single most important factor in student success is the classroom teacher’s instruction. The Understandings

and QCI can be found in Action 1.2- Instruction and supported through Action 8.2- Curriculum Support and 8.3- Professional Development. Some interventions that are in the LCAP for high schools students are found in Action 1.7- Learning Acceleration Supports and Action 7.7- Leadership Academies. The Student Success Initiative (SSI) is a program at high schools is a multi-tiered supplemental intervention program to provide support and services to students with significant risk factors. Each tier provides support and resources designed with the needs of the targeted students in mind. These actions- both quality instruction and interventions are implemented for the Dashboard-identified schools: Cabrillo, EPHS, Jordan and Reid.

College and Career

Highlighting two Actions in the LCAP that have a direct impact on the College and Career metric are: Action 1.7 and Action 1.8. LBUSD has benefitted from a partnership with the University of Southern California (Action 1.7) to place near-peer college advisors at our high schools. College advisors focus on supporting first-generation, low-income, and underrepresented students. In addition, Action 1.7 provides for free PSAT and SAT exams to ensure that students, principally those from low-income backgrounds, can meet college requirements. In addition, AP Exams are covered. Action 1.8 provides for College/Career Specialists in high schools. The College and Career Specialists assist students with planning for their future. Specialists help students determine their career goals and then advise both students and parents, in collaboration with other school adualts, on how to achieve those goals. They also help students with internships, assisting with applications (both college and jobs), and providing resources to give students further information. These activities are in place at the Dashboard identified schools: EPHS, Reid and Poly.

English Language Arts

In the Elementary, Middle and K-8 schools, Actions 1.6 and 7.6 are highlighted. Action1.6 expands literacy support in elementary and K-8 schools. This expansion includes the deployment of research-based, consistent literacy interventions across sites (principally for those with high concentrations of unduplicated pupils) through deploying literacy teachers, ongoing training of literacy teachers, as well as the purchase of intervention materials. Action 7.6- Instructional Intervention Coordinators provide leadership to provide interventions at the elementary and middle level for ensuring reading and math interventions are deployed to students who are struggling. The Dashboard identified schools that benefit are: Avalon, Barton, Birney, Bryant, Burbank, Chavez, Franklin, Grant, Hamilton, Harte, Hoover, Hudson, Hughes, Lafayette, Lincoln, Lindbergh, Lindsey, Marshall, McKinley, Muir, Nelson, Powell, Riley, Robinson, Rogers, Smith, Stanford, Stevenson, Washington, Webster, and Whittier.

Action 1.5 is a Library Education enhancement that includes both teacher librarian and library media assistant support, as appropriate, based on site and student needs. Teacher librarians augment core literacy and content area instruction, as they provide differentiated print and digital instructional resources to accelerate learning. Each high school identified in the Dashboard is included in this action: Avalon, Browning, Cabrillo, EPHS, Jordan, Lakewood, Poly, and Wilson.

Mathematics

Action 7.6- Instructional Intervention Coordinators provide leadership to provide interventions at the elementary and middle level for ensuring reading and math interventions are deployed to students who are struggling. The Dashboard identified schools that benefit are: Avalon, Bancroft, Barton, Birney, Burbank, Chavez, Franklin, Grant, Hamilton, Harte, Hoover, Hudson, Hughes, Jefferson, King, Lafayette, Lindsey, Marshall, McKinley, Muir, Nelson, Oropeza, Robinson, Rogers, Roosevelt, Smith, Stanford, Washington, Webster, and Whittier.

For high schools, Action 1.7 includes the following to help students in mathmatics: APEX is a system of courses that are A-G compliant that students may use to recover credits and/or to complete coursework. Agile Minds assists students who need additional time and support with Algebra concepts can be enrolled in the course. Khan is another supportive program which students can access to assist them in developing context and other curricular concepts. Math is an oft-used Khan resource. Each high school identified in the Dashboard is included in this action: Avalon, Browning, Cabrillo, EPHS, Jordan, Lakewood, and Poly.

In addition to the Actions of this LCAP that address the CA School Dashboard, the expectation of Action 7.2- School Based Student Support- is for schools that have student group(s) identified on the Dashboard in the lowest (red) performing band, a needs assessment will be conducted featuring data from the Dashboard and actions should be directed towards the identified student group(s) to address the state indicator(s) for which the student group or school received the lowest performance level. Action 7.2- School Based Student Support, allocates LCFF funds directly to all LBUSD schools.The allocations to school sites use the School Site Council (SSC) to make recommendations about interventions, materials and professional development that enhance classroom instruction. The actions and services are determined by each SSC, based on the SSC's Student Need Assessment as laid out in the Single Plan for Student Achievement (SPSA). Although LCFF services are not required to be in the SPSA, LBUSD uses the same transparent process by involving all educational partners/voices through the elected SSC representatives.

Each activity included in the SPSA has a description of the needs of students, data related to the need, description of activity, funding source and projected cost, duration of services and how the activity is monitored/measured for effectiveness. LCFF funded actions included in the SPSA are designed based on the school's consideration of the needs, conditions and circumstances of each significant subgroup at the school site and include expected outcomes to measure progress toward the goals in the LCAP for relevant subgroups, including unduplicated students and results of subgroups in the CA School Dashboard.

LBUSD has created a comprehensive report that lists all categories on the California School Dashboard identifying underperformance (lowest/red) category for: Districtwide subgroups, schoolwide and school subgroups. The report can be filtered by each category. The final column of the report identifies the LBUSD LCAP Action that purports to address the underperformance. This report can be accessed at:https://bit.ly/LBUSDRedLCAP

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

LBUSD meets the criteria to receive differentiated assistance. A district is eligible for this assistance if any student group meets the criteria for two or more LCFF priorities. More specifically, LBUSD met the criteria for:

- English Learners
- Students with disabilities
- Foster Youth

For English Learners, the criteria met was due to LCFF Priority #4 Pupil Achievement as measured by the California Assessment of Student Performance and Progress (CAASPP).

For Students with Disabilities, the criteria met was due to LCFF Priority #5 Pupil Engagement as measured by Graduation Rate.

For Foster Youth, the criteria met was due to LCFF Priority #4 Pupil Achievement, as measured by Chronic Absenteeism and LCFF Priority #6 School Climate as measured by Suspension Rate.

On May 8, LBUSD met with representatives from the Los Angeles County Office of Education regarding Technical Assistance.

LACOE has supported LBUSD's improvement work in the following ways:

-CSLA / UCLA 2023 Summer Improvement Institute (Sept., 2023)

-Foster Youth Services has provided Credits Training related to proper credit allocation for eligible Foster Youth

-Over 70 Long Beach counselors participated in the training Dec., 2023

-Reading Language Arts unit has provided training for teachers and administrators in the area of literacy instruction

-2022-23 K-2 Getting Reading Right (GRR) 253 participants

-2023-24 K-2 GRR 367 participants

-2023-24 K-2 GRR 333 participants

-2023-24 6-12 GRR 56 participants

-2023-24 Grades 3-5 GRR Online course 35 participants

-2023-24 LBUSD Administrator Reading Collaborative 75 participants

-LACOE Reading Language Arts team has partnered with Long Beach in improving literacy instruction through professional development (LCAP alignment: Action 1.6- Literacy Support)

-2022-23 Differentiated Assistance eligibility: Discipline disproportionality was addressed by Long Beach team at 2023 CSLA/UCLA Summer Improvement Institute (LCAP alignment: Action 2.1- Black Student Achievement Initiative and Action 7.5 Restorative Justice)

Another way in which Technical Assistance is provided is through a partnership with CORE Districts. CORE works with LBUSD to support and sustain systems-level change. This intensive collaborative work deepens understanding about what it takes for large urban districts to become learning organizations. In direct support of the Vision 2035 Systems Portrait, LBUSD is engaging in transformational change practices which are necessary to facilitate shifts in culture and structures to increase system coherence by matching intentions and actions to practices in order to achieve the desired future reality. The fostering of an alignment of goals and priorities, which is evident in the planning and writing of this new LCAP, positively reinforces interdependencies by increasing reflective self-awareness. CORE supports the enhancement of specific outcomes by developing continuous improvement structures, mindsets, and routines that foster learning at both the district and site levels, thus LBUSD and its schools make progress toward producing more reliable, equitable outcomes for students.

With the support of CORE, LBUSD will continue to work on its system change by ensuring that there is cohesive and aligned goals, as well as a focus on student groups that historically have been underserved. With this in mind, LBUSD was very intentional in creating Goals for this LCAP that spotlight and focus on each of the identifiers for differentiated assistance. Namely,

• English Learners- Goal 3- High Quality Learning for English Learners and Long Team ELs . Metric 3.1 addresses improvement in student performance.

• Students with disabilities- Goal 4- High Quality Learning for Students with Disabilities. Metric 4.3 addresses graduation of students with disabilities.

• Foster Youth- LCAP Goal 5- High Quality Learning for Foster and Homeless Youth. Metric 5.7, 5.8 and M7.2 addresses Foster attendance and suspension rates.

Both LACOE and CORE will continue supporting LBUSD with technical assistance in system change and with attention to coherence of initiatives, including the identified subgroups of ELs, Students with Disabilities and Foster Youth

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The following 4 schools are eligible for Comprehensive support and improvement in LBUSD:

- Reid High School (Graduation Rate)

- EPHS (Graduation Rate)
- Browning High School (Low Performance)
- Hamilton Middle School (Low Performance)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

• Level office staff spent additional hours at CSI schools to help their principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related to school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.

-Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information so that programs can be sustainably developed.

• Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.

• Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this

decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

• Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

Whole Group Briefing: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.

Classroom Visits: School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.

Whole Group Debriefing: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.

Principal Debriefing: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

The development of the LCAP (Local Control and Accountability Plan) was a collaborative effort involving various educational partners over several months.

LCAP 101 & Thought Exchange

Beginning in February, committees such as the District English Learner Advisory Committee (DELAC) (presentation link) and the District Community Advisory Committee (DCAC) (presentation link) engaged in LCAP 101+ Thought Exchange sessions, laying the foundation for discussions on the Draft LCAP Goals in April (presentation link) and feedback sessions in May.

In March, Native American and Alaskan Native (EONA) parents, students and educators participated in a Thought Exchange session, ensuring diverse perspectives were considered (presentation link). Simultaneously, student groups like RSVP contributed their insights, while various high schools hosted student focus groups (presentation link) throughout the month.

Towards the end of March, student and youth groups such as SANKOFA, BSU, and YBS shared their perspectives, enriching the dialogue further. 50+ Community-based organizations, including LBUSD parent groups, LBUSD's SELPA director and Community Advisory Committee, and labor partners, were also involved through LCAP newsletters distributed in March (link), April (link), and May (link). The newsletters shared the latest news about the progress of the LCAP and engagement. It also shared engagement opportunities and resource links.

To ensure engagement with LBUSD families, outreach efforts were conducted via School Messenger and PeachJar on March 27th and 31st, respectively. Labor partners, represented by the Teachers Association of Long Beach (TALB), were engaged in discussions and provided input through dedicated sessions and newsletters on February 27th.

Families of elementary and middle school students were reached through parent SEL/Community Facilitators (presentation link), while the Family Leadership Institute Cohort participated in a Thought Exchange session on March 20th and a group of Early Learning Head Start parents participated in a Focus Group on April 16th.

Throughout this process, LBUSD staff contributed actively, attending operational meetings and utilizing resources available on the LCAP webpage (link). These collaborative efforts, spanning from February to May, ensured that a wide range of perspectives were considered, resulting in a more inclusive and comprehensive LCAP.

ThoughtExchange Results

The ThoughtExchange had two tiers: 1. Prioritization and 2. Idea Exchange.

The Prioritization asked participants to select up to 3 programs that they felt were important and then were asked why were they important. The Idea Exchange asked if there was any programs/services that the participant felt was not included in the priority. It also included rating others' reponses.

Here are the results: Participants: 2,068 Thoughts: 1,721 Ratings: 41,821

Participants Demographics (self selected):

53%- Parents/Guardians
23% LBUSD Students
18% LBUSD Certificated Staff
3% Community Member
2% LBUSD Classified Staff
1% LBUSD Administrator

33% Latinx
22% White
12% African American/Black
9% Decline to State
9% Two or More Races
5% Asian
4% Other
3% Cambodian
2% Filipino
1% Native American
.3% Pacific Islander

The Prioritization of the ThoughtExchange data is as follows:
50% School Site Allocations
33% TK-3 Literacy Intervention
33% Care/Wellness Centers
33% Social Emotional Learning Pupil Support
28% Quality Core Instruction
23% English Learner Support
19% Black Student Achievement Initiative
18% High School Leadership Academies & College Promise
17% Schoolwide Restorative Justice Implementation
16% Foster & Homeless Youth Support
(9% NA- I do not have enough information to prioritize these district-supported programs)

Draft LCAP Posted and Presented

On April 26, 2024, the first draft of the LCAP was posted along with a community feedback opportunity. The draft was presented to DCAC on May 23, 2024 and to DELAC on May 21, 2024.

Final Draft, Public Hearing, Community Report, and Board Approval

On May 31, 2024, the final draft of the LCAP was posted and another opportunity for feedback was presented. At the regularly scheduled Board of Education meeting on June 5, 2023, a Public Hearing was held, as well as a presentation to the Board about the Budget and Final Draft of the LCAP. This presentation will also be presented at DCAC on June 6, 2024 and at DELAC on June 4, 2024. Questions from DCAC and DELAC members were taken at the meeting as well as an online opportunity to submit questions. A written response will be issued to the community representing DCAC and DELAC's in-person and online questions, as well as the general online feedback. The Community Report is scheduled to be posted on June 13, 2024. Board approval is scheduled for the June 18th meeting.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	Phase 1: LCAP 101+ Thought Exchange (3/19/24), Phase 2: Thought Exchange and Draft LCAP Goals (4/22/24), Phase 3: Draft LCAP and Feedback (5/21/24), LCAP Draft #2 (6/4/24) LCAP March Newsletter, LCAP April Newsletter, LCAP May Newsletter
District Community Advisory Committee (DCAC)	Phase 1: LCAP 101+ Thought Exchange (2/22/24), Phase 2: Thought Exchange and Draft LCAP Goals (4/25/24), Phase 3: Draft LCAP and Feedback (5/23/24), LCAP Draft #2 (6/6/24) LCAP March Newsletter, LCAP April Newsletter, LCAP May Newsletter
Educational Opportunities for Native Americans (EONA)	LCAP 101+ Thought Exchange (3/12/24) LCAP March Newsletter, LCAP April Newsletter, LCAP May Newsletter
Raising Student Voices and Participation (RSVP) (student group)	(3/7/24)
Student Focus Groups (HS)	Browning (3/8/24), Cabrillo (3/13/24), CAMS (3/5/24), Jordan (3/27/24), Lakewood (3/19/24), Poly (3/5/24), Millikan (3/28/24), Poly (3/5/24), Sato (2/23/24), Wilson (3/26/24),
SANKOFA/ Black Student Unions (BSU)/ Young Black Scholars (YBS)	(3/27/24) LCAP March Newsletter, LCAP April Newsletter, LCAP May Newsletter

Community Based Organizations	LCAP March Newsletter, LCAP April Newsletter, LCAP May Newsletter
LBUSD Families	School Messenger (Email, Text, Phone Call-based on parent pre-selected preference) (3/27/24 and 3/31/24), PeachJar (3/25/24)
Labor Partners	TALB (2/27/24), LCAP March Newsletter, LCAP April Newsletter, LCAP May Newsletter
Elementary and Middle School Families	Through ES and MS Parent SEL/Community Facilitators
Family Leadership Institute Cohort	LCAP 101+ Thought Exchange (3/20/24)
LBUSD Staff	TK-12 Operational Meetings, Facilitator Meeting, LCAP webpage
Board of Education	Mid-Year LCAP Update (2/21/24); Budget Alignment (3/6/24); Draft Goals (4/17/24); LCAP Draft #1 (5/1/24); LCAP Draft #2 (6/5/24)
Equity Multiplier Schools (Reid and EPHS)	Technical Assistance Meeting for Administrators (5/10/24) Reid: 5/15/24 EPHS:5/15/24, 5/16/24 More about the engagement of Equity Multiplier Schools is located in Goal 9, which features the actions, metrics and engagement of EPHS and Reid as Equity Multiplier Recipients.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

With over 2,000 participants on our ThoughtExchange, in-person parent meetings, staff engagement, and student engagement, the team needed to synthesize and engage with the thoughts shared and connect them to the state goals and priorities. The community shared thoughts around the priorities and why it's important, what else can be improved, and why it will remain a priority for them. By connecting their voices to the state priorities, staff is sharing how the community priorities align with state priorities to continue to align our voices to the LCAP. Throughout the document, the following community inputs guided the way we have set our goals and actions to the inputs we received.

	Community Priority: Tk-3 Literacy Intervention & Quality Core Instruction Wellness Care Centers **Goal 1: High-Quality Education for ALL**	**Community Priority: Black Student Excellence** **Goal 2: High-Quality Education for Black Students**	**Community Priority: English Learner Support** **Goal 3: High-quality education for EL Students and Newcomers**	**Other community priorities** **Goal 4: High-quality education for students with disabilities**	**Community Priority: Foster & Homeless Youth Support** **Goal 5: High-Quality education for Foster/Homeless Youth**	**Community Priority: School Site Allocation** **Goal: All**
Priority 1: Basic	Participants emphasized the importance of early literacy intervention, suggesting the need for well-credentialed teachers and instructional materials specifically designed for this purpose. They also highlighted the need for smaller class sizes, suggesting a need for more teachers or classroom aides. Participants emphasized the need for teachers to be well-equipped and supported, with several responses highlighting the importance of quality core instruction. There were also suggestions for more classroom support to manage large class sizes and diverse learning needs.	Participants expressed a need for more teachers to avoid combination classes and to provide targeted instruction for each grade. They also highlighted the need for more Black personnel in the district, suggesting a need for more diverse and representative staffing.	Participants expressed a need for more trained teachers, particularly those with expertise in English Language Development (ELD). They also suggested the need for more classroom aides, especially bilingual ones, to assist in the learning process.	Participants emphasized the importance of providing adequate support for these students. They expressed concerns about cuts to special education services and stressed the need for more resources and staff to effectively meet the needs of these students.		Participants expressed concerns about the unequal distribution of funds across schools, leading to disparities in the quality of education and experiences. They also highlighted the need for better maintenance of school facilities, including fixing broken elevators for wheelchair accessibility.
Priority 2: Implementation of State Standards	Participants stressed the importance of foundational reading skills, suggesting a need for a strong implementation of state academic standards in this area. They also suggested the need for more interventions and resources to support reading instruction, including phonics and comprehension.	Feedback indicated a desire for more culturally relevant teaching and lessons, including more emphasis on Black history and achievements. Participants also suggested the need for professional development and book	The feedback highlighted the need for more support for English Learners (ELs), including additional resources and specific programs for language development. Participants suggested that more direct support for			Feedback indicated that teachers often have to spend their personal funds to meet student needs, suggesting a lack of necessary instructional materials. Participants also mentioned the need for more support staff to manage large class sizes.

	Feedback indicated a desire for teachers to be updated with the latest information and technology to enhance the educational experience of students. Participants also suggested the need for teachers to understand different ways of learning and teaching, especially for students with special needs.	studies on these topics to increase teacher knowledge and effective implementation.	these students could improve overall standard test averages, as the current testing system may not be fair for students who are not proficient in English.			
Priority 3: Parental Involvement and Family Engagement	While there were no direct comments on parental involvement, some participants did mention the importance of early learning support at home, implying a need for increased parental engagement in their children's literacy development. There were a few responses from parents expressing their concerns and expectations for quality education.	Participants expressed a desire for more support and resources for Black families, including the creation of a Black Parent Initiative group. They also suggested the need for more communication and engagement between students, teachers, and parents.	Participants suggested the need for more parent engagement, particularly for parents who are not proficient in English. They also expressed a desire for more communication between teachers and parents, and for more resources to help parents support their children's learning at home.		Parental Involvement and Family Engagement emphasized the need for additional support for vulnerable student populations, such as foster and homeless student	Participants suggested that each school should have the autonomy to determine what best supports their students, indicating a desire for more parental and local input in decision-making.
Priority 4: Student Achievement	Participants expressed concern about students' reading levels, indicating a need for interventions to improve student achievement in literacy. They also suggested that early literacy support could help prevent future academic struggles. Participants highlighted the importance of quality education and effective teaching methods to ensure student success. There were also suggestions for more individualized attention and support for students with	Participants highlighted the achievement gap for Black students and suggested the need for specific programs and services to address their unique needs. They also suggested the need for more support for Black students in leadership roles, college-prep, and program support.	Participants expressed concern about students who are not proficient in English being passed from grade to grade without being ready for the work. They suggested that more support for these students could improve their academic performance and reduce dropout rates.			Feedback highlighted the negative impact of combination classes on student learning, with participants suggesting that these classes do not provide all the content intended for each grade level.

	academic and behavioral challenges. However, there was no specific feedback on standardized assessments or other measures of student achievement 5: Student Engagement While there was no direct feedback on school attendance or dropout rates, some participants expressed concerns about the classroom environment, suggesting that more engaging and interactive learning could improve student focus and participation.					
Priority 5: Student Engagement		Feedback indicated a desire for more representation and inclusion of Black students in school activities and discussions. Participants also suggested the need for more opportunities for Black students to engage in meaningful dialogue about Black excellence.			Participants' responses indirectly touched on student engagement, highlighting the need for support systems to ensure that foster and homeless students can attend school consistently and are able to focus on their education.	Participants expressed the need for more after-school projects and clubs to keep students engaged and safe. They also mentioned the importance of sports and other extracurricular activities, which are currently burdened by high costs.
Priority 6: School Climate	While not directly mentioned, the emphasis on early literacy support suggests a desire for a school climate that prioritizes and supports foundational learning. The responses strongly emphasize the importance of wellness centers in improving the School Climate. Participants highlighted the role of these centers in	Participants expressed concerns about bias and racism in the district, suggesting a need for more culturally friendly practices and a more inclusive environment for Black students.				Feedback indicated a need for more support staff, including full-time counselors and psychologists, to address student behavior issues and improve the overall school climate.

	providing mental health support, creating a safe space and addressing social-emotional needs, which can contribute to a positive school climate.					
Priority 7: Course Access		Feedback suggested the need for more support for Black students to access a broad course of study, including more opportunities for internships and specialized programs.	Participants suggested the need for more support for English Learners to access the curriculum, including additional resources and specific programs for language development. However, there was no direct feedback regarding access to a broad course of study, specialized programs for specific student groups, or services for students with disabilities.			Participants expressed concerns about the cancellation of certain elective courses and the removal of important classes like Woodshop and automotive, suggesting a lack of access to a broad course of study.
Priority 8: Pupil Outcomes	The emphasis on early literacy intervention suggests a concern for pupil outcomes, particularly in terms of reading proficiency. Participants emphasized the importance of quality education and effective teaching methods to ensure student success. However, there was no specific feedback on student outcomes for the adopted course of study in applicable grade ranges. Pupil Outcomes not directly addressing Pupil Outcomes,	Participants highlighted the need for more support for Black students to improve their performance on standardized assessments and their overall academic achievement.	Participants expressed concern about the academic performance of English Learners, suggesting that more support could improve their outcomes. However, there was no direct feedback regarding student outcomes for the adopted course of study in applicable grade ranges.		Participants expressed a desire for these students to have the necessary resources and support to improve their academic and personal outcomes.	

	the feedback implies that wellness centers and mental health support can indirectly contribute to improved student outcomes by addressing non-academic needs and creating a supportive environment for learning.					

In addition to the connections to the state priorities, the ThoughtExhange assisted staff to ensure that the community's priorities were considered during the development of the LCAP. Indeed, all of the priorities from the ThoughtExchange are included in the LCAP:

- School Site Allocations- found in the LCAP as Action 7.2
- TK-3 Literacy Intervention- found in the LCAP as Action 1.6 & 7.3
- Care/Wellness Centers- found in the LCAP as Action 1.9
- Social Emotional Learning Pupil Support- found in the LCAP as Action 1.1 & 1.4
- Quality Core Instruction- found in the LCAP as Action 1.2
- English Learner Support- found in the LCAP as Action 3.1
- Black Student Achievement Initiative- found in the LCAP as Action 2.1
- High School Leadership Academies & College Promise- found in the LCAP as Action 7.7
- Schoolwide Restorative Justice Implementation- found in the LCAP as Action 7.5
- Foster & Homeless Youth Support- found in the LCAP as Action 5.1

In the second tier of the ThoughtExchange, staff considered the ratings of participants regarding the open-ended question, "What else is important for the district to know or consider as we plan how to fund and budget for next school year?" Some themes from the responses are as follows:

- Staffing Needs: Many responses emphasized the need for more staff in various roles, Including teachers, counselors, bilingual staff, and support staff. There was particular emphasis on more mental health professionals and support for special education.

  Some of the areas in which this LCAP responds to this need are: Teachers- additional (Action 1.3, 1.6), Counselors- Additional (Action 1.4), Mental Health professionals (Action 1.1- Counseling, Psychological Services, 1.4- Additional Counselors, 1.9 Wellness Center staff), Bilingual staff (Action 3.1 and Metric 8.4), Special Education support (Goal 4).

- Student Safety: Safety was a recurring theme in the responses, with participants expressing concern about violence, bullying and the need for more security staff. There was also mention of the need for safe spaces for students, such as wellness centers.

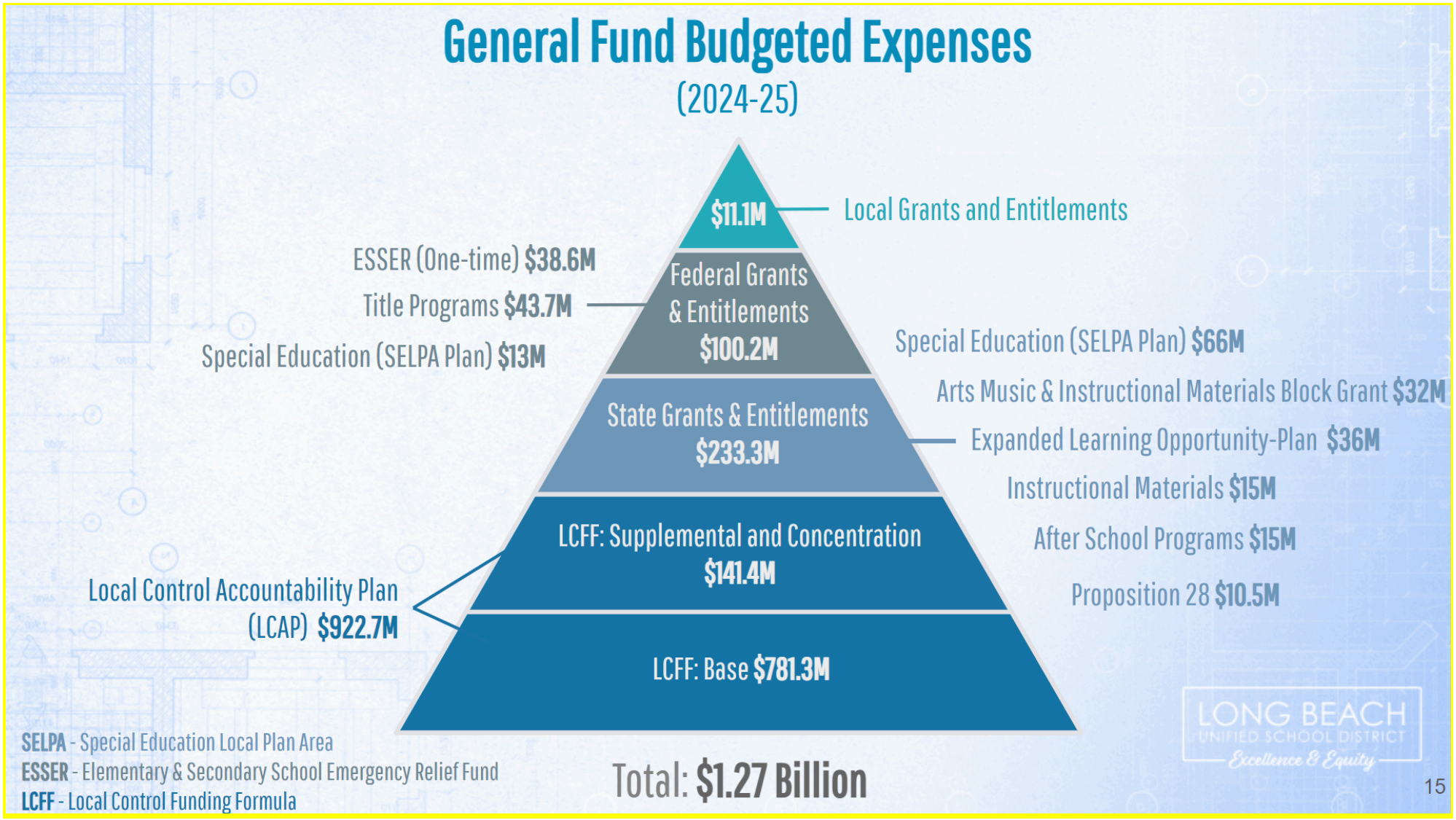
  It is agreed that safety is a fundamental requirement for effective learning environments. Although the LBUSD school safety division is not a funded LCAP program, LBUSD maintains a school safety program that provides services 24/7. This division is only one of a multifaceted effort in school safety. In the LCAP, restorative practices (Action 7.5), mental health professionals (Action 1.1, 1.4), as well as teachers (Action 1.2), administrators (Action 1.3) and all school adults are responsible for the culture and climate of a school. For more information about safety and security, a FAQ has been produced to help the community understand the many facets of this issue. You can find the FAQ at:
  https://resources.finalsite.net/images/v1680633186/lbusdk12caus/msfrnhhck1fsdnakufiy/LBUSD-Safety-and-Security-FAQs-EN.pdf

- Mental Health: Mental health was a significant concern for may respondents. They highlighted a need for more mental health services, including counselors and psychologists, and the importance of addressing social-emotional needs.

As found in the Community Priorities, Social Emotional Learning Pupil Support, along with the Wellness Centers are featured in the LCAP.

- Budget Allocation: Several responses focused on how the district's budget is allocated.

  LBUSD staff has presented to the Board of Education and Parent Groups about the budget. The LCAP is part of the district budget. We have used the 'budget pyramid' throughout the LCAP process, which shares a graphic depiction about the general budget:



In addition, on May 1, 2024, a presentation to the Board and posted on the LCAP Webpage (www.lbschools.net/LCAP) shares the importance of leveraging other resources to augment the LCAP's programs and services. Each LCAP goal featured other resources- federal, state and local- that has a connection to the LCAP.

Here are some resources regarding the Budget:

- LCAP Webpage: www.lbschool.net/LCAP (contains all presentations)
- LCAP Presentation (with Leveraging Other Resources): https://drive.google.com/file/d/1ySs1Aia-X303FNQ_-BHt29FMVucIYax6/view
- LBUSD Budget Documents: https://www.lbschools.net/departments/business-and-finance/financial-documents

LBUSD is very appreciative of the community, especially students, for sharing its perspectives and experiences as we build a complex document that endeavors to center students and their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Quality Learning for All: LBUSD will provide high quality learning of state standards for all students through the quality core instruction framework.	Broad Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

In Vision 2035, focusing students in the center- the Graduate Portrait- is intentional. The Graduate Portrait envisions the outcomes for students: the community's aspirations for what graduates will know, be and be able to do to thrive in their lives and careers. There are several connections between the Graduate Portrait and this LCAP Goal, including Future Ready Adult and Adaptable Lifelong Scholar.

A *Future Ready Adult* emphasizes that students are prepared for their futures with essential life skills, are connected to a network of allies and have a direction and plan for life after completing high school. Students possess life skills crucial for adulthood. They are self-directed, self-sufficient and self-reliant. Students have post-graduation goals and plans that align with their passions. Through real world learning experiences, they are knowledgeable about career options, including college and trades, and the pathways needed to reach their career aspirations, including Career Technical Education (CTE). They are knowledgeable about college and other certification options, including early awareness of college prerequisites and ways to access financial resources to support their journey through their postsecondary pathway of choice. Students seek and are responsive to others seeking connections, and build a constructive network of allies (peers, mentors, colleagues and friends) by leveraging personal and community assets, both inside and outside of their own cultures. Students know how to build broad-based coalitions and are willing to rise above differences and to actively work together in a spirit of mutual understanding, patience and flexibility.

An *Adaptable Lifelong Scholar* has students viewing learning as a lifelong endeavor that enables them to pursue their passions and interests. They know how to apply foundational academic knowledge integrated across various disciplines to develop new understandings. Students know how to learn, individually and in collaboration with others, and can adapt in order to take advantage of new opportunities and learn new skills. While understanding their learning preferences, students are willing to be flexible, knowing that learning can take different paths and different modalities. Students have a growth mindset and are reflective. They value learning from previous mistakes, see failures as opportunities to learn and are able to receive and give constructive feedback.They are self-directed lifelong learners who are intrinsically motivated to set goals based on their passions and interests, strengths and areas for growth. They know how to develop plans to reach their goals.Students are able to engage in productive cognitive struggle (rigor) to draw from and apply knowledge and skills from a broad set of disciplines and subjects to make new connections, develop new knowledge, and apply it to practical, real-world situations to solve problems. Students demonstrate strong foundational core knowledge and skills.

The recently adopted Board of Education goals highlight Reading Proficiency (Board Goal 1), Reading Acceleration (Board Goal 2), Algebra Proficiency for Black Students (Board Goal 3) and College and Career Readiness for Black Students (Board Goal 4). These goals set in motion the student focused outcome monitoring for the LBUSD Board of Education. In LCAP Goal 2, Black Student Achievement is the focus and, therefore, more will be shared about Board Goals 3 & 4 in the next session.

Data Leading to Need for the Goal

For the past couple of years, the state SBAC test results showed a drop in achievement in almost all areas. The data reaffirms the lasting effects of the pandemic on achievement and reminds us that the work of combating the learning loss is difficult. LBUSD did not see double digit drops as from the previous year; however we have not seen the gains anticipated. Our continued work with Quality Core Instruction and adoption of formative assessments deployed at the end of 2022, will make a difference. As LBUSD reflects on the summative results, we have recommitted ourselves to quality core instruction in all classrooms. Intensive training of all teachers emphasized a new "Understandings" framework, which supports culturally responsive educators in using an asset-based approach to create equity-centered classrooms. There are six understandings, or agreements, that comprise Quality Core Instruction and are integral for creating equitable and inclusive learning environments. Moving forward with ensuring quality core instruction in all classrooms is at the heart of LBUSD's improvement efforts for student achievement.

Board Goal 1 states, "The percentage of Grade 3 students who meet or exceed grade level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028." On February 20, 2024, a presentation regarding Board Goal 1 was made that showed the mid-year leading indicator data points for primary grades literacy. The following are some highlights of the presentation:

• Transitional Kinder (TK): 66% of TK students are currently meeting standards for naming more than half upper and lower case letters. 29% of TK students recognize some common words. 51% of TK students orally blend sounds together. 36% of TK students orally break apart sounds in words. (TK Foundational Reading Skills Assessment- February 2024)

• Kindergarten: 45% of students are on-track to meeting standards (Foundational Reading Skills Assessment- February 2024)

• Grade 1: 35% of students are at or above grade level in Reading (i-Ready- February 2024)

• Grade 2: 45% of students are at or above grade level in Reading (i-Ready- February 2024)

• Grade 3: 55% of students are at or above grade level in Reading (i-Ready- February 2024)

Board Goal 2 states, "The percentage of students in grades 4-8 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028." On February 20, 2024, a presentation regarding Board Goal 2 was made that showed the mid-year leading indicator data points for grades 4-8. The following are some highlights of the presentation:

• Grade 4: 40% of students met Accelerated Growth who scored “Not Met” on the 2023 SBAC English Language Arts exam (i-Ready-February 2024)

• Grade 5: 36% of students met Accelerated Growth who scored “Not Met” on the 2023 SBAC English Language Arts exam (i-Ready-February 2024)

• Grade 6: 32% of students met Accelerated Growth who scored “Not Met” on the 2023 SBAC English Language Arts exam (i-Ready-February 2024)

• Grade 7: 32% of students met Accelerated Growth who scored “Not Met” on the 2023 SBAC English Language Arts exam (i-Ready-February 2024)

• Grade 8: 36% of students met Accelerated Growth who scored “Not Met” on the 2023 SBAC English Language Arts exam (i-Ready-February 2024)

According to the California School Dashboard, the following are in the lowest of the five categories, also known as the “Red” level:

• Graduation Rate:

Lowest Red Level: English Learners 64%; Foster Youth 65%; Homeless Youth 72% and Students with Disabilities 66%. In comparison, the All Students group has an 83% rate and is in the Orange Level.

• English Language Arts:

Lowest Red Level: English Learners 89 points below standard and Students with Disabilities 93 points below standard. In comparison, the All Students group is 7 points from standard in the Orange Level.

• Math

Lowest Red Level: English Learners are 96 points below standard. In comparison, the All Students group is 47 points from standard in the Orange Level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

M1.1	Percentage of students who meet or exceed standards on SBAC ELA. (Smarter Balanced Assessments)	2022-23 Results: Percentage of students who meet or exceed standards in ELA. ● 48% All Students ● 39% Economically Disadvantaged ● 33% African Americans ● 42% Hispanic ● 14% English Learners ● 17% Students with Disabilities			Percentage of students who meet or exceed standards in English Language Arts. ● 61% All Students ● 59% Economically Disadvantaged ● 55% African Americans ● 59% Hispanic ● 48% English Learners ● 49% Students with Disabilities	
M1.2	Percentage of students who meet or exceed standards on SBAC Math. (Smarter Balanced Assessments)	2022-23 Results: Percentage of students who meet or exceed standards in Mathematics. ● 34% All Students ● 26% Economically Disadvantaged ● 18% African Americans ● 28% Hispanics ● 10% English Learners ● 13% Students with Disabilities			Percentage of students who meet or exceed standards in Mathematics. ● 50% All Students ● 47% Economically Disadvantaged ● 43% African Americans ● 47% Hispanics ● 40% English Learners ● 41% Students with Disabilities	
M1.3	Percentage of students who meet or exceed standards on CAST (Science). (Smarter Balanced Assessments: CAST)	2022-23: Grade 5- 30.1% Grade 8- 23.0% Grade 12- 24.4%			Grade 5: 62% Grade 8: 50% Grade 12: 50%	
M1.4	Percentage of 4-year cohort graduates who complete the A-G requirements. (DataQuest)	57% of high school graduates completed the a-g requirements. (2022-23)			66%	

M1.5	Percentage of 4-year cohort graduates who complete a Career Technical Education (CTE) pathway. (College/Career Indicator)	32.1% of high school graduates complete a Career Technical Education (CTE) pathway. (2022-23)			48%	
M1.6	Percentage of 4-year cohort graduates who complete the A-G requirements and a Career Technical Education (CTE) pathway. (Local data)	19% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway (2022-23)			30%	
M1.7	Passing rate of 11th and 12th grade Advanced Placement exams. (College Board)	40% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher. (2022-23)			52%	
M1.8	Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – English. (Standard Exceeded on SBAC ELA Gr 11) (Smarter Balanced Assessments)	24% of 11th graders achieve “Ready for College” in the Early Assessment Program – English. (2022-23)			31%	
M1.9	Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – Mathematics. (Standard Exceeded on SBAC Math Gr 11) (Smarter Balanced Assessments)	15% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics. (2022-23)			27%	
M1.10	The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028. (Board Goal 1)	48% (June 2023)			61%	

M1.11	The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028. (Board Goal 2)	28% (June 2023)			47%	
M1.12	LBUSD students will achieve at least one year of academic growth in literacy and math. (Superintendent Goal 1.1) A. Grade K: FRSA % Met/Exceeded B. Grades 1-8: i-Ready Growth - Reading C. Grades 1-8: i-Ready Growth - Math D. Grades 9-12: A,B,C Grade Reports (English courses) E. Grades 9-12: A,B,C Grade Reports (Math courses)	A. FRSA All = 64% (2022-23 EOY Prof) B. i-Ready Reading Growth All = 59% (D1-D3, 23-24) C. i-Ready Math Growth All = 58% (D1-D3, 23-24) D. English A, B, C Rates All = 83% (Sem 1 23-24) E. Math A, B, C Rates All = 74% (Sem 1 23-24)			A. FRSA All = 75% B. i-Ready Reading Growth All = 70% C. i-Ready Math Growth All = 70% D. English A, B, C Rates All = 85% E. Math A, B, C Rates All = 80%	
M1.13	Students achieving below grade level will demonstrate greater than one year of growth in literacy and math. (Superintendent Goal 1.2) A. Grades 1-8: iReady Growth - Reading B. Grades 1-8: iReady Growth - Math	A. i-Ready Reading Growth for Below Grade Level All = 36% On track for Accelerated growth in Reading for students 1 or more grade levels below at D1 (D1-D3, 23-24); B. i-Ready Math Growth for Below Grade Level All = 32% On track for Accelerated growth in Math for students 1 or more grade levels below at D1 (D1-D3, 23-24);			A. i-Ready Reading Growth for Below Grade Level All = 50% B. i-Ready Math Growth for Below Grade Level All = 48%	

M1.14	The percent of graduates who are college and career ready will increase from 47% in June 2023 to 65% in June 2026 (Advanced Placement, SBAC,College Credit Courses, CTE program completion, Industry Certification, Work Based Learning, State Seal of Biliteracy). (Superintendent Goal 3.1)	47% (June 2023) The percent of 4-year cohort graduates who are college/career ready.			65% (June 2026)	
M1.15	The number of interdisciplinary units created for Elementary and Middle Schools. Elementary: 3 yearly Middle: 3 Yearly (Priority 2: Implementation of State Standards- Local Indicator)	New Disciplinary Units will be created as follows: 2024-25- 3 new units for elementary; 3 new units for middle school. 2025-26- 3 new units for elementary; 3 new units for middle school. 2026-27- 3 new units for elementary; 3 new units for middle school.			Elementary: 9 new interdisciplinary units Middle: 9 new interdisciplinary units	
M1.16	Implementation of QCI strategies: The percent of teachers who “Agree” or “Strongly Agree” to the question “I plan to make changes to my practice as a result of this training.” for QCI-1 Quality Core Instruction Exit Survey. Goal: 1% yearly growth rate (Priority 2: Implementation of State Standards- Local Indicator)	94% (QCI#1- 2023-24)			97%	

M1.17	Percent of favorable responses on the Quality Core Visit surveys in the areas of: -Area 1: Student Centered, Culturally Relevant Content -Area 2: Clear and Explicit Learning Intention and Success Criteria -Area 3: Standards-aligned Rigorous Task -Area 4: Intentional and Consistent Engagement Goal: 3% yearly district-wide growth in the observable QCI areas: (Priority 2: Implementation of State Standards- Local Indicator)	2023-24 QCV Findings Area 1: 50% Area 2: 61% Area 3: 73% Area 4: 64%			Area 1: 59% Area 2: 70% Area 3: 82% Area 4: 73%	
M1.18	The gap between the percent of students who are low income and all other students who meet or exceed standards on SBAC ELA will be reduced to 2% The gap between the percent of students who are low income and all other students who meet or exceed standards on SBAC Math will be reduced to 3%	2022-23 Results: ELA ● 39% Economically Disadvantaged Low SES 38.0 % Not Low SES: 60.5 % MATH ● 26% Economically Disadvantaged Low SES 24.6 % Not Low SES: 46.3 %			2% gap- ELA 3% gap- Math	
M1.19	The gap between the percent of students who are low income and all other students who are 4-year cohort graduates will be reduced to 2.5%	Class of 2022-23: Low SES Rate = 80.4% Not Low SES Rate = 85.5% Gap = 5.1%			2.5%	

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Pupil Services (Base)	The programs and services in this section include: ● Nursing, Counseling and Psychological Services Pupil services offer targeted supports – in group or individual settings -- that relate to academic, behavioral, social-emotional, health, psychological, and other needs. As part of LBUSD's holistic approach to wellness, nurses provide in-service training to teachers, administrators, and staff, particularly on COVID-19 and related issues, while helping to conduct outreach that connects families with community resources. Similarly, psychologists lend their expertise to social-emotional learning efforts while helping to coordinate school-based mental health services. Both nursing and psychological services play integral roles in LBUSD's multi-tiered re-engagement process, which affirms the importance of regular daily participation among students. They strive to ensure that parent communications and home visits show care and concern rather than being perceived as punitive. They are intended to be a very personal way to connect with families while recognizing and respecting appropriate boundaries. Numerous equity initiatives, including a specific focus on students with disabilities, drive the actions and services in this section. Specifically, the SEL initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.	29,041,902	No

1.2	Instruction (Base)	The programs and services in this section include: ● Classroom Teachers ● School & Classroom Materials & Supplies Classroom instruction is vital to student achievement. At LBUSD, it is anchored in the Understandings and Expectations Framework, a planning tool that helps educators to integrate key teacher practices as part of daily instruction, builds collective efficacy, promotes caring relationships with students, and inspires reflection throughout the instructional process. The Understandings include: U1. A thorough understanding of standards provides a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach. U2. Providing all learners with cognitively demanding tasks and complex text with the goal of making meaning is essential in order for students to build conceptual understanding of content and transfer their learning to new contexts. U3. Orchestrating opportunities for technical and academic discourse including collaborative conversations allows students to develop a deeper understanding of content and support a point of view in varied contexts. U4. The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps. U5. Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) embody a culture of collective efficacy leading to a focus on improving common instructional practice resulting in increased student achievement for all. U6. Cultivating a classroom atmosphere, where teachers deliberately balance caring relationships with high expectations and supports for student success, provides a foundation for a safe learning environment that values diversity, trust, and respectful communication.	369,001,927	No

		LBUSD strives for “Excellence and Equity” in classroom instruction. This means creating a student-centered and anti-racist school experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. Diversity is an asset to a dynamic learning experience. With all students in mind, teachers uplift groups of students that have been historically marginalized and, in the process, cultivate academic, social, and emotional growth. LBUSD has recommitted itself to Quality Core Instruction (QCI) which is anchored in the Understandings. QCI implementation in all classrooms is imperative to ensure that all students receive quality Tier I education.		
1.3	Instruction-Related Services (Base)	The programs and services in this section include: ● Teachers on Special Assignment (TOSA)- Trainers and Coaches ● Site Administrators ● Site Support Staff (non-academic) The quality of classroom instruction is supported through TOSA-trainers, TOSA-coaches and site administration. TOSAs provide collaborative, collegial support, as well as site curriculum support. This includes training work with the Equity and Excellence Policy. As a part of recommitting to Quality COre Instruction, with the anchor of the LBUSD “Understandings”, TOSA and site administration are critical partners in this effort to ensure efficacy of the strategies.They also involve instructional leadership, common walkthrough protocols, stat analysis, and professional feedback to promote a cycle of continuous improvement. Site support staff provide for a more empathetic and positive climate.	66,250,636	No

1.4	Counseling Support	The programs and services in this section include: ● Counselors Additional counseling support and other services related to social-emotional learning (SEL) and mental health. The counseling support targets high-need sites first, followed by other significant areas where student priorities remain. Direct outreach efforts are primarily geared toward underrepresented students, including low income pupils, English Learners, and foster youth. As part of LBUSD's holistic approach to wellness, counselors play a pivotal role in coordinating social-emotional supports and mental health referrals for families. They are available to support families at every school site, but the aspect of their work that contributes to increased and improved services for unduplicated pupils concerns specific connections with disengaged families who are experiencing trauma like never before. This process includes more personalized and targeted supports for low-income families, English learners, and foster youth who are otherwise unresponsive to traditional means of communication. It also involves more specialized coordination with the School-Based Mental Health Collaborative and other community partners due to their socioeconomic challenges, language barriers, and unstable home environments.	13,482,430	Yes

1.5	Library Education Program	The programs and services in this section include: ● Teacher Librarians ● Library Media Assistants ● Library Materials Enhance the library education program. This enhancement includes both teacher librarian and library media assistant support, as appropriate, based on site and student needs. Teacher librarians augment core literacy and content area instruction, as they provide differentiated print and digital instructional resources to accelerate learning, including unduplicated students, help students with their research skills for class projects, and collaborate with classroom teachers. Library media assistants support the daily operations of the school library/media center and provide library resources to support students, teachers, and teacher librarians. Library media assistants prepare and present activities for students. In an effort to increase library books and materials to better represent student equity, an investment in diversification of library materials will be ongoing, which benefits English Learners and our culturally diverse student population. In addition, this effort will augment the district's ability to provide an increased culturally relevant instructional program. Dedicated library materials is budgeted to support the basic functioning of their libraries: Elementary - $1,000 per library Middle/K8 - $1,500 per library High - $2,000 per library	6,682,128	Yes

1.6	Literacy Support	The programs and services in this section include: ● Literacy Teachers at High Needs Schools ● Literacy Books and Materials ● Curriculum TOSAs Expand literacy support in elementary and K-8 schools. This expansion includes the deployment of research-based, consistent literacy interventions across sites (principally for those with high concentrations of unduplicated pupils) through deploying literacy teachers, ongoing training of literacy teachers, as well as the purchase of intervention materials. Numerous equity initiatives drive the actions and services in this section. Specifically, the goal of the learning acceleration, support, and enrichment initiative is to ensure that every student has access to academic and social-emotional supports that ensure student success and well-being. It includes the development of intervention models for literacy to support students during the school day.	15,845,331	Yes

1.7	Learning Acceleration Supports	The programs and services in this section include: ● High School Tutors ● Agile Minds ● CORE ● APEX ● Khan ● USC College Counselors ● i Ready ● PSAT ● AP Exams ● High School Summer School Program ● Dual Enrollment Opportunities Accelerated program supports are aimed to assist students who may be underperforming. APEX is a system of courses that are A-G compliant that students may use to recover credits and/or to complete coursework. Agile Minds assists students who need additional time and support with Algebra concepts can be enrolled in the course. Khan is another supportive program which students can access to assist them in developing context and other curricular concepts. CORE Breakthrough Success Training is focusing on tracking 9th grade students and their on-track to graduate status. In addition, site coaching and data analysis is provided. Support is provided to high needs high schools. A partnership with the University of Southern California to place near-peer college advisors at our high schools. College advisors focus on supporting first-generation, low-income, and underrepresented students. Free PSAT and SAT exams to ensure that students, principally those from low-income backgrounds, can meet college requirements. The iReady platform provides live results to formative assessment data to more quickly modify classroom instruction to the needs of the students. This system is nationally normed and used by hundreds of school districts. LBUSD also embraced a “accelerate, not remediate” posture. Results from iReady have been reported to the Board of Education more frequently as a part of the Board’s Student Outcomes Centered agendas. HS Summer School- to ensure that students who have failed classes will recover credit by receiving intervention instruction during summer. Dual enrollment opportunities such as the Ethnic Studies Program with the California State University, Long Beach.	9,961,178	Yes

1.8	CTE/Linked Learning	The programs and services in this section include: ● Pathway/SLC Coordinators ● College/Career Specialists/Admin ● Student Interns ● HS Pathways Allocations ● Poly Academy of Accelerated Learning The Linked Learning Initiative uses rigorous coursework, technical training, work-based learning, and related student services to create connections between high school, college, and careers. This enhancement: ●Allocates resources for work-based learning activities ●Provides pathway program incentives ●Expands pathway program staff support ● Poly Academy of Achievers and Leaders (PAAL) is a special program of Poly High School for students who are credit deficient. Students are enrolled in both in-person and APEX courses designed at an accelerated pace with the goal to meet the rigorous graduation requirements.	4,054,763	Yes
1.9	Wellness Centers	The programs and services in this section include: ● Wellness Centers Staff and Materials Continue funding Wellness Centers at each high school and middle school so that students have a safe place on campus where they can drop in to receive social-emotional support during the school day. Wellness Centers can be of assistance and support with conflict resolution, short-term individual/group counseling, stress management, and more. LBUSD expanded the program into all middle and K-8 school sites. The middle and K-8 school Wellness Centers have a similar design to the high schools, however services are determined with a focus on age appropriateness, In addition, our high school Wellness Centers have worked to refine their services in response to the needs of students. The social-emotional learning initiative aims to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. It integrates SEL objectives into core and elective content and instruction	5,493,688	Yes

Goal

Goal #	Description	Type of Goal
2	High Quality Learning: Black Student Achievement	Focus Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

The Black community in LBUSD has a history of placing high value on education for self-fulfillment and as a vehicle for literacy and liberation against marginalization and anti-Black racism. To utilize the assets from this intellectual and educational legacy, the LBUSD will partner with Black students and their families and apply academic research to provide culturally and historically responsive and sustaining education to increase the academic success and well-being of Black youth. In order to accelerate Black students towards the attainment of the Graduate Portrait, creative problem-solving processes will be utilized to identify and reinforce emancipatory practices that promote deeper learning, agency, well-being and possible futures. The use of these processes will serve as a model for addressing challenges and implementing culturally responsive and sustaining practices that will support Black students, and benefit all students, in meeting District learning goals.

It is the moral imperative that LBUSD center and elevate student groups who are underachieving. According to our data, Black students are achieving at a lower level than all other student groups. Therefore, attaining the Graduate Portrait for Black students must be at an accelerated pace. LBUSD is striving towards more meaningful, authentic partnerships with Black families to enable joyful experiences that are culturally affirming, responsive and sustaining. Schools and other district environments need to feel welcoming and inclusive to Black students and families, and the system as a whole fully recognizes the value of the Targeted Universalism approach to meet the unique needs of specific students and the universal needs of all students.

Data Leading to Need for the Goal

The analysis of many data points shows that Black/African-American students are achieving at lower levels that all other student groups. We must confront this “brutal” data in a way that moves the needle for these students. The Board of Education in November 2023, the Board recognized this gap in achievement in its Board Goals, which include 2 of its 4 goals designed to monitor the achievement of Black students:

-Goal 3: Algebra Proficiency: In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

-Goal 4: College & Career Readiness: In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028.

At the March 20, 2024 Board Meeting, a presentation was made in relation to mid-year data monitoring for Board Goals 3 and 4. Here are some highlights of the presentation:

Algebra Proficiency (Goal 3):

-Grade 5: 26% of Black/African American students scored "Early On, Mid or Above Grade Level" in the Algebra Domain on the February 2024 iReady Math assessment. This is a **12% gap** as compared to all other students.

-Grade 5: 44% of Black/African American students received a score of 3 or 4 on their 1st semester Math achievement report ("report card") as compared to 61% of all other students- a **17% gap.**

-Grade 6: 73% of Black/African American students received a grade of "A", "B", or "C" in Math on their 1st semester report card as compared to 82% of all other students- an **8% gap.**

-Grade 7: 62% of Black/African American students received a grade of "A", "B", or "C" in Math on their 1st semester report card as compared to 76% of all other students- a **14% gap.**

-Grade 8: 70% of Black/African American students received a grade of "A", "B", or "C" in Algebra on their 1st semester report card as compared to 80% of all other students- a **10% gap.**

A-G On-Track (Goal 4):

-Grade 9: 61% of Black/African American students scored "On-Track" as measured by English and Math coursework. This is a **7% gap** as compared to all other students.

-Grade 10: 42% of Black/African American students scored "On-Track" as measured by English (2 year), Math (2 years) and History coursework. This is a **12%** gap as compared to all other students.

-Grade 11: 37% of Black/African American students scored "On-Track" as measured by English (3 year), Math (3 years) and History (2 years), Science and World Language coursework. This is a **12% gap** as compared to all other students.

-Grade 11: 46% of Black/African American students scored "On-Track" as measured by all 15 courses in all A-G categories. This is a 9**% gap** as compared to all other students.

Looking at the California School Dashboard, Black/African American students are in the lowest "red" band for suspension rate. Black students have an almost 10% rate for being suspended at least one day in the previous year. This is the highest percentage of any LBUSD student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

M2.1	In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028. (Board Goal 3)	June 2023 64% of Black students who have met the Algebra requirement by the end of 9th grade. 5% gap between the percent of Black students and all other students who have met the Algebra requirement by the end of 9th grade.			80% of Black students who have met the Algebra requirement by the end of 9th grade. 0% gap between the percent of Black students and all other students who have met the Algebra requirement by the end of 9th grade.	
M2.2	In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028. (Board Goal 4)	June 2023 44% of Black 4-year cohort graduates who complete the A-G requirements. 15% gap between Black 4-year cohort graduates and all other 4-year cohort graduates who complete the A-G requirements.			66% of Black 4-year cohort graduates who complete the A-G requirements. 0% gap between Black 4-year cohort graduates and all other 4-year cohort graduates who complete the A-G requirements.	

M2.3	Black student academic growth will increase for Black students, so the difference between Black and non-Black students' achievement is reduced to 0. (Superintendent Goal 1.3) A Kindergarten: Foundational Reading Skills Assessment B Grades 1-8 annual growth target on i-Ready Reading Diagnostic. C Grades 1-8 annual growth target on i-Ready Math Diagnostic. D Grades 9th-12th grade: A, B, or C in their English courses. E Grades 9th-12th grade: A, B, or C in their Math courses.	A. FRSA Black = 59% All Other = 65% Gap = 6% (2022-23 EOY Prof) B. i-Ready Reading Growth Black = 56% All Other = 59% Gap = 3% (D1-D3, 23-24) C. i-Ready Math Growth Black = 54% All Other = 58% Gap = 4% (D1-D3, 23-24) D. English A, B, C Rates Black = 80% All Other = 83% Gap = 3% (Sem 1 23-24) E. Math A, B, C Rates Black = 69% All Other = 74% Gap = 5% (Sem 1 23-24)			0% Achievement Gap	
M2.4	Black LBUSD students' sense of personal identity, belonging and agency will be equal to or greater than non-Black students. (Superintendent Goal 2.2) Spring Pulse Survey	June 2022-23 A. Agency Black Favorable Rate = 79% non-Black Favorable Rate = 80% Favorable Response Gap = 1% B. Belonging Black Favorable Rate =70.8% non-Black Favorable Rate = 73.9% Favorable Response Gap = 3.1% C. Identity Black Favorable Rate = 81.7% non-Black Favorable Rate = 81.5% Favorable Response Gap = -0.2%			Personal Identity (% Favorable): Black Students ≥ NonBlack Students Belonging (% Favorable): Black Students ≥ NonBlack Students Agency (% Favorable): Black Students ≥ NonBlack Students	

M2.5	Black student access to and success in A-G completion will be equal to or greater than non-Black students. (Superintendent Goal 3.2) Cohort Graduation CALPADS	Class of 2022-23 AA A-G Rate = 49% Non-AA Rate = 35% A-G Rate Gap = 14%			A-G Completion equal to or greater than non-Black students.	
M2.6	**Reduce the gap by 50% Suspension Rate between Black students and all other students.**	2023-24 year to date (5/22/2024) AA Susp Rate = 11.1% Non-AA Susp Rate = 3.9% Susp Rate Gap = 7.2%			3.6%	

Insert or delete rows, as necessary.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	Black Student Achievement Initiative	The Equity and Engagement Policy, passed in December 2021, acknowledges the district's commitment to center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience. Through new data sources (i.e. iReady) and review of data through the lens of acceleration, growth and equity, Black students are participating in numerous interventions and supports through the LCAP and LASP. The actions in this line item are in addition to centering the needs of Black students through other strategic initiatives and interventions, as well as to engage additional educational partners in a process of exploring innovative strategies and supports for Black students. VIsion 2035 extends the commitment of the Equity Policy by stating, " In order to become a truly equitable system, LBUSD is making an explicit commitment to center the experiences of Black students, thereby addressing historical inequity and institutional racism that has led to gaps in performance and opportunity, as well as allowing for direct improvements in other areas of diversity." LBUSD intends to expand the work of the Black Student Achievement Initiative that began two years ago by the BSAI Advisory Committee and continued by the Sankofa Parent Village. -Student Cohorts: Identify cohorts of Black students to participate in Sankofa programs. -Sankofa Saturdays: Cohort of students will participate in an academic enrichment program centered on an assets based study of black excellence promoting positive identity development. -Sankofa Afterschool: Students will participate in a program that is an extension of the Sankofa Saturday programming. -Sankofa Mentorship Program- High School students will participate in a mentorship program where they will engage as mentors and mentees. Program development will be in partnership with an outside agency. -Sankofa Parent Workshops- Provide parents with culturally relevant information and resources to support their student's growth and increase parent engagement with schools and the district. -Continue funding Young Black Scholars and Black Student Unions to enhance student voice, receive culturally relevant instruction, transformative social emotional learning skills, mentorship, and enrichment. -Create a Center for Black Excellence with a dedicated staff, including a Director, Administrative Secretary, and 3 Administrators who will lead efforts in enhancements for Black students and families, including Social Emotional wellness, Academic Achievement, and Community Engagement. The Center of Black Student Excellence, a pioneering initiative designed to enhance educational opportunities and foster community engagement. With plans to open in late 2024, the Center will be a hub of expertise, partnerships and cultural assets geared towards lifting the educational experience of Black students.	2,053,105	No

		In addition to the Actions of Goal 2, it is also of note that Black students will benefit from the programs and services of Goal 1: High Quality Learning for All Students. Goal 2 and its Actions are part of a learning from the strategic planning process that led to embracing “Targeted Universalism”, which is an approach to support targeted students to reach the universal goals of attaining the Graduate Portrait (Goal 1: All Students) and targeted processes/programs/services to achieve the goals for Black Students (Goal 2).		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	High Quality Learning: EL/LTELs	Focus Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

LBUSD has approximately 11,000 (17%) of its students that are English Learners (EL), with the vast majority of ELs speaking Spanish as their primary language (90%). Khmer speaking students represent approximately 4% of the EL students in LBUSD. In addition, of the EL population, approximately 2,500 are Long Term ELs (LTELs), meaning that these students have been designated as English Learners for over 6 years. LTELs represents 12% of the total EL population. Almost 10,000 students were reclassified as RFEP students (students who were ELs and moved to Reclassified Fluent English Proficient).

LBUSD English learners will experience differentiated, rigorous instruction across all content areas, aligned to the ELD Standards and to the LBUSD Understandings and Expectations Framework, which lead to English language proficiency for both academic and personal success.

The goal for English Learners is to redesignate as fluent English Proficient students. However, if we focus solely on redegsination, we recognize that we would be missing an opportunity to look at the primary language ELs initially come with as an asset, which could lead to multilingualism. With this asset-based perspective, our mission for English Learners in LBUSD is as follows: At Long Beach Unified School District, we value, celebrate, and affirm the diverse cultural and linguistic assets of our English Learners (ELs) and recognize that every educational partner has the professional responsibility and ethical imperative to create the conditions for English Learners' access and success. We engage educators in professional development and provide services that empower and serve the educational needs of our ELs, including their shared responsibility of progressing ELs toward reclassification. We support educators to create equitable, rigorous, and culturally responsive experiences for all English Learners in alignment with our LBUSD Graduate Portrait. We empower parents and guardians of ELs with the knowledge to navigate our district and school systems and to advocate for their children's education.

LBUSD's work toward meeting the goal for English Learners is supported by the vision that all educators support ELs in developing linguistic, cognitive, and academic skills by providing access to academically rigorous and culturally responsive settings and materials. Educators are committed to continuous improvement and reflection about how they center their practices around EL success and achievement. Parents are provided access to be collaborative partners in the district, as well as advocates who share their expertise in order to improve outcomes and experiences for their children and all educational partners.

For clarity, here are the definitions/EL Typologies of each category:

<u>English Learner (EL), according to the California Department</u>

A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency

Assessments for California [ELPAC]; and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

English Learners (ELs)

A student whose first language is not English and is in the process of developing proficiency in social and academic English.

Newcomers

A Newcomer student has been enrolled in public U.S. schools for less than 18 months, and their English is considered “minimally developed” (as determined by the initial ELPAC assessment).

Long Term English Learners (LTELs)

LTELs are ELs that have been in public U.S. schools for more than 5 years without reclassification.

Reclassified English Learners (RFEPs)

A former EL who has been reclassified as English Proficient by meeting the reclassification criteria.

Initial Fluent English Proficient (IFEPs)

A student who was identified as a Multilingual Learner in the Home Language Survey who, upon taking the ELPAC, was identified as proficient in English without the need for EL Services.

LBUSD must provide support for EL students so that they can access instruction in English and develop English proficiency. The California Education Code also makes clear that comprehensive English Language Development (ELD), which includes both integrated and designated ELD, should be provided to all EL students at all English language proficiency levels, at all grade levels, in all EL programs, and in all schools. It is a fundamental and nonnegotiable service requirement for all EL students, though how it is provided is dependent upon each student’s needs. LBUSD’s ELD program has had significant reviews and we have engaged an office to ensure that it is implemented appropriately and is meeting the needs of EL students.

The following are some highlights of the programs and supports for English Learners and/or Newcomers:

-All teachers and administrators have been provided PD with an asset-based approach, including robust training and coaching in designated and integrated ELD (ESSER and Title 3)

-LBUSD teachers and leaders have been provided access to the Ellevation platform, which is designed to assist classroom teachers and school leaders in ensuring the success of English learners.

-ELs receive Designated ELD (D-ELD), a protected designated time of the day when English learners are provided with critical English language skills, knowledge, and abilities needed for content learning

-ELs receive daily Integrated ELD (I-ELD) throughout the school day in all domains (listening, reading, speaking, and writing), using the CA ELD Standards to support the academic language of the academic content standards.

-Lexia ELD is an instructional tool that supplements teacher-provided instruction for Newcomer students in grades 1-8

-Translation Pens are a supplementary tool provided to Newcomers at the secondary level, grades 6-12, to support them with communication and content

-Rosetta Stone is a supplementary tool provided for Newcomer students in grades 4-12 to support language acquisition

-The Sonday system supports teacher-led EL instruction for students in K-8 and 9-12 in comprehensive high schools at the beginning reading instruction level

The following are some highlights of the programs and supports for Long Term English Learners (LTELs):

-The Multilingual Office collaborates with school-based intervention coordinators, who can help deliver differentiated interventions for ELs, particularly long-term ELs.

-The Multilingual Office plans to provide schools with a guide focused on strategies and resources that support LTELs and their families

-The Multilingual Office will provide opportunities for family engagement to collaborate in support of LTELs

-The creation of new ELD courses in High School (Advanced ELD, Modern History-ELD, Global Art Studies) that fulfill the A-G requirement will support LTELs

-The Multilingual Office will provide access to Summit K12 for LTELs at the secondary level (Title III, 24-25 expenditure)

-All TK-12 teachers participated in professional development during QCI 2, which focused on Scaffolds for Integrated ELD to support EL students, including LTELs

-All secondary ELD teachers participated in professional development during a Content Institute focused on Designated ELD to support ELs, including LTELs

-CCR/ELD teachers participated in professional development focused on Integrated ELD to support ELs, including LTELs

-LTELs at the middle school level participated in after-school EL literacy support using the Language Power 2.0 curriculum (Title III)

-Training in the use of ELLevation Strategies was provided to all site Instructional Leadership Teams (Title III: 2024-2025) to support ELs, including LTELs

-Elementary ELs receive LLI reading support

-The Sonday system supports teacher-led EL instruction for students in K-8 and 9-12 in comprehensive high schools at the intermediate reading instruction level

-Select ELs at risk of becoming LTELs receive intervention support using the Wonderworks curriculum

-Select EL students in grades 6-8 receive supplementary after-school tutoring and Saturday School academic support

Data Leading to Need for the Goal

SBAC: Results from the 2023 Smarter Balanced Assessment Consortium (SBAC) show the following:

-Nearly 5500 EL students took the SBAC.

-14% of EL students met or exceeded standard on the English Language Arts exam. This is a 40% gap in comparison to non-EL students.

-10% of EL students met or exceeded standard on the Math exam. This is a 29% gap in comparison to non-EL students.

ELPAC: The Summative English Language Proficiency Assessments for California (ELPAC) is administered only to students who have previously been identified as an English learner based upon the results of the Initial ELPAC. The Summative ELPAC measures how well English learners are progressing toward English language proficiency. Here are the results from the nearly 10,000 students taking the Summative ELPAC:

-Level 4- Well Developed: 12%

-Level 3- Moderately Developed: 33%

-Level 2- Somewhat Developed: 34%

-Level 1- Beginning to Develop: 21%

A deeper look into the ELPAC results yields the following:

Oral Language Results: Level 4: 26%; Level 3: 37%; Level 2: 21%; Level 1: 15%

Written Language Results: Level 4: 4%; Level 3: 20%; Level 2: 40%; Level 1: 36%

Listening Domain: Well Developed: 47%; Somewhat/Moderately Developed: 36%; Beginning to Develop: 16%

Reading Domain: Well Developed: 7%; Somewhat/Moderately Developed: 45%; Beginning to Develop: 47%

Writing Domain: Well Developed: 12%; Somewhat/Moderately Developed: 63%; Beginning to Develop: 25%

CA School Dashboard:

The following are the areas that the EL subgroup scored in the lowest “Red” category:

-Graduation Rate

-English/Language Arts

-Math

For English Learners, the graduation rate is 64% which is a 3% decline from the previous year. English-Language Arts results show that English Learners are 89.4 points below standard and maintained their level from last year. The recently Reclassified students scored 27.6

points below standard which was a large increase of 30 points higher than the previous year. In Math, EL students scored 95.9 points below standard, which was a slight decrease (3.4 points) from last year.

The California Dashboard has an EL Program Indicator, which measures current EL students making progress towards English language proficiency or maintaining the highest level. LBUSD EL students rated a “Green” which is the second highest level of the five levels and represents 46% of EL students making progress towards English language proficiency, an increase of almost 4%. This indicator also shows and increase of 4% of EL students who gained at least 1 ELPI level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Percentage of English Learners making progress towards English language proficiency (i.e., progressed at least one level or maintained a level 4 result from the prior year on the English Language Proficiency Assessments for California) (California School Dashboard)	46% of English Learners making progress towards English language proficiency. (2023)			58%	
M3.2	Redesignation rate (DataQuest)	2022-23 5.8%			10%	
M3.3	Reduce the percent of students by 50% who are long-term English Learners out of total English Learners enrolled.	2023-24 LTEL Rate = 34%			17%	
M3.4	Reduce the percent of students by 50% who are at-risk of becoming long-term English Learners out of total English Learners enrolled.	2023-24 ARLTEL Rate = 17.4%			9%	
M3.5	The gap between the percent of EL students and all other students who “Met” or “Exceed” on: SBAC ELA will be reduced by 50% SBAC Math will be reduced by 50%	2022-23 ELA Gap = 44.8% (54.1%-9.3%) Math Gap = 31.4% (38.1%-7.3%)			ELA-22.5% Math- 15%	
M3.6	Reduce the gap by 50% of the Graduation Rate of English Learners. (CA Dashboard)	Class of 2022-23 EL Grad Rate = 59.5% Non-EL Grad Rate = 86.% Grad Rate Gap = 26.5%			13%	

Insert or delete rows, as necessary.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	EL Support	The programs and services in this section include: ● LBUSD Interpreter Unit ● ELPAC Substitutes ● Research Department Support ● ELPAC Training ● Testing Materials ● Multilingual Office and Staff ● ELLevation ● Newcomer Support ● Lexia ELD ● Translation Pens ● Rosetta Stone ● Sonday System Provide support to English Learners and their families. These efforts include translation/interpretation services, English Language Proficiency Assessments for California (ELPAC) administration beyond reimbursable costs, parent involvement, and technical assistance to schools, among many others. In particular, LBUSD aims to build a responsive language accessibility unit to enhance translation, interpretation, and educational partner support. The expansion of EL support is part of a broader effort to maintain the LBUSD Multilingual Office. The Multilingual Office has been established, hiring experts in English Learners, ELD, Coaching, Parent Engagement, World Languages and Dual Immersion. For English Learner services they are charged with the following: Transparency of Data (regular reporting of data and regular progress monitoring); Update Reclassification Criteria; Strengthen Home/School Connections; Provide support to sites to increase EL parent engagement; and Provide PD with an asset based approached, including robust training and coaching in designated and integrated ELD. A cohort of school sites with the highest EL populations are prioritized for additional professional learning under the supervision of a Director/Principal-Supervisor who collaborates with the English learner specialists to provide targeted support designed to address disparities in EL student achievement by increasing the subject matter knowledge and teaching skills of both the teachers and administrators at these sites to accelerate English learners' language acquisition and grade-level achievement. EL coaches and curricula specialists provide on-site training for school sites to address school-specific needs related to ELs, including primary/heritage language instruction strategies and curricula. These additional professional learning activities, including the assignment of coaches, are provided as differentiated resources for high need schools.	3,978,603	Yes

		The Ellevation platform assists classroom teachers, principals and district leaders in analyzing multiple sets of assessment data in order to make instructional decisions and set language development goals for English Learners. In addition, Ellevation supports integrated and designated instruction through materials and resources that support students' specific proficiency levels. The Ellevation platform tracks student progress toward English fluency and monitors students into and beyond the phase of redesignation. Teachers, principals and central office departments will have access to all English learner data as a means of collectively monitoring student acceleration, the interventions that are assigned to support students and their on-going progress toward academic success. In addition, a robust set of professional development modules ~~will~~ assists teachers in increasing their knowledge and capacity to support English learners in their language acquisition and content mastery through integrated and designated English Language Development. In support of LBUSD Newcomers, a-program is implemented at four school sites, called "Enlace". It will serve as a hub for newcomers in middle school. The program is coordinated by the Multilingual office and will include 5 EL TOSA positions (6 FTEs). This position will include a combination of course teaching and coaching and staff. Enlace will be located at 5 sites strategically selected around the city: Washington, Stephens, Franklin, Hamilton and Jefferson. The hubs at the 4 schools will serve newcomers from anywhere in the City, regardless of where their home school may be in the District. Lexia ELD is an instructional tool that supplements teacher-provided instruction for Newcomer students in grades 1-8 Translation Pens are a supplementary tool provided to Newcomers at the secondary level, grades 6-12, to support them with communication and content Rosetta Stone is a supplementary tool provided for Newcomer students in grades 4-12 to support language acquisition The Sonday system supports teacher-led EL instruction for students in K-8 and 9-12 in comprehensive high schools at the beginning reading instruction level In support of Long Term English Learners (LTELs), there is a more robust description of LTEL support in this Goal- page 72- which presents the leveraging of other resources to assist LTELs. The following excerpt from page 72, provides a list of LCFF Action 3.1 projected expenses which were included within this Action from the onset: -The Multilingual Office collaborates with school-based intervention coordinators, who can help deliver differentiated interventions for ELs, particularly long-term ELs. -The Multilingual Office plans to provide schools with a guide focused on strategies and resources that support LTELs and their families -The Multilingual Office will provide opportunities for family engagement to collaborate in support of LTELs		

		-The Sonday system supports teacher-led EL instruction for students in K-8 and 9-12 in comprehensive high schools at the intermediate reading instruction level Numerous equity initiatives drive the actions and services in this section. Specifically, the goals of the community engagement initiative are to develop and build trusting relationships with all educational partners; create systems that provide opportunities for diverse perspectives to be shared; and enhance district methods for interacting with parents. The latter objective includes ensuring that all families have access to engagement opportunities and two-way communication, particularly when it comes to language. Moreover, from the standpoint of academic growth, the learning acceleration, support, and enrichment initiative focuses on the development of intervention models for literacy and math as well as other extended learning opportunities. Note that, in the spirit of local control and accountability, most site-based English Learner services are determined at the school level. Sites have the flexibility to construct plans – with advisement from the English Learner Advisory Committee and approval from the School Site Council -- that address the unique needs of their students. These plans are expected to align with the State Priority Areas, LBUSD equity initiatives, and other local efforts. Furthermore, other resources, particularly Title I federal funds, are often used to support English Learners. Although the LCAP does not specifically itemize these expenditures, it is important to highlight the many different ways that services are provided to students in need. In addition to the Actions of Goal 3, it is also of note that EL and LTEL students will benefit from the programs and services of Goal 1: High Quality Learning for All Students. Goal 3 and its Actions are part of a learning from the strategic planning process that led to embracing “Targeted Universalism”, which is an approach to support targeted students to reach the universal goals of attaining the Graduate Portrait (Goal 1: All Students) and targeted processes/programs/services to achieve the goals for EL/LTEL Students (Goal 3).		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	High Quality Learning: Students with Disabilities	Focus Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

LBUSD uses collaborative, evidence based approaches to differentiating and personalizing instruction and intervention across academics and behavior for ALL students. The Multi-Tiered Systems of Support (MTSS) provides an equitable educational experience. It leverages collective knowledge and expertise to help understand student needs and make informed strategic decisions that best support all students. MTSS is at the center of supporting students with disabilities.

LBUSD has embraced Inclusion as a model practice. LBUSD values all students and recognizes that student diversity and uniqueness add to the fabric of our district. We create school communities that promote appreciation and acceptance of student differences where all students feel a sense of belonging. We provide purposeful and meaningful access and participation in academic and social-emotional growth opportunities. Our “All Means All” belief system means that we are better together.

LBUSD celebrates the unique gifts that our students bring to school. The Board of Education resolved to uplift inclusive education practices of students with disabilities (Resolution 020619A)

-Students are, first and foremost, general education students who may require additional supports and services in order to access their education.

-All students will have the opportunity to participate with same-aged typical peers to the maximum extent that they are able.

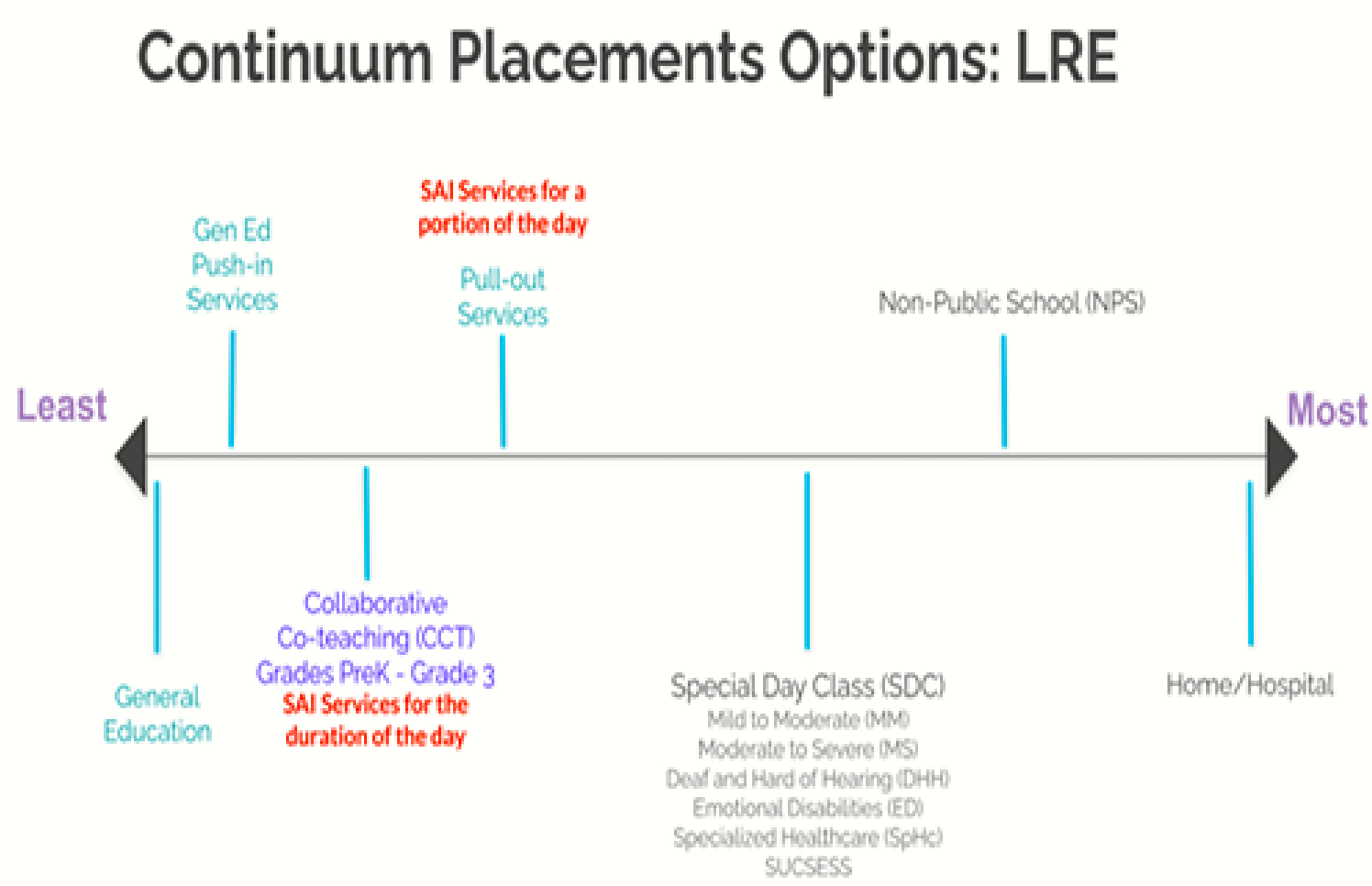
-School programs, including extracurricular activities and interventions, shall include all students regardless of the supports and services that they receive.

-School staff will make every effort to use language that describes the person first, without reference to a disability (“people first language”), when referring to students, families, and programs for individuals who have special needs.

-Inclusive practices are not a separate component of education, but rather, a core ideal that will be present in all of our schools and all of our district programs.

-We will hold high expectations for growth and development and honor the requirement that students shall be served in the least restrictive environment. We also hold high expectations for staff, including employees who serve students with special needs, and we are committed to providing the support needed to help staff uphold those high expectations.

In connection to the Least Restrictive Environment, this graphic details the continuum of placements:



In addition to the services listed above, here are some related services that LBUSD provides: Adapted Physical Education, Assistive Technology Services, Audiological Services, Behavior Intervention Services, School-based Occupational Therapy, School-based Physical Therapy, Specialized Deaf and Hard of Hearing Services, Specialized Orthopedic Services, Specialized Vision Impairment Services, Specialized Services for Low Incidence Disabilities and Speech & Language. (Reference: https://www.lbschools.net/departments/special-education/services/related-services)

LBUSD has also expanded its Collaborative Co-Teaching (CCT) at the elementary level, which is a model that has shown significant promise. CCT is a model where two teachers work together with groups of students. They share the planning, organization, delivery and assessment of instruction, as well as physical space. The CCT classroom is a general education class that supports all learners, those with

and without Individualized Education Programs (IEP), in learning and growing together in an inclusive environment. Based in research focused on supporting all students, these classrooms promote meaningful learning that celebrates the assets that each student brings to the classroom through high-quality differentiated instruction, co-teaching structures and integrated accessibility, so that all students learn in a safe and supported learning environment. Students benefit from the expertise of two teachers with an enlarged repertoire of instructional strategies and combined ability to differentiate allowing teachers to reach all students. In addition, there is increased direct student-teacher contact due to the lower ratio of students to teachers, which allows for more support and feedback. Research shows that students with and without disabilities in inclusive classrooms show greater academic achievement, increased student engagement, improved communication skills and increased friendships and appreciation of differences. LBUSD has 13 Preschool sites participating in CCT and 8 Elementary sites participating in CCT partnerships. For more information about Collaborative Co-Teaching, please visit https://www.lbschools.net/departments/curriculum/curriculum-areas/special-education/inclusion

At the secondary level, middle schools and high schools have developed inclusionary classroom practices that focus on centering the expertise of a special education teacher and a general education single subject content expert teacher in developing and implementing quality core instruction to meet the needs of students with IEPs in least restrictive environment settings of general education middle and high school core content courses. Special education teachers and general education teachers at the middle school and high school level will be engaging in inclusionary co-teaching practices centered on the Universal Design for Learning (UDL) framework in math and ELA courses at the 7th, 8th and 9th grade level, with some sites expanding this model to 10th grade. For more information on LBUSD's Inclusive Practices and Programs at the secondary level please visit https://docs.google.com/drawings/d/1mY32IDvB_-xKusnYMdKAtatwW3BDxIwh3iGMxYgJfEU/edit

Data Leading to Need for the Goal

Students with disabilities rate at the lowest “red” level on the California School Dashboard in two areas:

-Graduation Rate: Students with disabilities have a 66% graduation rate, which is a 3% decrease from the previous year. It is also 17% gap from the 83% graduation rate for all students.

-English Language Arts: Students with disabilities are 93 points below standard for English Language Arts, which represents the lowest achievement of all student subgroups.

According to the CORE Survey (2023), there is a gap that exists for students with disabilities and how they feel about school and self, with a growth mindset as the largest gap for both elementary and secondary students.

Area	Elementary:	SWD	nonSWD	Secondary:	SWD	nonSWD
Climate of Support	Favorable:	74%	78% (gap: **-4%**)	Favorable:	74%	73% (+1%)
Belonging		69%	73% (gap: **-4%**)		53%	52% (+1%)

Safety	65%	68% (gap: **-3%**)	59%	60% (gap: **-1%**)
Growth Mindset	66%	75% (gap: **-9%**)	59%	70% (gap: **-11%**)
Self Efficacy	55%	63% (gap: **-8%**)	43%	51% (gap: **-8%**)
Relationship Skills	70%	77% (gap: **-7%**)	70%	76% (gap: **-6%**)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	The percentage of students placed into a Least Restrictive Environment for at least part of a day will increase by 5% per year. LBUSD IEP Review	61.47%			75% or higher	
M4.2	Reduce the gap by 50% for the Suspension Rate for students with IEPs and all other students.	2023-24 Year to Date (5/22/2024) IEP Susp Rate = 9.0% Non-IEP Susp Rate = 4.2% Susp Rate Gap = 4.8%			2.4%	
M4.3	Reduce the gap by 50% for the Graduation Rate for students with IEPs and all other students.	Class of 2022-23 IEP Grad Rate = 66.3% Non IEP Grad Rate = 85.4% Grad Rate Gap = 19.1%			9.5%	
M4.4	A. Reduce the gap by 50% between students with IEPs and all other students on SBAC ELA Met/Exceeded Rate B. Reduce the gap by 50% between students with IEPs and all other students on SBAC Math Met/Exceeded Rate	2022-23 ELA Gap = 38% (52.6%-14.6%) Math Gap = 26.5% (37.5%-11.0%)			A. ELA Gap = 17.5% B. Math Gap = 13%	
M4.5	Reduce the gap by 50% in favorable rating on the CORE Survey- Growth Mindset for students with IEPs and all other students.	Elem: 66% (gap-9%) Sec: 59% (gap-11%)			Elem: Gap-4.5% Sec: Gap-5.5%	

Insert or delete rows, as necessary.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Special Education Support (Base)	The programs and services in this section include: ● Special Education Teachers and Classroom Aides ● Transportation ● Support Exceeding State and Federal Resources for Special Education ● Non-public Agency Support This is a base program in service to Students with Disabilities. This item brings highly-qualified and specially certified classroom teachers who work with students with disabilities. Classroom aides are also included. Transportation for students with special needs is provided through an Individualized Educational Plan (IEP). Some students need more intensive support through non-public agencies, which are provided through an IEP. Lastly, revenues from state and federal programs generally exceed the cost of services for students with disabilities. This line item fills this disparity. In addition to the Actions of Goal 4, it is also of note that Students with Disabilities will benefit from the programs and services of Goal 1: High Quality Learning for All Students. Goal 4 and its Actions are part of a learning from the strategic planning process that led to embracing “Targeted Universalism”, which is an approach to support targeted students to reach the universal goals of attaining the Graduate Portrait (Goal 1: All Students) and targeted processes/programs/services to achieve the goals for Students with Disabilities (Goal 4).	119,692,450	No

4.2	Pupil Services: Health Services	The programs and services in this section include: ● Site Nurses ● Health Assistants ● Psychologists ● Vision To Learn These services play a key role in ensuring health of students with disabilities, including meeting the unique health needs of students with IEPs. Nurses and health assistants continually monitor student health needs. This is especially true for students with IEPs that designate a health concern. Psychologists are integral for making determinations about appropriate placement and services for students with disabilities. Working in partnership with families and a school team, making recommendations for students who may need specialized services due to a disability, psychologists have the training and expertise. Vision to Learn is a program that provides vision screenings, eye exams and glasses to children in low-income communities. Following the full-school vision screenings, schools schedule a mobile vision clinic. Inside the mobile clinic, a licensed optometrist will provide eye exams for all students who failed the initial vision screening. Students who are prescribed glasses will then choose their frames, with the guidance of an optician. Approximately two weeks following the exam day, Vision To Learn's optician will return to the school to provide the students their glasses. The optician will fit the glasses to each student individually, and instruct them on caring for and cleaning their lenses.	7,711,587	Yes
4.3	Pupil Services: Instructional Aides	The programs and services in this section include: ● Instructional Aides Instructional Aides bring a personal service to students with special needs. Instructional Aides provide learning and care support for pupils with special educational needs. This involves working with the teacher to plan and deliver instructional activities and supporting pupils with routines, transitions and self management. These aides also help each student participate in classroom activities and obtain additional support and services at school. Often these aides become a trusted ambassador for the school-family partnership.	14,790,208	Yes
4.4	Early Learning- Speech	The programs and services in this section include: ● Speech Teachers LBUSD's Buffum Total Learning Center (TLC) provides a safe and nurturing developmentally appropriate environment for early learners where students are encouraged to reach their maximum potential while developing a lifelong love of learning. Speech Teachers at Buffum provide a special service for some of our youngest learners. Buffum Speech teachers create an individualized plan that includes language therapy, alternative communication strategies, or other techniques to facilitate better communication and improve the linguistic skills of students.	2,053,396	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	High Quality Learning: Foster/Homeless Youth	Focus Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

State Priority 5: Pupil Engagement

State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

The experience of trauma is a key barrier to educational success for foster and homeless youth. The experience of trauma can inhibit students' abilities to concentrate, with consequences for their learning. Students in foster or homeless situations are generally more likely to move schools within the academic year than other students, and possibly multiple times. The rights of these students are legislated through the McKinney-Vento Homeless Education Act and the California Foster Youth Bill of Rights. Further, LBUSD has personnel dedicated to ensuring the rights of homeless and foster youth are protected. These staff members are experts in supporting foster and homeless youth with case management that provides a cohesive plan for each student, including mental supports, agency referrals, advocacy, enrollment and transportation support, among other supports.

Data Leading to Need for the Goal

There are approximately 450 foster youth and 4,000 homeless youth enrolled in LBUSD schools. According to the California School Dashboard, both Homeless and Foster youth are in the lowest "Red" level for Graduation Rates. There is a graduation rate of 72% for homeless youth, which represents a 6% decrease from the previous year. It is also a gap of 9% compared to the 83% graduation rate for all students. Foster youth graduation rate is even more concerning with a 65% rate (-5% from last year and a gap of 18%).

Foster youth also are over-represented in suspensions with almost 10% of students having been suspended at least one day last year. This is about the same rate as last year. Foster youth suspensions rate "red" or at the lowest level of the 5 rating levels of the California School Dashboard.

SBAC (2023)	Foster	Not Foster	**Gap**	Homeless	Not Homeless	**Gap**
ELA Met/Exceed:	24%	35%	**-9%**	33%	50%	**-17%**
Math Met/Exceed:	15%	49%	**-34%**	19%	36%	**-17%**

In other data measures, both Foster and Homeless Youth have wide gaps, including on track for meeting A-G. Currently, Foster youth have a 17% on track for meeting A-G, while non-Foster students are at 56%. This is a huge gap of -39%. There are 36% of Homeless youth are on track, while 57% of non-Homeless youth are on track for meeting A-G– a gap of -21%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	Reduce the gap by 50% in SBAC ELA Met/Exceeded Rate for Foster youth and all other students.	Foster 24% (-9% gap)			4.5%	
M5.2	Reduce the gap by 50% in SBAC ELA Met/Exceeded Rate for Homeless students and all other students.	Homeless 19% (-17% gap)			8.5%	
M5.3	Reduce the gap by 50% between the percent of Foster youth and all other students who meet A-G requirements.	17% (-39% gap)			19.5%	
M5.4	Reduce the gap by 50% between the percent of Homeless students and all other students who meet A-G requirements.	26% (-21% gap)			10.5%	
M5.5	Reduce the gap in Suspension Rate for Foster and Homeless students and all other students.	2023-24 Foster/Homeless Susp Rate = 10.1% Non-Foster/Homeless Susp Rate = 4.5% Grad Rate Gap = 5.6%			2.8%	
M5.6	Reduce the gap in Graduation Rate for Foster and Homeless students and all other students.	Class of 2022-23 Foster/Homeless Grad Rate = 70.3% Non-Foster/Homeless Grad Rate = 84.2% Grad Rate Gap = 13.9%			7%	

M5.7	Reduce the gap in Attendance Rate for Foster and Homeless students and all other students.	2023-24 Year to Date (5/22/2024) Foster/Homeless Att Rate = 88.4% Non-Foster/Homeless Att Rate = 92.4% Att Rate Gap = 4.0%			2%	

Insert or delete rows, as necessary.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Homeless and Foster Youth Services	The programs and services in this section include: ● Social Workers ● Foster Youth Transportation Both Homeless and Foster Youth are among the most vulnerable and experience trauma at greater rates than most other students. Ensuring that supports are available to homeless and foster youth and their families are essential for success- academic and social emotional. Ensure the right of foster and homeless youth to have full access to the same academic resources, services, and extracurricular activities that are available to all students, thereby supporting their path to high school graduation and beyond. Additional social workers will provide social-emotional learning interventions, academic/attendance tracking, intensive case management, and referrals for students identified as foster youth. Service includes transportation for foster youth to continue to attend school. Here are some highlights of services provided by the Foster/Homeless Unit: -Partial Credit Advocacy -Attendance Intervention -Multi-Discipline Meeting (nonacademic- SEL Support) -Transportation/Best Interest Determinations -Access to Early Childhood programs -Basic Needs/School Supplies -External Health Referrals -Home Visits -Records Requests -Assistance with participation in school programs -Individual Counseling -Uniform Assistance -Enrollment Assistance In addition to the Actions of Goal 5, it is also of note that Homeless and Foster students will benefit from the programs and services of Goal 1: High Quality Learning for All Students. Goal 5 and its Actions are part of a learning from the strategic planning process that led to embracing “Targeted Universalism”, which is an approach to support targeted students to reach the universal goals of attaining the Graduate Portrait (Goal 1: All Students) and targeted processes/programs/services to achieve the goals for Students with Disabilities (Goal 5).	964,513	Yes

Goal

Goal #	Description	Type of Goal
6	Engagement: LBUSD will cultivate authentic and inclusive partnerships between families, schools, and the community, rooted in trust, respect, and recognizing parent and caregiver assets.	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

LBUSD's Vision 2035 raises an emphasis about engagement. More specifically, here are excerpts from Vision 2035:

Core Values: AUTHENTIC COMMUNITY ENGAGEMENT AND COLLABORATION

We believe that by working together we can address challenges and take actions needed to have a positive impact on student outcomes. We value the diverse perspectives, culture and languages of our collective community and acknowledge the importance of partnership and transparent communication to achieve our vision.

Adult Portrait: COMMUNITY-MINDED AND COLLABORATIVE LEADER

Adults build strong relationships with peers and the community. They collaborate both locally and globally to catalyze change and reach common goals.

System Portrait: OPEN DISTRICT: FAMILY, COMMUNITY AND CITY COLLABORATION

LBUSD is committed to working in partnership with our families, our community, and our city government, and we develop the systems and structures needed to build trust, listen deeply, craft shared goals and collaborate to attain them.

Engagement stands as the cornerstone of all LBUSD initiatives, embodying our unwavering belief that those most affected by any change should actively shape it. Parent and community engagement, in this context, is defined by active and collaborative involvement that surpasses mere participation. It involves two-way communication, collaboration, and shared decision-making, fostering a supportive and inclusive environment throughout the entire school community. This robust engagement is instrumental in contributing to student academic success, well-being, and overall development.

LBUSD Strategy 6: LBUSD Framework: A Systemwide Practice of Community Engagement

Our district fosters a sense of community for our external and internal communities, using our framework for Community Engagement. This includes intentional practices based on collaboration and community input to support student, family, and community connection, to center Black students and support their success.

We believe those most impacted by any change should actively contribute to shaping that change. Our Community Engagement Framework is the cornerstone of all our initiatives, reflecting our dedication to meaningful community engagement across every facet of our organization.

Our purpose is to build trust, cultivate deep connections, and collaborate with our community to achieve shared goals. This framework is designed to formalize an engagement process involving all stakeholders: families, community members, nonprofits, businesses, and city partners. We aim to create and maintain integrated systems that meet our students and community needs. The Community Engagement Framework will provide guiding principles, strategies and resources to enhance family-school partnerships. Anchoring the Framework are the following guiding principles:

Connection and Trust-Building: We will create a welcoming culture to ensure our community feels valued and heard.

Partnerships: We advocate for and cultivate relationships with the community, encouraging commitments of time, assets, products, and services.

Collaboration: We work across grades, sites, and departments, embracing collaboration and recognizing the collective genius within our system.

Family Partnership: We collaborate with parents to support student goals and learning, providing training and resources as needed.

Schools as Support Hubs: Our schools provide our school community with access to district and city resources.

Collaboration and Collective Impact: We collaborate with community organizations and city departments to create opportunities for our students and families that align with our vision and strategic plans.

Some of the ideas envisioned for the Framework include:

-Unified Approach to ensure that the Framework is integrated into every facet of the organization.

-Professional Development Workshops.

-Community Engagement ToolkitAnnual Engagement Planning: Implement an annual district-wide community engagement planning process, where each school and department sets specific engagement goals and strategies.

-Customer Service Standards

-Feedback Mechanism

-Inclusive Language

-Community Collaboration

-Student-Led Initiatives

Data Leading to Need for the Goal

Although the data from the CORE Survey (Family/Caretaker) are steady and show high favorable results, LBUSD is aspiring to be more committed to two-way communication, collaboration and co-creation. Here is the data from the CORE survey (2023), with over 13,000 caregiver respondents:

Total of **13,340** responses

How did family members respond to each question?

Sorted by Survey order First to last

QUESTION	% responded favorably	from 2021-2022 CORE Survey
I feel welcome to participate at this school.	92 %	▲ 2
School staff treats me with respect.	95 %	0
School staff takes my concerns seriously.	89 %	▼ 1
School staff welcomes my suggestions.	90 %	▲ 1
School staff responds to my needs in a timely manner.	88 %	▼ 1
School staff is helpful.	93 %	0
My child's background (race, ethnicity, religion, economic status) is valued at this school.	92 %	0

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	Percentage of parents who express satisfaction with their opportunities to participate in decision-making processes and programs by(responding favorably in answering: "The school or LBUSD seeks my input and participation with planning and decision making." (CORE Survey) It is of note that this question is new to the CORE Survey beginning with the 2024-25 school year.	93% of parents responded favorably in answering "I feel welcome to participate at this school" (2023-24) **Please note that the question presented in 2023-24 will change to the one to the left in CORE Survey for the 2024-25 school year.*			99%	
M6.2	Percentage of favorable responses in the School Culture and Climate Survey (Climate for Academic Learning) <u>from parents</u>. (CORE Survey)	2023-24 ● 92 % Parents			99%	
M6.3	Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey (CORE Survey)	2023-24 ● 92% Parents			99%	
M6.4	Percentage of favorable responses: Safety (School Connectedness) Survey <u>from parents</u> (CORE Survey)	2023-24 ● 89% Parents			99%	

Insert or delete rows, as necessary.

Goal Analysis

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Actions

Action #	Title	Description	Total Funds	Contributing

6.1	Community & Ancillary Services (Base)	The programs and services in this section include: ● Recreation Aides ● Most Inspiring Students ● High School Sports (Coaching, transportation and officials) ● Community Permits ● Sports Trainers Community and ancillary services include classified staff members- recreation aides and other aides- who help promote a safe, secure, and inviting campus environment by mentoring students on appropriate behaviors in playgrounds, restrooms, and other common areas. They discuss problems with students to prevent destructive or injurious behavior, communicate with parents, and make referrals to counseling centers. In addition, this action promotes community activities on LBUSD school campuses in the form of community permits. This enhances partnerships with the district and non-profits as well as provides a safe location for community events. Most Inspiring Students is a community celebration for students who have demonstrated resilience and excellence. Each school announces a student who exemplifies the Graduate Portrait- Resilient, Mindful and Thriving Self-Advocate. The student is featured in a video and/or in-person celebration. Also included High School sports (coaching, transportation and officials). The addition of sports in this action helps with engaging students into extra-curricular activities, which can motivate attendance, improve the connection with school and enhance a student's sense of belonging. Sports Trainers provide preventative services, emergency care, therapeutic intervention and rehabilitation of injuries and medical conditions. These staff members are important for at-game health support for student athletes.	6,888,051	No

6.2	Parent Involvement and Engagement	The programs and services in this section include: ● Parent University and Equity, Engagement and Partnerships Staff ● Parent Leadership Programs: ○ Parenting Partners ○ Family Leadership Institute ● Action Youth America ● Website Management ● School Messenger ● Canvas Learning Management System LBUSD has learned from its Vision 2035 process that authentic engagement with the community is essential to develop a robust partnership with families and community-based organizations to support students. Both the Strategic Plan and System Portrait have citations that affirm and embrace this partnership. The System Portrait's Open District: Family, Community and City Collaboration states, "LBUSD is committed to working in partnership with our families, our community, and our city government, and we develop the systems and structures needed to build trust, listen deeply, craft shared goals and collaborate to attain them." This item provides additional parent engagement / outreach support to schools. These services include traditional and electronic parent communications, as well as different types of Parent University assistance, particularly those that are technology-based. School staff outreach and the coordination of community services help form a supportive approach that principally benefits low-income students and English Learners, whose struggles can often lead to disengagement and a limited sense of belonging in school. Canvas is a web-based learning management system that is a platform for classes that gives access of course materials and communication between student, parent and teacher to help ensure success for students. The platform continues to be an important communication tool for families to gain insight about a student's progress. This is especially important for equitable access for families in poverty, foster and EL families in that the experience of becoming involved and actively engaged is sometimes tied to a negative lived experience with educational systems that have been traditionally inaccessible.	1,963,076	Yes

		The Long Beach Unified School District's launch of a new district website and 84 school websites, as well as an increased social media presence, is in direct support of our goal to improve parent engagement. LBUSD is continuously expanding our use of social media platforms to reach a wider audience, and our YouTube channel hosts videos of school events, student achievements, and informative content that can help families who prefer visual content. LBUSD has also been using social media advertising to promote events and activities to a much larger audience. LBUSD Communications is using data analytics tools to track and measure parent engagement levels. These help identify areas where LBUSD can improve our engagement efforts and provide valuable insights into parent preferences and concerns. By using data analytics, LBUSD is tailoring our engagement strategies to better meet the needs of our diverse parent community, including historically underserved pupils/families, unduplicated pupils/families and families who may be less likely to engage with staff in support of their child's education. Finally, LBUSD is continually looking for ways to improve its Parent University program to include more diverse topics and formats. Parent University is committed to providing parent involvement activities that help strengthen the home-school partnership by providing parent workshops and engagement opportunities. This action provides staff, leadership and development of these workshops. In addition to internally-created offerings, LBUSD has contracted with agencies with specific expertise and documented effectiveness, such as Action Youth America and Family Leadership Inc.-Parenting Partners and Calm and Kind programs specifically. Parenting Partners Builds Capacity for Strong Family-School Partnerships Parenting Partners™ workshops combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. Calm and Kind is designed to equip parents with the tools to support their children emotionally. Parents who attend Calm & Kind Workshops are equipped in three key areas: ● Understanding mental health: The program dives into how mental health impacts your child's success in school and overall well-being. ● Self-regulation: You'll learn practical strategies to help your child manage their emotions in healthy ways. ● Managing your own emotions: By learning to regulate your own emotions, you can provide calmer and more effective support for your child. Parent Engagement Facilitators and some parent leaders were trained in ten comprehensive workshops over three days. The material was then presented by each school's own trained facilitators (Parent Engagement Facilitators and trained parents) at their respective sites, in multiple languages, creating a sustainable source of parent leaders. Over 130 parent leaders from Middle Schools graduated from the Parenting Partners and Calm and Kind program after engaging in a series of 10 workshops.		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
7	Equitable and Liberatory District: LBUSD students deserve to have culturally affirming and standards-based learning experiences in a broad course of study with highly effective educators, staff and school leaders who cultivate student sense of personal identity, belonging and agency and promote student success.	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic

State Priority 5: Student Engagement

State Priority 6: School Climate

State Priority 7: Course Access

State Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

All students will receive high quality core instruction, aligned to California state content standards, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. Quality Core Instruction requires collaboration among educators, support for teachers and focus on the strengths and needs of individual students while championing students with high expectations and belief that are able to achieve academic success.

An excerpt from a trait of the LBUSD Graduate Portrait- an Adaptable Lifelong Scholar- highlights the need for a broad course of study. Students are able to engage in productive cognitive struggle (rigor) to draw from and apply knowledge and skills from a broad set of disciplines and subjects to make new connections, develop new knowledge, and apply it to practical, real-world situations to solve problems. Students demonstrate strong foundational core knowledge and skills. including (not in any particular order–all are critical):

● Literacy, math, social sciences, physical and life sciences, geography and history, including an understanding of American history, that includes the experiences of marginalized communities

● Economics and government, including the U.S. Constitution and our Bill of Rights; how voting works and how to vote

● Environmental sciences

● World languages

● Visual and performing arts; design disciplines

● Ethics (comparative knowledge of different types of historical, religious, philosophical and indigenous systems)

Part of this goal speaks to the social emotional health and development of students in LBUSD. Transformative Social Emotional Learning was introduced as a way to integrate an explicit equity and social justice lens into the conceptualization and implementation of social and emotional learning (SEL). As Jagers, Rivas-Drake, and Williams (2019) explain, it is a form of SEL aimed at interrupting the reproduction of inequitable educational environments by attending to issues of identity, agency, belonging, and related issues such as power, privilege, prejudice, discrimination, social justice, empowerment, and self-determination. This aligns with LBUSD's Excellence and Equity Policy, as well as the Vision 2035 System Portrait: *Culture of Inclusion, Well-Being and Affirmation,* which states that LBUSD intentionally develops an affirming, asset-based culture in which every student, family member, staff member and community member feels a sense of welcome and belonging. All students and adults feel a sense of belonging and value through the relationships we build while respecting and embracing cultures. We foster social-emotional understanding naturally through authentic human connections and we focus on relationships as an important vehicle for achievement.

Data Leading to Need for the Goal

LBUSD is part of the CORE Districts, a partnership of 9 California school districts with the goal to learn together and collaborate to solve inequities in our education systems to ensure that every student has what they need to thrive. CORE has developed a survey for students and parents. According to the 2023-24 survey, here are the results:

Elementary Student Culture and Climate Survey: (n=8617)

-72% Favorable responses for Sense of Belonging

-77% Favorable responses for Climate for Academic Learning

-68% Favorable responses for Safety

Secondary Student Culture and Climate Survey: (n=28118)

-52% Favorable responses for Sense of Belonging

-73% Favorable responses for Climate for Academic Learning

-60% Favorable responses for Safety

Elementary Student SEL Survey: (n=8609)

-76% Favorable responses for Relationship Skills

Secondary Student SEL Survey: (n=28155)

-75% Favorable responses for Relationship Skills

According to the California School Dashboard, LBUSD shows the following data:

-Chronic Absenteeism: 31%, a 7% decrease in chronic absenteeism, which is in the Yellow band (3rd level of 5).

-Graduation Rate: 83%, a 2% decrease in graduation rate, which is in the Orange band (4th level of 5).

-Suspension Rate: 4%, a similar rate to last year, which is in the Orange band (4th level of 5).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.1	Attendance Rate (CALPADS)	Elem / Middle / K-8: 91.4% High School: 90.0% (2022-23)			Elem / Middle / K-8: 95% High School: 93%	
M7.2	Chronic Absenteeism Rate (California School Dashboard) All Students Foster Youth English Learners Low-Income	LBUSD State All Students 31.4% 24.3% Foster Youth 44.4% 33.6% English Learners 34.8% 26.3% Low-Income 36.6% 29.9% (2022-23)			Decrease the chronic absenteeism rate to a level below the state average.	
M7.3	Middle School Dropout Rate (DataQuest)	2022-23 0%			0%	
M7.4	High School Dropout Rate (DataQuest)	14% District 6.5% State (2022-23)			Decrease the high school dropout rate to a level below the state average	
M7.5	Graduation Rate (DataQuest)	83.0% Graduation Rate (2022-23)			90%	
M7.6	Suspension Rate (DataQuest)	4.0% District 3.8% State (2022-23)			Decrease the suspension rate to a level below the state average.	
M7.7	Expulsion Rate (DataQuest)	0.04% District 0.08% State (2022-23)			Decrease the expulsion rate to a level below the state average.	

M7.8	Percentage of favorable responses <u>from students</u> : Safety (School Connectedness) Survey (CORE Survey)	2023-24 Results: Percentage of favorable responses : Safety ● 63% Students			Percentage of favorable responses : Safety. ● 82% Students	
M7.9	Percentage of favorable responses <u>from students</u> in the Sense of Belonging (School Connectedness) Survey (CORE Survey)	2023-24 Results: Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey ● 56% Students			Percentage of favorable responses in the School Culture and Climate Survey. ● 71% Students	
M7.10	LBUSD students' sense of personal identity, belonging and agency will be monitored for changes over time and for differences between student groups and schools. (Superintendent Goal 2.1) (Pulse Survey- Winter)	2023 Winter Results: Percentage of favorable responses in **Identity** ● 82% Elementary Students ● 82% Secondary Students ● 82% Secondary Black Students ● 74% Secondary EL Students ● 76% Secondary SWD Students ● 75% Secondary Foster Students Percentage of favorable responses in **Agency** ● 80% Elementary Students ● 80% Secondary Students ● 80% Secondary Black Students ● 77% Secondary EL Students ● 76% Secondary SWD Students ● 75% Secondary Foster Students Percentage of favorable responses in **Belonging** ● 78% Elementary Students ● 72% Secondary Students ● 71% Secondary Black Students ● 67% Secondary EL Students ● 66% Secondary SWD Students ● 68% Secondary Foster Students			Identity: All: At least 80% Close all gaps that exist to 0% Agency All: At least 80% Close all gaps that exist to 0% Agency All: At least 80% Close all gaps that exist to 0%	

M7.11	The percentage of enrolled 5th graders from Title I schools attending Outdoor Science Camp- Hi Hill at Camp Oakes will increase by 5% yearly State Priority 7- Access to a Broad Course of Study	71% of enrolled 5th graders from Title I schools attended Camp Hi Hill. (2023-24)			86%	
M7.12	Percentage of grade 9-11 students who are on track for meeting A-G. State Priority 7- Access to a broad course of study- Local Indicator	Semester 1- 2023-24: 56%			68%	

Insert or delete rows, as necessary.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	General Administration and Other Services (Base)	The programs and services in this section include: ● Non-Maintenance Operations: District Departments ● Health Benefit Administration ● Insurance LBUSD's departments exist to support schools in providing a student-centered and anti-racist educational experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. They are structured to enhance the instructional services, with clear lines of authority, accountability, transparency, and equity. LBUSD employs more than 10,000 people (making it the largest employer in Long Beach). LBUSD aims to address staff retention systematically and sustainably so that long-range efforts can positively impact the neediest students. The goal is to develop a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community. It includes both refining internal human resource practices and engaging external partners to raise the profile of the educator profession to recruit a future diverse workforce	59,293,443	No

7.2	School-based Student Support	The programs and services in this section include: ● School Site LCFF Allocations to All Schools Allocate resources directly to schools so that they can implement the Common Core State Standards and address the unique needs of their students. Site programs and services are expected to align with the State Priority Areas, VIsion 2035, LBUSD equity initiatives, and other local efforts, with an emphasis on low income pupils, English Learners and foster youth to close opportunity gaps. In addition to the Actions of this LCAP that address the CA School Dashboard, the expectation of Action 7.2 is for schools that have student group(s) identified on the Dashboard in the lowest (red) performing band (see data beginning on page 14 of this LCAP), a needs assessment, featuring data from the CA School Dashboard, will be conducted and actions should be directed towards the identified student group(s) to address the state indicator(s) for which the student group or school received the lowest performance level . The allocations to school sites use the School Site Council (SSC) to make recommendations about interventions, materials and professional development that enhance classroom instruction. The actions and services are determined by each SSC, based on the SSC's Student Need Assessment as laid out in the SPSA. Although LCFF services are not required to be in the SPSA, LBUSD uses the same transparent process by involving all educational partners/voices through the elected SSC representatives. Each activity included in the SPSA has a description of the needs of students, data related to the need, description of activity, funding source and projected cost, duration of services and how the activity is monitored/measured for effectiveness. LCFF funded actions included in the SPSA are designed based on the school's consideration of the needs, conditions and circumstances of each of the unduplicated groups at the school site and include expected outcomes to measure progress toward the goals in the LCAP for relevant subgroups, including English Learners, foster youth and low income youth, as relevant. Some examples from school site 2024-25 SPSAs include: -Additional Psychologists -Additional Nurses -Additional Counselors -Supplemental Materials -Professional Development -Parent Training -Educational Field Experiences -Site Tutoring -Intervention programs -Primary Language Support Classroom Aides -Specialist Teachers	9,786,660	Yes

7.3	Early Learning Initiative	The programs and services in this section include: ● Transitional Kindergarten Teachers ● Educare Staff Provide early learning opportunities to expand school readiness and equip young children with a solid foundation for immediate and long-term academic success. These services include: ●Transitional Kindergarten (TK) Teachers. TK is the first year of a two-year program that provides children a curriculum that is age and developmentally appropriate, taught by credentialed teachers. ●Educare is formed through a public-private partnership between Head Start/Early Head Start, State Preschool, LBUSD, Los Angeles Chamber of Commerce, private donations, families, community, and staff. This collaboration is committed to all its enrolled children and their families as they receive high quality care and education from the moment they are born to the day they enter kindergarten. These programs are part of LBUSD's broader Early Learning Systems, which also include Child Development Centers and Head Start/Early Head Start. They are grounded in research-based best practices, most notably social-emotional development, integrated learning, partnerships with families, language development, and responsive instruction.	14,363,271	Yes

7.4	Elementary Music Program	The programs and services in this section include: ● Elementary Music Teachers ● Arts Method Books and Supplies ● Guest Professional Musicians ● Transportation ● Musical Instruments Enhance the elementary music program districtwide so that, among many objectives, it creates a foundation for broader courses of study in middle school and beyond. This enhancement includes itinerant music teachers, methods books/resources, busing and guest conductors. Elementary music teachers deliver 10 to 16 sequential standards-based general-vocal music lessons for all kindergarten through fifth grade classrooms, 16 weeks of recorder lessons for all third grade classrooms, weekly violin instruction for fourth and fifth grade, and weekly wind instrument instruction (flute, clarinet, and trumpet) for fifth grade. The objective is to support low-income and other unduplicated pupils who would otherwise have no access to a rigorous music program. Because of this budget item, there are no waitlists for elementary instrumental music- all students who wish to participate, will be able to. This principally benefits unduplicated students, who traditionally may not have access to musical instruments. Unduplicated pupils have fewer opportunities to participate in non-academic programs that support their overall well-being, so elementary music creates experiences that principally benefit them. It promotes the healthy growth and development of children through the study, practice, and performance of music	5,135,720	Yes

7.5	Interventions: Restorative Justice (Base)	The programs and services in this section include: ● Restorative Justice School Staff ● Restorative Justice Materials and Training LBUSD established a partnership with California Conference on Equity and Justice to support Restorative Justice (RJ) training focusing on restorative dialogue, circle processes and community-building activities. A guide to support the use of Restorative and Safe & Civil practices in building a safe, welcoming and inclusive school culture was developed. The objective is to provide opportunities to build a strong foundation around restorative practices in schools, and increase staff capacity to provide support on the site level towards quality implementation and focus on both the school community and specialized support for our students. RJ is a framework that is part of a Positive Behavior Intervention and Support (PBIS) program which focuses on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This program provides restorative justice professional development workshops to encourage conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions. It also includes district efforts to promote relationship-centered schools through its Equity Leadership Team. LBUSD has prioritized the implementation for schoolwide use of restorative practices and increase relationships between adults and students; shift schoolwide disciplinary practices; and decrease student suspension rates with a focus on decreasing overrepresentation of students of color and unduplicated pupils. Actions and services include staff to model and coach restorative justice practices in classrooms to increase students' sense of belonging and shift overall school culture. The district also provides staff members with release time and technical expertise to support teacher learning and schoolwide implementation.	934,163	No

7.6	Instructional Intervention Coordinators	The programs and services in this section include: ● Instruction and Intervention Coordinators ● Program Coordinator The Instruction and Intervention Coordinators (IIC) are allocated to all elementary, TK-8 and middle schools, and work at the direction of the site principal to ensure quality core Tier 1 instruction to accelerate learning in every classroom by supporting schoolwide professional development; facilitating grade-level planning; and modeling, coaching, and co-teaching with individual teachers. Additionally, the IIC will coordinate all Tier 2 and Tier 3 interventions in order to mitigate potential learning loss for at-promise students. Examples include coordination of interventions at the elementary level provided by site reading and math leads; oversight of after-school tutoring services provided by teachers and approved vendors; and identification of students needing additional support for summer school, among others. Through cycles of progress monitoring, IICs monitor student outcomes to help teachers make informed decisions about additional supports that they or their students might need. The IICs also perform a critical function in serving as a liaison with other support providers, including counselors and resource teachers, to ensure that students are receiving necessary wraparound services, especially focusing on unduplicated pupils.	12,843,338	Yes
7.7	Male and Female Leadership Academies	The programs and services in this section include: ● Male & Female Leadership Academies Site Staff ● Leadership Academy Supplies, Materials and Training Expand programs that focus on prevention, early intervention, and leadership opportunities for promising students from historically disadvantaged backgrounds. This expansion includes the Male and Female Leadership Academies, which help to steer students away from negative influences and build leadership by improving self-respect and cultural awareness. Academy participants receive culturally relevant and responsive mentorship; attend workshops and events that build their leadership skills; engage in community service projects; and benefit from individualized academic support. Male and Female Leadership Academies empower unduplicated pupils through academic, cultural, and social-emotional support Male and Female Leadership Academies provide learning opportunities that uplift unduplicated pupils and other students who have been historically marginalized. They provide a forum that amplifies student voices and embraces the community as true partners in education. They also have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers, including suspensions, chronic absenteeism. The metrics that should produce improvement through the mentorship and leadership of these academies for foster, EL and Low income students	451,129	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
8	Transformative Change: Ensure student access to fully credentialed teachers, highly trained paraeducators and a diverse school staff representing our student body and skilled at differentiating for student need, creating a more inclusive environment for students to succeed, academically and socio-emotionally, in a safe, clean, future-ready learning environment.	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic

An explanation of why the LEA has developed this goal.

This goal is the epitome of a foundational priority. Three state priorities are embedded into this goal:

-All students have equitable access to appropriately assigned, experienced, and effective teachers.

-All students have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas. English learners, students with disabilities, and students receiving intervention services have appropriate and accessible materials to support their learning.

-Schools meet state standards for safety, cleanliness, and adequacy. Facilities are in good repair. The district develops and maintain facilities that promote the health and wellbeing of occupants, conserve energy and water, and promote clean indoor air. LEAs consider the manner in which a facility supports the educational program.

Teachers are the biggest factor in student success. Hiring and retaining teachers who are highly qualified and effective instructional leaders is of primary importance to ensure students are learning content standards. Further, LBUSD's Strategic Plan calls for Recruiting, Supporting, Training and Retaining Diverse Staff. More specifically, one of the Strategic Plan goals states, "LBUSD has successfully retained diverse staff, especially Black and multilingual staff, in order to increase our cultural dexterity as an organization and to support our efforts to culturally and demographically reflect our student population, especially at school sites."

LBUSD has had success in ensuring all students have access to quality instructional materials as well as keeping our facilities in excellent repair, as measured annually by the Facility Inspection Tool. This is not by chance, but by careful and intentional planning by our OCIPD Department (Instructional Materials) and Facilities Department (Excellent Repair)

Data Leading to Need for the Goal

LBUSD has had success in ensuring students have appropriate standards-based instructional materials and facilities that are in exemplary repair. In fact, last year 100% of students had appropriate instructional materials and 98% of school sites were in good or exemplary repair.

Currently, LBUSD does not have significant disparities for serving either minority or low-income students. Although the data suggests that there are no major disparities in serving students from poverty and minority students, one of the focus areas is Board Authorizations. Indeed, a Board authorization is used only for fully credentialed teachers when a course is added due to enrollment and demand. LBUSD is looking at master scheduling protocols at the middle and high school levels to reduce the reliance on Board Authorizations to fill a 'one-off' need, consequently eliminating the already small gap. Recruitment and Retention LBUSD engages in focused recruitment efforts and screening that targets only fully credentialed candidates. The district ensures that highly qualified teachers are distributed throughout all of our schools.

To be clear, LBUSD remains committed to ensuring all of teachers are fully qualified and appropriately credentialed for their assignments. In order to continue to have qualified teachers, LBUSD has long had a partnership with Long Beach's three main education institutions (LBUSD, Long Beach City College and California State University, Long Beach). Together, they have created a pipeline that produces approximately 70 percent of the school district's new teachers, who graduate understanding the district's expectations and approach. The colleges and the school district work together to design teacher prep coursework, with Long Beach Unified teachers and administrators teaching courses at the college of education. Long Beach has increased teacher retention.

As noted in the Strategic Plan, LBUSD is committing itself to ensuring that the district staff represents the diverse community that we serve. This means that we need to connect students to the education field in an intentional and focused way. In addition, strengthening our partnerships with our local community college, LBCC, and university, Long Beach State to recruit diverse candidates is essential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.1	Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	95% compliance with the teacher credential requirements. 98% compliance with the teacher assignment requirements (2023)			100% compliance with the teacher credential requirements.	
M8.2	Percentage of schools in “good” or “exemplary” repair. (Facility Inspection Tool)	98% of schools (86 of 88) were rated as “good” or “exemplary” repair, according to the 2023 Facility Inspection Reports. (1 site was “Under Construction” and 1 site was “Fair”.			100% of schools in “good” or “exemplary” repair.	
M8.3	Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks)	100% compliance with the instructional materials requirements, as noted in Board of Education Resolution 101823-A (2023)			100% compliance with the instructional materials requirements.	
M8.4	The percentage of highly qualified K-12 certificated new-hires for a school year will be reflective (at or above the percentage) of the demographics of our student enrollment: African-American: 12% Asian: 6% Filipino: 3% Hispanic: 59% Pacific Islander: 1% White: 12%	2022-23 African-American: 11% Asian: 7% Filipino: 2% Hispanic: 37% Pacific Islander: 0% White: 37%			African-American: 12% Asian: 6% Filipino: 3% Hispanic: 59% Pacific Islander: 1% White: 12%	

Insert or delete rows, as necessary.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

8.1	Plant and Maintenance Services (Base)	The programs and services in this section include: ● Maintenance ● Operations ● Business Services ● Equipment Replacement Provide general (base) support to schools in their efforts to implement the LCAP, including basic plant services, maintenance, operations, business services, building maintenance, and equipment replacement.	128,164,233	No
8.2	Curriculum Support	The programs and services in this section include: ● Curriculum Coaches ● Program Specialists, Research & Technology- OCIPD Provide assistance to teachers through Curriculum Coaches and Program Specialists. This staff helps to strengthen the quality of classroom instruction by working directly with classroom teachers. Coaches and Specialists work to support strong implementation of Quality Core Instruction training, thus giving fidelity to the instructional program of LBUSD and individualized coaching to teachers to improve their craft, which includes differentiation for English Learners.	2,396,002	Yes
8.3	Professional Development	The programs and services in this section include: ● Certificated Professional Development ● Classified Professional Development ● Leadership Development Provide professional development to staff. These services help to strengthen the quality of classroom instruction, and they supplement many other professional development opportunities funded by different federal, state, and foundation sources. Classroom instruction is vital to student achievement. At LBUSD, it is anchored in the Quality Core Instruction and Understandings Framework- a planning tool that helps educators to integrate key teacher practices as part of daily instruction, builds collective efficacy, promotes caring relationships with students, and inspires reflection throughout the instructional process. Part of this holistic training helps teachers create a student-centered and anti-racist school experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. LBUSD seeks to ensure a culturally relevant curriculum, one that helps create a student-centered and anti-racist school experience and that amplifies student voices. This Professional Development involves defining what a culturally relevant and responsive classroom looks like. It also involves a district curriculum audit, with an eye toward academic success, cultural competence, and critical consciousness, as well as social-emotional learning and well-being. LBUSD plans to support teacher and leader development in the eight competencies for culturally responsive teaching and other areas that promote equitable educational experiences. Comprehensive training is planned for every certificated staff member in the district, with special emphasis on supporting unduplicated pupils.	1,831,528	Yes

8.4	National Teacher Certification	The programs and services in this section include: ● National Board Teacher Fees and Incentive Provide assistance to teachers through National Board Certification. National research affirms that students learn more with a National Board certified teacher and the impact is greater with high-need students, including supporting English Learners and other students in need.	3,344,749	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
9	Accelerated Learning for Students in Alternative or Continuation Schools: LBUSD will provide high quality learning of state standards for all students at Reid High School and Educational Partnership High School (EPHS) and will focus equity multiplier funds for programs and services for their lowest performing students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

State Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula Equity Multiplier provides additional funding to districts for allocation to school sites with prior year *nonstability rates* greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. In LBUSD, there are two sites that have qualified for the Equity Multiplier funding:
-Reid High School- $223,145
-EPHS- $1,831,542

Data Leading to Need for the Goal
The following are CA Dashboard lowest (red) categories for Reid and EPHS:

Schools	EL Program	Suspension Rate	Graduation Rate	College & Career	English Lang. Arts	Math
EPHS	Schoolwide	*(EPHS was not rated as red)*	Schoolwide Black EL Hispanic Homeless SWD White Low SES	Schoolwide Black EL Hispanic Homeless SWD White Low SES	Black	Black
Reid	*(Reid was not rated as red)*	Schoolwide Black Hispanic EL Homeless Low SES	Schoolwide Hispanic Low SES	Schoolwide Hispanic Low SES	*(Reid was not rated as red)*	*(Reid was not rated as red)*

Each school will use the Equity Multiplier funds to supplement current efforts to improve the areas that are in the lowest rating (red) and for the subgroups of students that are listed above.

Equity Multiplier Engagement
On May 10, 2024, the LBUSD High School Office held a technical assistance session with the principals of EPHS and Reid High School to discuss the requirements of the Equity Multiplier funding, including engaging the school community to review: (1) Identification; (2) Data of the CA School Dashboard, (3) Metrics and Actions that are directed to improve the results for which the Dashboard is identifying as problematic.

The nature of each school as alternative high schools, lends itself to this goal. A template/sample presentation was completed for use at the schools to explain the funding and requirements.

REID High School:
On May 15, 2024, Reid High School held a community meeting where there was a presentation about the Equity Multiplier identification, data share and a collaborative discussion of metrics and actions. The following summarizes the collaborative discussion and decisions:

Reid High School Equity Multiplier Action Plan

Decrease the Suspension Rate - Improve Campus Culture and Climate
Reid Suspension Rate will decrease by 9% school wide.
Subgroups will decrease as follows:

- Black - 10% (Decrease of 9%)
- EL - 7% (Decrease of 5%)
- Hispanic - 7% (Decrease of 5%)
- Homeless - 10% (Decrease of 5%)
- Low SES - 10% (Decrease of 5%)

Rationale:
Reid Educators realize that many of our students have experienced trauma in their lives, and that the COVID 19 Pandemic possibly amplified those experiences. We will use Equity Multiplier Funds to improve the Reid Culture and Climate and decrease the Suspension Rate by reviewing and/or revising systems and implementing schoolwide strategies. Furthermore, we will use Equity Multiplier Funds to work with community partners/agencies in order to provide supplemental services that meet the needs of students:

- Addressing Student SEL and Academic needs
- Establishing a sense of belonging
- Provide mentors for students
- Building Growth Mindset
- Student ownership and accountability
- Relationship Building
- Teaching, Practicing and Reinforcing Restorative Practices
- Continuously focusing on improving Safe and Civil Strategies

We are building a culture in which all stakeholders are focused on preparing Reid students for graduation, and post secondary options, while developing the skills to be independent learners.

- We believe, if students have a sense of belonging associated with Reid High School, it will likely increase student attendance, have a positive impact on student to student relationships and student to staff relationships. As a result of improving the relationships we will be able to motivate students

to decrease the suspension rate, improve self-efficacy, and experience academic achievement.

- We will increase our focus on Growth-Mindset and Grit to encourage students to believe that they can improve and achieve any goal in life by working hard and persevering. We all face difficulties in life and we believe Growth-Mindset and Grit are important qualities to overcome challenging circumstances.

Reid Graduation Rate will increase to 64%.

Subgroups will increase as follows:

- Hispanic -61% **(Increase by 10%)**
- Low SES-62% **(Increase by 10%)**

Rationale:
Reid's graduation rate has been the focus since its opening. Several students remain far behind their counterparts at comprehensive high schools in LBUSD reflecting an educational deficiency that needs to be addressed with targeted interventions and scaffolding, to prepare them for graduation and post secondary options. During the 2024-2025 school year Equity Multiplier Funds will be used to assist meeting the needs with a variety of interventions:

- Monitor student data throughout the year to ensure 90% of seniors who are enrolled by the first week of October and have at least 140 credits upon enrollment, and maintain 80% attendance, will graduate with their class in June.
- Quarterly Advisory to include students as partners/owners in their learning
- Provide mentors for students
- Re-establish connections with community organizations that provide post secondary options for students.
- Provide time for teachers to collaborate and plan to implement interventions effectively
- Provide events to regularly celebrate student growth and effort **(Growth mindset and Productive Struggle)**
- Ongoing professional development to implement scaffolds to access complex text and tasks inside the Edgenuity Learning Platform
- Implement early interventions for students who struggle academically including push in and pull out tutoring during the school day
- Provide various opportunities for tutoring outside student daily instruction time

College and Career
Reid College and Career- increase in percent of students "prepared", increasing 10% yearly. Subgroups will increase as follows:

- Hispanic 12%
- Low SES 10%

Rationale:
The Majority of students who enroll at Reid Continuation High School are off track to graduate, and lack A-G requirements to qualify them to be college career ready. We will focus on students completing A-G courses using the Edgenuity Learning Platform while simultaneously recuperating credits. Furthermore we will provide interventions for students who struggle in ELA and Math as a way to help them recuperate credits and prepare to score a 3 or

above on SBAC in English and Math.

Equity Multiplier Funds will be used to increase student awareness of post secondary college and career options by hiring a College and Career Advisor(s) work on campus twice week with responsibilities in the following areas:

- Educate students about the LBUSD/LBCC College Promise
- Assist students complete registration forms
- Assist and encourage students and families to complete the FAFSA
- Invite college representatives to speak with students monthly
- Provide students with multiple opportunities to visit colleges
- Provide opportunities for early enrollment
- Establish relationships with the local industry to provide guest speakers
- Establish relationships with the local industry to provide paid and unpaid internships
- Establish relationships with the local industry to provide post secondary job options

Educational Partnership High School (EPHS)

On May 15, 2024 and May 16, 2024, Reid High School held community meetings to discuss data and focus on collaborating about metrics and services to ensure growth for student groups identified in the CA School Dashboard in the lowest performance band. Here are the results of these meetings:

Equity Multiplier Funds

Community Input

- Use the funding to support potential 5th year grads so they have a more successful transition into post secondary as there often is not space in Adult Education and a lack of a smooth transition into LBSA
- All teachers given the opportunity to do Saturday and evening school with their students (majority of students that currently attend are primarily from the teachers selected for Saturday & evening school)
- Smore team account and professional development for teacher weekly newsletters to students and their families
- Monthly or quarterly student recognition/incentives
- Hotspots for students in need, especially low-income and homeless
- Planners to help students keep track of their credits, goals, important dates, post secondary options info., etc.
- Support to obtain Driver's License, access to driver training, which may include an insured car to obtain a driver's license and stipend for license/ID card
- Wellness Center (student Kamari at SSC mentioned a Zen Garden) Bean bags and blankets per Malaya at SSC meeting
- Partnership with Future Long Beach (City of Long Beach Youth Opportunity Center to help with job readiness/paid internships) (who can reach students virtually, in person and on Zoom as well as in the community)

- CSA (student at SSC asked for this she said security guard)
- Family and Community Engagement Person (who can reach students virtually, in person and on Zoom as well as in the community) should be Spanish speaking
- Food/snacks supplied to each teacher/room
- Financial Aid (FAFSA/CADAA) support from outside agency from community colleges (as they do in the other career centers) such as CAL SOAP, Upward Bound, LB Blast etc
- Graduation Celebration- incentives etc
- Money for students for prom/prom outfits (determine by beginning to mid spring semester)
- Support with WBL and internships for students
- Partial FTE of a person from the Pathways and Business Engagement office to offer WBL/internship opportunities/pre-apprenticeship already being provided in the district and perhaps tailored to EPHS students
- Establish an online resource center for EPHS- updated monthly(local food banks, free phones/internet etc)
- Purchase a web based job readiness software (used at college career centers)
- FTE for Math/(EL) Literacy coaches (based on student data)
- Updated computers in the college and career center 10 desktops and 2 laptops
- Funds to increase internet speed at Cedar (wi-fi and hard wired)
- Partial FTE USC Advisor (all other career centers have them)
- Funding for next year for more sub hours for ELPAC testing
- Funding for work based learning field trips (buses, lunch for students)
- Money should be spent on health, nutrition, and physical fitness based on the data that proves improvement in those areas increase student performance and learning
- Student laptops that have cellular in them for select students who don't have wi-fi
- Certified Personal Trainers outside of the district should be hired to implement health, fitness and nutrition programs
- Hire professionals outside of the district to build a state of the art fitness and health center
- Direct access to Housing resources for students/families
- EPHS Merch - beanie, jacket, hoodie (per Kamari student at SSC)
- Snack Corner (per Kamari and Maya students in the SSC)
- Updated audio visual in the Career Center for workshops/presentations
- Include EPHS students in on Financial Literacy Classes/Events such as Bite of Reality Event (offered at other schools) can be a field trip where we bus students over and back
- Dual Enrollment Hybrid Counseling Series Classes for EPHS students for a smoother transition into college
- Career Transition Specialist and Transition Partnership Program (early access to Department of Rehabilitation) to support EPHS students with disabilities with paid internship opportunities and work readiness/life skills training (as they do at the large comprehensive sites)
- Partner with Pathways and Business Engagement Office to partner with unions (electricians union or other unions) to offer an MC3 course or similar for the construction trades
- Funding to keep 13th graders so they have a smoother transition to college and career/post secondary opportunities
- A person/agency who can provide a smoother transition into Adult school/housing/post secondary options for high needs populations (parents are not involved, foster, teen parents etc)
- More funding for rewards/incentives for student successes or for attendance to events/testing (ELPAC etc)

- Black Student Achievement TOSA Math
- Black Student Achievement TOSA ELA
- EL TOSA (Should also be the ELPAC Coordinator)
- TOSA to support matriculation to/from traditional high schools and alternative education
- TOSA to support intervention for students not progressing
- Wellness Center
- Resource Center
- Technology with cellular to support students who don't have wifi
- Mentoring programs
- WBL support
- Daycare for children of teen parents, which would help with our student grad rate and EL program progress
- Liaison for foster/homeless
- College & Career focused events
- Bulk texter pro site license
- Floating TOSA to assist with math instruction
- Floating TOSA to assist with science instruction and lead science labs
- Professional Development for teachers, trauma informed practices, restorative practices

EPHS Equity Multiplier Funds Proposal

Low Performing Category	**EL Program** *EL students*	**Graduation Rate** *Black/EL/Hispanic/SWD Homeless/White/Low SES*	**College & Career** *Black/EL/Hispanic/SWD Homeless/White/Low SES*	**ELA** *Black/AA Students*	**Math** *Black/AA Students*
Program & Services to Promote Achievement	• Hot spots or devices with cellular for students that don't have access to wifi • Student incentives & recognition for academic progress • TOSA to provide EL support during the school day to increase Math skills • Family & Community	• TOSA to support matriculation into EPHS and back to the traditional HS • Intervention TOSA to support students not making progress completing credits towards graduation • Saturday & Evening School to support students outside of regular school hours • Student incentives & recognition for academic	• TOSA to support matriculation into EPHS and back to the traditional HS • TOSA for college & career support for students • Student incentives & recognition for academic progress • Hot spots or devices with cellular for students that don't have access to wifi • Planners to help students set goals and track progress	• Wellness Center to support social emotional needs and growth • Partnership with agencies to support student needs (mentorship, academic support, SEL, internships, jobs) • TOSA to provide academic support during the school day to increase ELA skills • Providing life necessities	• Wellness Center to support social emotional needs and growth • Partnership with agencies to support student needs (mentorship, academic support, SEL, internships, jobs) • TOSA to provide academic support during the school day to increase Math skills

	Engagement TOSA to support student & family support and connect with community agencies to provide services for students • Providing life necessities support for students • Resource Center for students, in person & online support to address individual needs • Additional support prior to and during ELPAC testing	progress • Hot spots or devices with cellular for students that don't have access to wifi • Planners to help students set goals and track progress • Wellness Center to support social emotional needs and growth • Family & Community Engagement TOSA to support student & family support and connect with community agencies to provide services for students • Providing life necessities support for students • Support for students with WBL opportunities, internships, apprenticeships • Resource Center for students, in person & online support to address individual needs • Updated technology for students • School merchandise for students • Lunch/Snacks for students • Keep 13th graders at EPHS • Professional Development for teachers: Trauma Informed Practices, Restorative Practices	• Wellness Center to support social emotional needs and growth • Family & Community Engagement TOSA to support student & family support and connect with community agencies to provide services for students • Support with completing FAFSA/CADAA • Providing life necessities support for students • Support for students with WBL opportunities, internships, apprenticeships • Resource Center for students, in person & online support to address individual needs • Job Readiness software • Updated technology for students • School merchandise for students • Lunch/Snacks for students • Financial Literacy classes for students • Dual Enrollment support • Career Transition Support • Professional Development for teachers: Trauma Informed Practices, Restorative Practices	support for students • Resource Center for students, in person & online support to address individual needs	• Providing life necessities support for students • Resource Center for students, in person & online support to address individual needs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M9.1	**EPHS EL students will increase the percentage of students who progressed at least one ELPI level by 10% yearly.** **(CA School Dashboard)**	2023 Dashboard 22.5% of EL students progressed at least 1 ELPI level.			52.5% of EL students progress at least 1 ELPI level.	
M9.2	**EPHS Graduation Rate will increase at or above 66% by year 3.** **Subgroups will increase as follows by Year 3:** ● Black- 76% ● EL-55% ● Hispanic- 54% ● Homeless - 63% ● SWD -65% ● White- 75% ● Low SES- 65% **(CA School Dashboard)**	2023 Dashboard 55.7% graduation rate (schoolwide) ● Black - 66% ● EL - 45.3% ● Hispanic - 52.9% ● Homeless - 53.3% ● SWD - 55.7% ● White - 65.1% ● Low SES - 54.2%			● Schoolwide: 66% ● Black- 76% ● EL-55% ● Hispanic- 54% ● Homeless - 63% ● SWD -65% ● White- 75% ● Low SES- 65%	
M9.3	**EPHS College and Career- increase of 10% yearly in percent of students "prepared".** **Subgroups will increase as follows:** ● Black- 31% ● EL- 31% ● Hispanic- 33% ● Homeless- 30% ● SWD- 30% ● White- 30% ● Low SES- 33% **(CA School Dashboard)**	2023 Dashboard 2.5% Prepared (schoolwide) ● Black - 1.1% ● EL - 1.4% ● Hispanic - 3.1% ● Homeless - 0% ● SWD - 0% ● White - 0% ● Low SES - 2.5%			● Schoolwide: 33% ● Black- 31% ● EL- 31% ● Hispanic- 33% ● Homeless- 30% ● SWD- 30% ● White- 30% ● Low SES- 33%	

M9.4	**Black EPHS students will increase the percentage of students in "Met" or "Exceeded" standards on the SBAC Math exams to 30%** **Black EPHS students will close the achievement gap to 0% in ELA "Met" or "Exceeded" standards on the SBAC.** **(Smarter Balanced Assessment)**	2022-23 SBAC ELA: 20% Met or Exceeded (Gap: -8%) Math: 4.17% Met or Exceeded (Gap: +1%)			ELA Gap = 0% Math= 30% "Met" or "Exceeded"	
M9.5	**Reid Graduation Rate will increase at or above 64% by year 3.** **Subgroups will increase as follows:** ● Hispanic- 10% increase ● Low SES- 10% increase **(CA School Dashboard)**	2023 Dashboard 53.3% graduation rate (schoolwide) ● Hispanic - 50.8% ● Low SES - 52.3%			● Schoolwide- 64% ● Hispanic - 61% ● Low SES - 62%	
M9.6	**Reid College and Career- increase of 10% yearly in percent of students "prepared".** **(CA School Dashboard)**	2023 Dashboard 1.1% Prepared (schoolwide) ● Hispanic - 1.7% ● Low SES - 0%			● Schoolwide-32% ● Hispanic - 32% ● Low SES - 30%	
M9.7	**Reid Suspension Rate will decrease 9% schoolwide to 5.6% in year 3.** **Subgroups will decrease as follows:** ● Black - 10% (decrease of 9%) ● EL - 7% (decrease of 5%) ● Hispanic - 7% (decrease of 5%) ● Homeless - 10% (decrease of 5%) ● Low SES - 10% (decrease of 5%) ● **(CA School Dashboard)**	2023 Dashboard 14.6% school suspension (suspended at least 1 day) ● Black - 19.6% ● EL - 12.1% ● Hispanic - 12.1% ● Homeless - 15% ● Low SES - 15.7%			● Schoolwide- 5.6% ● Black - 10% ● EL - 7% ● Hispanic - 7% ● Homeless - 10% ● Low SES - 10%	

Insert or delete rows, as necessary.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since this is a new three-year LCAP, this section is not applicable. Data for this section will be applicable beginning in the 2025-2026 LCAP (which will include analysis of this LCAP (2024-25).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Alternative Programs Support (LCFF Funding)	The programs and services in this section include: ● Additional High School Staffing for Alternative and Continuation Schools: Reid and EPHS Will J. Reid High School is a continuation high school committed to meeting the needs of students and advancing them towards successful futures. Reid is an alternative education school presently serving 11th and 12th grade students. Reid classes are intended to be smaller than classes in comprehensive high schools. In this setting, teachers develop positive relationships with students. As a result, the teacher takes on the role of coach quite naturally and works to help each student access the curriculum. Educational Partnership High School (EPHS) is a fully accredited Long Beach Unified School District high school. The curriculum is standards-based, like that offered at other high schools, but delivered through an independent studies model. EPHS almost exclusively supports the high-risk youth (students with credit deficiencies and/or truancy or disciplinary records, teenage parents, etc.) towards successfully meeting the district's graduation requirements. The additional staffing provides a more personalized, smaller class size in order to accelerate learning for students who are credit deficient or who need an alternate schedule.	4,305,562	Yes

9.2	Reid High School Equity Multiplier Support Services
	
	(Equity Multiplier Funds)
		Please note that Action 9.2 is not an LCFF funded program. It is funded by a new state program entitled Equity Multiplier and is based on a state calculation of "non-stability".
		
		The school staff and community of Reid High School has collaborated on the following programs and services in response to the needs of students in order to improve the low performance as denoted on the CA School Dashboard:
		
		● Contracts with Community Agencies
		  ○ Mentorships
		  ○ Tutoring
		● Teacher Professional Development and After-hours Collaboration Time
		● Celebrations of Student Success with Guest Speakers
		● College and Career Advisor
			$223,145	Other State Funds- Not LCFF Funds

9.3	EPHS Equity Multiplier Support Services
	
	(Equity Multiplier Funds)
		Please note that Action 9.3 is not an LCFF funded program. It is funded by a new state program entitled Equity Multiplier and is based on a state calculation of "non-stability".
		
		The school staff and community of EPHS has collaborated on the following programs and services in response to the needs of students in order to improve the low performance as denoted on the CA School Dashboard:
		
		● Personnel to support the following:
		  ○ Supplemental Academic Support
		  ■ English Learner
		  ■ English-Language Arts
		  ■ Mathematics
		  ○ Community and Family Engagement
		  ○ School Transition Liaison
		  ○ College and Career Specialist (incl. support for FAFSA/CADAA)
		● Wellness and Resource Center
		● Contracts with Community Agencies
		  ○ Mentorships
		  ○ Tutoring
		● Student Planners
		● Technology Updates for school and students (including hot spots/tech for students without access to wifi)
		● Celebrations of Student Success with Guest Speakers, Academic Incentives
			$1,831,542	Other State Funds- Not LCFF Funds

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$131,173,553	$9,893,837

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.21%	0%	$0	19.21%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.4 Counseling Support	Counseling services are part of LBUSD's holistic approach to wellness, and their work has a specific emphasis on connecting with families who are experiencing trauma like never before. This process includes not just reaching out to unduplicated pupils (particularly those who have been disengaged), but also identifying the social-emotional resources that they and their parents need. Counselors coordinate with the School-Based Mental Health Collaborative and other partners (both internal and external) to support families. The emphasis on reaching students and parents who have struggled to remain engaged principally benefits unduplicated pupils, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Moreover, the emphasis on connecting low-income, English Learner, and foster youth families with social-emotional and mental health resources directly responds to a priority that they have articulated. Counselors provide SEL support in a targeted manner for foster, EL and Low income students with best practices, as mentioned above.	Additional counseling services help form a supportive approach that principally benefits low-income students, English learners, and foster youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. To support the increased need for counseling support, additional social workers and counselors were hired to support the child welfare and attendance team as well as the foster youth unit and homeless education programs. These additional staff, trained in counseling and case management engage in strategic and intensive outreach efforts to support students with counseling, case management and resources. Personal check ins, an often used strategy, help forge a connection with unduplicated pupils. Similarly, the delivery of personalized targeted social-emotional and mental health support -- either directly by counselors, social workers or school psychologist or through the School-Based Mental Health Collaborative and other partnerships -- addresses the challenges of unduplicated pupils, whose access or to such resources is generally limited and/or underutilized due to the stigma that surrounds mental health. Developing genuine relationships with students and families, builds the rapport necessary to allow them to fully access the mental health resources provided.	Additional access to counseling services will decrease the **Chronic Absenteeism** rates for low-income, foster and EL students. **[M7.2]**

1.5 Library Education Program 1.6 Literacy Support 1.7 Learning Acceleration Programs 7.2 School-based Student Support	Unduplicated pupils have generally fallen behind their peers in English Language Arts and Mathematics -- an issue that tends to persist throughout the TK-12 system. Low-income students, English Learners, and foster youth require individualized support from highly trained teachers. Furthermore, they need extended learning opportunities beyond the school day to accelerate academic progress. Such interventions have been among the top priorities for educational partners. Literacy support, library education, and learning acceleration programs address the needs of unduplicated pupils in several ways. First, highly trained teachers who are skilled in research-based instructional practices and programs can help reteach ELA and math content in different ways, accounting for the experiences of low-income students, English Learners, and foster youth. They can deliver coaching and professional development sessions that assist other teachers in acquiring such skills. Beyond these districtwide, subject-specific interventions, school-based student support create an additional layer of academic services that deepen engagement with unduplicated pupils at specific campuses.	These intensive support structures help increase access to structured interventions for low-income students, English Learners, and foster youth. They expand opportunities to address learning loss. Highlighting iReady (part of the learning accelerated programs offered in Action 1.7), providing classroom teachers with live data about the students in their class in order to shift their teaching and/or provide other in-class or out of class interventions has a very impactful outcome for students who have gaps in their learning, such as the sub-groups that are highlighted throughout this document including foster, low income and English Learners. These types of structures are conducive to unduplicated pupils, who are often the principal beneficiaries of interventions that are tailored to their specific gaps in knowledge.	Access to libraries and staff will decrease the gap of low-income **[1.18]**, foster **[M5.1]** and EL students **[M3.6]** who scored “Met” and “Exceeded” on the **ELA SBAC** Access to highly qualified literacy specialist teachers will increase the percentage of low-income **[1.18]**, foster **[M5.1]** and EL students **[M3.6]** who scored “Met” and “Exceeded” on the **ELA SBAC** Student access to the College & Career Readiness programs should increase Low-income, EL and Foster Youth students’ **On Track for Meeting A-G Requirements [M7.13]**

			Sites receive an allocation of LCFF funds to meet the needs of their students. These school-based supports/interventions are targeted primarily to Low Income Students. Since these services are listed in the Single Plan for Student Achievement (SPSA) and will vary by school site, so too will the monitoring for success. Each activity in the SPSA has a metric for monitoring the program/service. In addition to the Actions of this LCAP that address the CA School Dashboard, the expectation of Action 7.2 is for schools that have student group(s) identified on the Dashboard in the lowest (red) performing band (see data beginning on page 14 of this LCAP), a needs assessment will be conducted and actions will be directed towards the identified student group(s) to address the state indicator(s) for which the student group or school received the lowest performance level .
1.8 CTE/Linked Learning	At the high school level, Linked Learning provides rigorous coursework, technical training, work-based learning, and related student services. Pathway programs ensure that student voices are incorporated in decisions related to their classroom experience, school experience, and the district curriculum, which is imperative for low-income, foster and EL students, voice and access has been historically undervalued. Social-emotional learning is a key priority, especially in building cross-cultural relationships and cultivating adult and student practices that create more inclusive school communities. SEL objectives are integrated into core and elective content and instruction, which reflect culturally responsive teaching.	Linked Learning pathway programs create educational experiences that uplift unduplicated pupils and other students who have been historically marginalized. They provide a forum that amplifies student voices and social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience both academic and non-academic challenges at higher rates than their peers.	These programs will decrease the gap of the **graduation rate** for foster **[5.6]**, EL **[M3.7]** and low income students **[M1.19]** by enhancing the connection between the course objectives and life application, thus increasing engagement, growth mindset and self-efficacy.

1.9 Wellness Centers	Due to their limited access to health-related services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially after the pandemic. In addition to structured services from psychologists, nurses, mental health professionals, and counselors, students need a place on campus where they can receive immediate support, as needed. The Middle and High School Wellness Centers provide a safe space on campus where students can drop in to receive social-emotional support during the school day. These centers can be of assistance and support with conflict resolution, short-term individual/group counseling, stress management, and more. Wellness Centers are expected to address social-emotional needs that would otherwise prevent students from being actively engaged in their learning. In fact, data supports the need with the hundreds of visits for “on call” support and the overwhelming student advocacy for continuance of the program.	Because low-income students, English Learners, and foster youth often lack access to drop-in social-emotional learning and mental health services, the establishment of Wellness Centers substantially increases the support that they receive beyond academics. The Wellness Centers offer individual and group counseling , as well as opportunities to engage in workshops, wellness and mindfulness activities, community building and service learning experiences. The wellness centers offer access to food, personal care and hygiene items, school supplies as well as a clothing necessities closet . These supports help remove barriers to students' success in school.	LBUSD will measure the Wellness Centers using the **number of students served.** Each Center maintains a log of students served and the type of services rendered.

4.2 Pupil Services: Health Services 4.3 Pupil Services: Instructional Aides	Instructional Aides and other instruction-related staff members are tasked to work with teachers in classrooms where the achievement gap is the hardest to close. They help provide more individualized instruction and targeted interventions to low-income students, English Learners, foster youth, and others who are struggling and require additional attention. They also free up the teachers' ability to devote more instructional time directed at the needs of unduplicated pupils. In targeting foster, EL and low income students who are struggling to meet standards, instructional aides provide a small group and/or 1:1 support. For EL students, primary language support from aides assists the student to understand the academic language of the classroom, which is often a barrier to learning. Also for English Learners, a classroom aide may help support the designated ELD program. The emphasis for health services on reaching students and parents who have struggled to remain engaged principally benefits unduplicated pupils, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Moreover, the emphasis on connecting low-income, English Learner, and foster youth families with social-emotional and mental health resources directly responds to a priority that they have articulated.	As with additional counseling supports, nursing services form a supportive approach that principally benefits low-income students, English learners, and foster youth, whose struggles can often lead to disengagement. Their coordination of targeted social-emotional and mental health resources, particularly with the School-Based Mental Health Collaborative, enhances the assistance to unduplicated pupils. Not only do high-need students lack access to such resources, but they require integrated support services because their personal circumstances put them at greater risk of trauma.	Additional access to nursing & psychologist services will decrease the **Chronic Absenteeism** rates for low-income, foster and EL students. **[M7.2]**
4.4 Early Learning-Speech	Speech teachers at Buffum play a critical role for early learning students at Buffum Total Learning Center. They provide remedial intervention, via an IEP, to assist with understanding or using spoken language.	The specialized instruction of these highly trained experts keys access for unduplicated special education students, who without these services, could fall further behind their peers at such a young and critical age. Buffum Total Learning Center serves a high population of low-income and foster youth, all of whom have IEPs.	The speech assessments used for preschool students are : Preschool Language Scale 5th edition and the Goldman Fristoe Test of Articulation 3rd edition. Both assessments are measuring "age appropriate performance", which is the goal for preschool Buffum students who are supported by this Action.

6.2 Parent Involvement and Engagement	Low-income students, English Learners, and foster youth have historically experienced significant trauma and had limited access to social, emotional, and behavioral health-related services in their communities. Their families have also had the greatest needs in terms of engagement, particularly when it comes to language access. A critical part of these services is ensuring that all families have access to engagement opportunities and two-way communication. Such access includes simultaneous translation available at parent engagement opportunities/events. This way, Spanish, Khmer, and other non-English speakers can participate fully in dialogue with staff.	Additional parent outreach and services need to go beyond traditional mass communications, which tend to be insufficient for families of low-income students, English Learners, and foster youth. Parent University provides a wealth of information and workshops that enable participants to not only learn about many different topics, but also share resources and referrals to other community agencies that may benefit families, such as English Learners, Foster Youth and Homeless youth. This action also increases access to understanding how to navigate the school system-something that underrepresented families, including Newcomers/English Learners, need in order to advocate for their students. LBUSD is diversifying engagement strategies to better meet the needs of our diverse parent community, including historically underserved pupils/families, unduplicated pupils/families and families who may be less likely to engage with staff in support of their child's education.	Parents of EL and low income students will increase their favorability score on the **CORE Survey:** **-M6.1- Participation** **-M6.2- Climate for Academic Learning** **-M6.3- Sense of Belonging** **-M6.4- Safety**
7.3 Early Learning Initiative	These programs are aligned with elementary schools, ensuring smoother transitions to kindergarten and enhancing school readiness. The focus on enhancing these early learning programs stems from the abundance of research that upholds the notion that providing a social-emotional and academic foundation for preschool children is an integral part of success in elementary school and beyond. For students who may come at a deficit, early learning programs, such as TK, CDC and Educare provide readiness interventions. LBUSD's history with subsidized CDC and Head Start programs has been successful by providing quality, age-appropriate instruction and interventions that can be a catalyst for catching and mitigating skill gaps. The expansion of early learning services generally leads to greater participation among young children in structured, developmentally appropriate programs. English Language Arts and Mathematics achievement at the early grades are expected to improve, particularly for low-income students, English Learners, and foster youth.	The Early Learning Initiative establishes the Transitional Kindergarten and Educare programs, which expand early learning opportunities, particularly in communities with high concentrations of unduplicated pupils. This expansion increases the access that low-income students, English Learners, and foster youth have to structured, developmentally appropriate educational services. It also enhances their school readiness and improves their transition to kindergarten in ways that help close achievement gaps with their peers.	Kindergarten assessment is the Foundational Reading Skills Assessment (FRSA). Superintendent's Goal 1.1 and **M1.12** is described by: LBUSD students will achieve at least one year of academic growth in literacy and math.

7.4 Elementary Music Program	Elementary music teachers deliver 10 to 16 sequential standards-based general-vocal music lessons for all kindergarten through fifth grade classrooms, 16 weeks of recorder lessons for all third grade classrooms, weekly violin instruction for fourth and fifth grade, and weekly wind instrument instruction (flute, clarinet, and trumpet) for fifth grade. The objective is to support low-income and other unduplicated pupils who would otherwise have no access to a rigorous music program. With this item, LBUSD maintains no waitlists for elementary instrumental music- all students who wish to participate, will be able to. This principally benefits unduplicated students, who traditionally may not have access to musical instruments.	The elementary music program increases the opportunities for unduplicated pupils to participate in enrichment activities that ultimately lead to improved academic performance. Unduplicated pupils have fewer opportunities to participate in non-academic programs that support their overall well-being, so elementary music creates experiences that principally benefit them. It promotes the healthy growth and development of children through the study, practice, and performance of music, and develops motor skills, brain functions, study habits, self-esteem, and teamwork – all at a time when they are enduring trauma at higher rates than their peers.	As a result of the elementary music program, EL, foster and low-income students, at the elementary level, will increase favorability on the **CORE Survey Sense of Belonging. [M7.9]**
7.5 Interventions: Restorative Justice	Like most school districts, unfortunately, LBUSD data suggests that males of color, including low income, foster and EL students are referred, suspended and expelled at a higher rate than their peers. Preventative measures, such as Restorative Justice, aims to promote cross-cultural and linguistic relationships and create more inclusive school communities, which, in turn, will reduce suspension and expulsion for males of color, including low-income, foster and EL students. Restorative justice workshops help address the unique needs of unduplicated pupils, who have higher rates of discipline and suspension.	The limited sense of belonging and school connectedness that unduplicated pupils experience stems at least partly from the dissonance between their learning opportunities and their lived experiences. Restorative justice workshops encourage conflict resolution, cultural awareness, positive behavior supports, and other approaches that are rooted in student voices. They view diversity as an asset, embrace the community as true partners in education, and have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers.	Restorative Justice Interventions will assist EL, foster and low-income students to increase their **Sense of Belonging** on the CORE Survey. **[M7.9]**
7.6 Instructional Intervention Coordinators	The Instruction and Intervention Coordinators (IIC) are allocated to elementary, TK-8 and middle schools, and work at the direction of the site principal to ensure quality core Tier 1 instruction to accelerate learning in every classroom by supporting schoolwide professional development; facilitating grade-level planning; and modeling, coaching, and co-teaching with individual teachers. Additionally, the IIC will coordinate all Tier 2 and Tier 3 interventions in order to mitigate potential learning loss for at-promise students. These types of structures are conducive to unduplicated pupils, who are often the principal beneficiaries of interventions that are tailored to their specific gaps in knowledge.	Supports include coordination of interventions at the elementary level provided by site reading and math leads; oversight of after-school tutoring services provided by teachers and approved vendors; and identification of students needing additional support for summer school, among others. Through cycles of progress monitoring, IICs monitor student outcomes to help teachers make informed decisions about additional supports that they or their students might need. The IICs also perform a critical function in serving as a liaison with other support providers, including counselors and resource teachers, to ensure that students are receiving necessary wraparound services, which is an improvement for unduplicated pupils.	Access to highly qualified specialist teachers will decrease the achievement gap of low-income, foster and EL students who scored “Met” and “Exceeded” on the **SBAC ELA and Math. [M1.18 (Low-Income), M3.6 (EL), and M5.1 (Foster)]**

7.7 Male and Female Leadership Academies	Male and Female Leadership Academies provide learning opportunities that uplift unduplicated pupils and other students who have been historically marginalized. They provide a forum that amplifies student voices and embraces the community as true partners in education. They also have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers.	Male and Female Leadership Academies empower unduplicated pupils through academic, cultural, and social-emotional support at the Middle and High School Level.	Male and Female Leadership Academies will assist EL, foster and low-income students to increase their **Sense of Belonging** on the CORE Survey. **[M7.9]**
8.2 Curriculum Support 8.3 Professional Development	As mentioned numerous times throughout the LCAP, Quality Core Instruction (QCI) is an area of focus that LBUSD is investing in greatly. The improvement of quality core instruction is essential for all students in improving their achievement. For unduplicated pupils it is even more critical, as data shows,these students are experiencing a gap in proficiency when compared to other students. Therefore, it is critical to their learning that the instruction that they receive is quality and accessible.	Providing professional development and coaching support for teachers to deliver quality core instruction at the classroom level is foundational for underserved and unduplicated students. Curriculum coaches assist in strengthening quality core instruction by working directly with classroom teachers to improve their fidelity to the QCI professional development, which in turn will produce better classroom practices and stronger learning, especially for unduplicated pupils.	Since coaches and specialists are an asset to teachers in providing quality instruction and professional development strengthens classroom instruction, Actions 8.2 and 8.3 will decrease the achievement gap of low-income, foster and EL students who scored “Met” and “Exceeded” on the **ELA SBAC and Math SBAC [M1.18 (Low-Income), M3.6 (EL), and M5.1 (Foster)]**
8.4 National Teacher Certification	The National Board Certification program augments the foundational professional development received by LBUSD educators in a way that improves academic support for unduplicated pupils. With their core skills intact, veteran teachers gain additional capacity building opportunities on social-emotional learning, English Language Development, and culturally responsive pedagogy that accelerates learning for low-income students	Research affirms that students learn more with a National Board certified teacher and the impact is greater with high-need students, including supporting English Learners and other students in need.	Access to highly talented teachers who have been nationally certified will assist unduplicated pupils in closing the achievement gap (“Met” or Exceed”) on **SBAC ELA and Math. [M1.18 (Low-Income), M3.6 (EL), and M5.1(Foster)]**
9.1 Alternative Programs Support	Alternative programs at the high school level in LBUSD serve a high needs population. The design of these programs are to accelerate learning for credit deficient students or provide an alternate schedule for students who are not able to attend a traditional school. The great majority of the students who are enrolled in these programs are unduplicated students. In fact, 2 of these schools (Reid and EPHS) have been identified as Equity Multiplier schools by virtue of their high “nonstability” rate and with multiple “low performance” (red) areas on the CA School DIshboardfor ELs and Low-income students.	The action specifically adds teachers to these programs in order to lower the class sizes to provide more intensive help for credit deficient students with the need to accelerate their learning in order to graduate with their peers. It is of note that the goal of each of these alternative programs is to accelerate the students’ credit attainment so they are able to return to their regular high school setting if so desired	These programs will increase the **graduation rate** for foster, EL and low income students by providing more individualized and intensive support through accelerated-paced coursework**. [M9.2 and M9.5]**

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1 EL Support	Action 3.1 is limited in scope to Eglish Learners and focuses additional services for identified English Learners. LBUSD conrtinues to build a responsive language accessibility unit to enhance translation, interpretation, and educational partner support. Additional translators/interpreters are funded through this LCAP. Additionally, the LBUSD Multilingual Office was established to ensure a focus on the needs of English Learners with personnel dedicated and specializing in EL pedagogy, instruction, professional development and curriculum for ELs. Staff in the Multilingual Office provide technical assistance to sites so they can deliver a quality program to ELs.	Action 3.1 provides for a cohort of school sites with the highest EL populations to prioritize additional professional learning. EL coaches and curricula specialists provide on-site training for school sites to address school-specific needs related to ELs, including primary/heritage language instruction strategies and curricula. These additional professional learning activities, including the assignment of coaches, are provided as differentiated resources for high need schools. As described in Action 3.1, Ellevation is an improved service that assists classroom teachers, principals and district leaders in analyzing multiple sets of assessment data in order to make instructional decisions and set language development goals for English Learners. In support of LBUSD Newcomers, Action 3.1 includes a program to be implemented at five LBUSD school sites, called “Enlace”. It will serve as a hub for newcomers in middle school. The program is coordinated by the Multilingual office and will include EL TOSA positions. This position will include a combination of course teaching and coaching and staff. Enlace will be located at 4 sites strategically selected around the city: Washington, Stephens, Franklin, Hamilton and Marshall. The hubs at the 5 schools will serve newcomers from anywhere in the City, regardless of where their home school may be in the District. Many newcomers to LBUSD are English Learners. As newcomer students enter into a new education system, they may experience different academic, language, and social-emotional challenges from those of U.S. born students. This program is based on research that shows that a program that specifically is built for EL Newcomers can speed the progress toward English proficiency.	Monitoring Action 3.1 will include the following: -Increase in **Redesignation rate [M3.2]** -Increase in **Percentage of English Learners making progress towards English language proficiency** (i.e., progressed at least one level or maintained a level 4 result from the prior year on the English Language Proficiency Assessments for California) **[M3.1]**
5.1 Foster Youth Services	Action 5.1 is limited in scope to Foster Youth, with additional services as described targeting Foster Youth only. Additional social workers will provide social-emotional learning interventions, academic/attendance tracking, intensive case management, and referrals for students.	The work of the social workers are providing extra support to foster youth and their families. This work includes making improvements to tracking system and communication with our external local agency and County partners.	As a result of Action 5.1, Foster Youth data will show an decrease in the gap of **suspension rate [M5.5] and an increase in attendance rate [M5.7]**

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

LBUSD is not adding a contributing action outside of LCFF funds to the calculation of the proportional percentage.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

With the concentration grant add-on funds and using the responses from community engagement, LBUSD has continued the plan to augment teaching staff at schools with an enrollment of unduplicated students that is greater than 55%. LBUSD hired 91 Full Time Equivalent (FTE) positions- literacy teachers (Goal 1, Action 6 providing additional direct services) in order to support struggling students at campuses with an enrollment with a greater than 55% unduplicated student enrollment. Literacy teachers at the elementary level provide intervention reading skills through either a pull-out program or a push-in model. Literacy teachers provide research-based consistent literacy interventions to students who struggle in reading, writing and speaking. LBUSD ensures that the Literacy Teachers, as described in Goal 1 Action 6, are assigned to schools that serve more than 55% unduplicated students through adding to these sites' staffing quota and each Level Office makes the placements of the Literacy Teachers to the sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	54.17 Students to 1 staff	51.73 Students to 1 Staff
Staff-to-student ratio of certificated staff providing direct services to students	22.40 Students to 1 Staff	20.10 Students to 1 Staff

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student

groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed

the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of

$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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