



June 18, 2025

Dear Community:

Thank you for taking the time to provide thoughtful input and questions regarding the drafts of the 2025-2026 Local Control and Accountability Plan (LCAP). Your feedback provided valuable insights into the needs of our students and played a crucial role in shaping and strengthening the development of the LCAP. We appreciate your partnership in this work.

On April 25, the first draft of the LCAP was posted along with a community feedback opportunity. The draft was presented to the District Community Advisory Committee (DCAC) on May 15 and to the District English Learner Advisory Committee (DELAC) on May 6.

As part of the ongoing development of next year's LCAP, we invited our community to share their thoughts through ThoughtExchange on the first draft. Specifically, we asked what programs, services, or supports they believe will have the greatest impact on student success in LBUSD. This question provided families, staff, and community members an opportunity to reflect on what is most needed to help all students thrive academically, socially, and emotionally. The valuable feedback gathered through this process plays a critical role in guiding district priorities and ensuring that the resources we provide meaningfully support the success of every student.

On May 30, the district shared the second draft of the LCAP and provided an additional opportunity for community members to offer feedback through a districtwide Google form. This form was available to all educational partners through the morning of June 13th and invited participants to share any additional services and ideas to consider, ask questions about the draft, or provide additional comments or suggestions.

On June 4, the LBUSD Board of Education held a Public Hearing to solicit input on the second draft of the LCAP, which was formally presented. In addition, the draft was shared with DELAC on June 3 and with DCAC on June 5. Both committees had the opportunity to provide feedback once again during their respective meetings and were given access to the same Google form used to collect input during the initial presentation of the LCAP.

On the afternoon of June 13, the final draft of the LCAP will be posted in preparation for a recommendation of approval on June 18.

The table below provides LBUSD's responses to the comments and questions submitted by DCAC, DELAC, and the wider community. To support clarity and accessibility, the feedback has been grouped by common themes. All community comments are presented as originally written, without modification, and translations have been provided when necessary.

All community comments are presented as originally written, without modification, and translations have been provided when necessary.

Theme / Question	LBUSD Response
General LCAP and Budget Information	
<i>It been gone through my son school</i> <i>Que plan tienen que funsione para Este año (What plan do you have that will work for this year?)</i>	The 2025–26 Local Control and Accountability Plan (LCAP) outlines specific actions the district will implement this coming school year to support student achievement, well-being, and equity. The plan reflects feedback from students, families, staff, and community partners and is designed to respond to current needs while building on strategies that show promise. Each of the nine LCAP goals includes clearly defined actions, aligned resources, and measurable outcomes. These metrics—such as academic performance, suspension and attendance rates, graduation rates, and stakeholder feedback—are monitored throughout the year to assess progress and impact. As part of our commitment to continuous improvement, we use these metrics to evaluate effectiveness on a yearly basis. This ensures that we are not only implementing a plan, but actively learning from our results and refining our efforts to better serve students.
Resources for Students	
<i>I would like to know if (School Site) could be considered for restorative practice program</i>	Long Beach Unified School District has a dedicated Restorative Justice (RJ) team that supports schools across the district in building safe, inclusive, and relationship-centered school communities. The RJ team offers a range of resources—including staff training, implementation support, and student-centered practices such as restorative circles—that are available to all schools. If a school site is interested in beginning or expanding restorative practices, the school leadership team can reach out directly to the RJ Office.
Parent Training	
<i>Falta de consientisasion alos alos padres para formar Buenos hijos, vasados en el.resperto.empezar a formar padres responsables. Creo que hay es donde debemos de empezar. (Lack of parental awareness to shape good children, based on respect, to begin to form responsible parents. I think this is where we should start.)</i> <i>Summer and after school ESL programs</i>	We agree that families play a critical role in shaping students' character, sense of responsibility, and values such as respect. Our Local Control and Accountability Plan (LCAP) reflects our commitment to strengthening family engagement and ensuring that all families receive the support they need in this important role. Goal 6 of our LCAP focuses on building partnerships with families and caregivers by increasing access to meaningful opportunities for participation, support, and education. Through initiatives such as Parent University workshops, family leadership institutes, and our partnerships with community-based organizations, we aim to empower families with tools, knowledge, and confidence to support their children's development both academically and socially. Additionally, we believe that mutual respect and collaboration between schools and families are essential for nurturing responsible, respectful, and resilient young people. Our strategic plan, Vision 2035, reinforces the importance of authentic community engagement and environments that foster connection, safety, and belonging for every student and adult. We appreciate your input as it reaffirms the importance of starting with family awareness and support. We will continue to expand our efforts in this area and welcome your partnership.
Other	

- Not today
- none
- not sure yet
- none at the moment
- N/A
- Gracias a todos los maestros y maestras y personal en general por su gran paciencia y servicio (Thanks to all the teachers and staff in general for their great patience and service.)

As we conclude, I want to extend my heartfelt appreciation to the greater Long Beach community for consistently offering meaningful and thought-provoking input. We recognize that the LCAP can often feel like a complex and compliance-heavy document. However, this year's LCAP stands apart. In this plan, we see "excellence" fully reflected in Goal 1, which prioritizes high-quality learning opportunities for all students. Goals 2 through 5 are centered on advancing "equity," with targeted investments to support the success of Black/African American students (Goal 2), English Learners and Long-Term English Learners (Goal 3), Students with Disabilities (Goal 4), and Homeless and Foster Youth (Goal 5). Throughout this process, LBUSD has worked intentionally to approach the LCAP not as a compliance obligation, but as a strategic and meaningful roadmap. We believe this LCAP represents a thoughtful, aligned, and courageous step forward in our shared mission to deliver both excellence and equity for every student we serve.

In Community,

Dr. Jill A. Baker
Superintendent of Schools