Local Control and Accountability Plan DRAFT #3 (6/13/25)

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 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Long Beach Unified School District

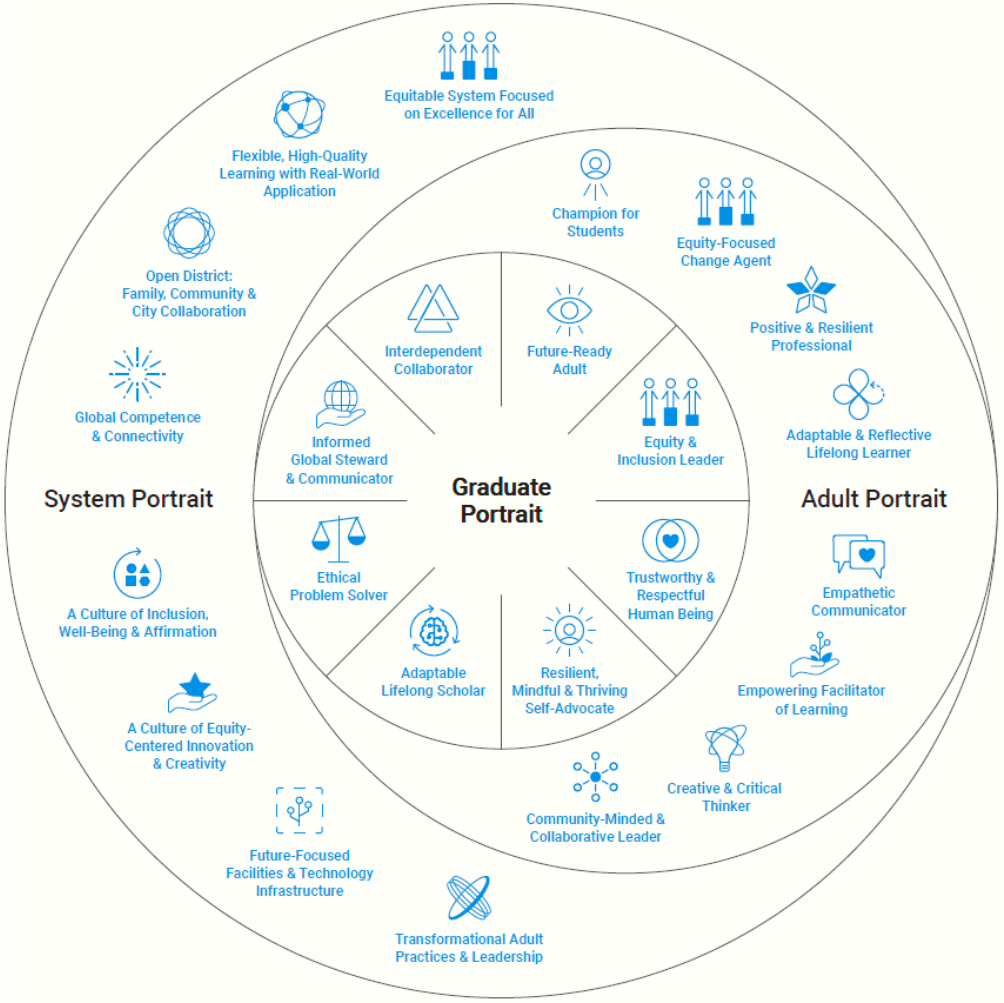
***Vision Statement**:*

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, 7% Asian, 5% Multiple Race, 3% Filipino, 1% Pacific Islander. Approximately 17% of students are English Learners, 61% 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: lbschools.net/vision.

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.

Board of Education Goals

Goal 1 Reading: Proficiency
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.

Goal 2 Reading: Acceleration
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.

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.

Board of Education Guardrails

- **The Superintendent may not allow** resources to be allocated without evidence of their equitable distribution aligned with the Excellence & Equity board policy.
- **The Superintendent may not allow** major district-wide initiatives to go forth without engaging students of color and their families, following stakeholder engagement principles that are utilizing current adopted best practices.
- **The Superintendent may not allow** implementation or adoption of any classroom curricula or programming that does not prioritize educational and racial equity.

Adopted: November 1, 2023

High Quality Learning for All and Equity Flashlight

The focus of the LCAP makes connections and alignment to the Strategic Goal/Vision 2035 and Excellence and Equity Policy, which both give 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 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 Learning For Foster and Homeless Youth

This is a change from the previous 3-year 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 LBUSD has embraced the targeted universalism framework that aims to achieve universal goals for all, while acknowledging and addressing the specific needs and circumstances of different groups. It moves beyond a "one-size-fits-all" approach by recognizing that not everyone starts at the same place or has the same needs to reach a shared goal. If we raise the lowest, ultimately we 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). 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 of 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. 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, recommend, develop and 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- $353,141 [$223,145 (2024-25)

-EPHS- $1,897,088 [$1,831,542 (2024-25)]

The following are **2024 CA Dashboard** lowest (red) categories for Reid and EPHS :

School	Red Categories
EPHS	**College/Career**: Schoolwide, Black students, Economically Disadvantaged students, English Learners (EL), Hispanic students, Long Term ELs, Students with Disabilities **Graduation Rate**: Schoolwide, Black students, Economically Disadvantaged students, English Learners (EL), Hispanic students, Homeless Youth, Long Term ELs, Students with Disabilities
Reid	**College/Career**: Schoolwide, Hispanic students, Economically Disadvantaged students **Graduation Rate**: Schoolwide, Hispanic students, Economically Disadvantaged students

For reference, this is the 2023 Dashboard red data for Reid and EPHS:

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

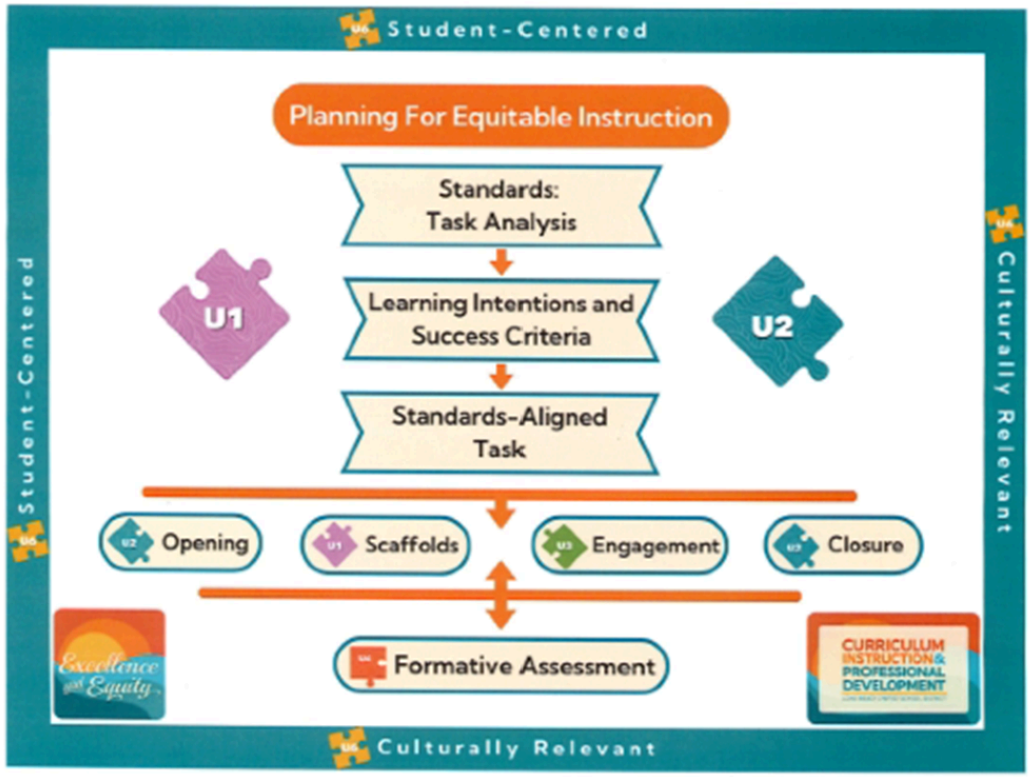
• **U1.** A thorough understanding of standards provides a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach.

• **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.

Since 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.

‘Doubling Down’ on Efforts to Shine the Equity Spotlight and Reduce Achievement Gaps
Last year’s LCAP ushered in a commitment 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- and so does the LCAP. The first five goals in the LCAP speak to High Quality Learning. Goal 1 shows efforts to deliver high quality learning for <u>all</u> 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 is an acknowledgement about existing gaps and a focus on making the necessary changes to improve achievement for those students and student groups who have been underserved. LBUSD is committed to ensure excellence for each student.

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: Although there was improvement in the suspension rate of Black students from the previous year (10% in 2023 to 8.8% in 2024) Black students still have a disproportionate suspension rate when compared to other student groups. That said, it is encouraging that the suspension rate improved.

SBAC: Black students have a gap of achievement results in all grade levels for both ELA and Math. Here are the 2024 results -% of students who Met or Exceeded Standard and the gap between Black student achievement compared to all students. This table also shows a comparison of the achievement gaps of 2023 and 2024:

SBAC	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Students
ELA: All Students	47.95%	48.14%	50.8%	45.14%	51.89%	50.25%	52.43%	**49.52%**
ELA: Black Students	31.73%	30.33%	37.39%	29.97%	35.36%	38.62%	35.64%	**34.27%**
ELA Gap (this year)	*-16.22*	*-17.81*	*-13.41*	*-15.17*	*-16.53*	*-11.63*	*-16.79*	***-15.25***
ELA Gap (last year)	*-16.26*	*-14.2*	*-16.02*	*-16.14*	*-13.83*	*-15.96*	*-14.51*	***-15.28***
Gap Comparison	*improved*	*not improved*	*improved*	*improved*	*not improved*	*improved*	*not improved*	*improved*
Math: All Students	49.21%	45.63%	37.89%	32.71%	34.67%	31.82%	23.44%	**36.35%**
Math: Black Students	32.82%	24.47%	22.36%	18.04%	17.17%	16.72%	11.36%	**20.10%**
Math Gap (this year)	*-16.39*	*-21.16*	*-15.53*	*-14.67*	*-17.5*	*-15.1*	*-12.08*	***-16.25***
Math Gap (2023-24)	*-19.68*	*-15.90*	*-14.97*	*-16.37*	*-15.94*	*-12.82*	*-19.32*	***-16.00***
Gap Comparison	*improved*	*not improved*	*not improved*	*improved*	*not improved*	*not improved*	*improved*	*not improved*

English Learner Data (LCAP Goal 3)

SBAC: Results from the 2024 Smarter Balanced Assessment Consortium (SBAC) show the following:

• About 4,700 EL students took the SBAC.

• 13.98% of EL students met or exceeded standard on the English Language Arts exam. This is a 36% gap in comparison to non-EL students. Last year the gap was 40% and thus an improvement in the achievement. However, much more improvement is needed to reduce the gap.

• 11.41% of EL students met or exceeded standard on the Math exam. This is a 25% gap in comparison to non-EL students. Again, an improvement in reducing the achievement gap, but still a large gap exists.

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: 10.83%

• Level 3 - Moderately Developed: 32.51%

• Level 2 - Somewhat Developed: 32.51%

• Level 1 - Beginning to Develop: 24.14%

CA Dashboard: For English Learners, the graduation rate is 67%, which is a 3% increase from the previous year. English-Language Arts results show that English Learners are 62.5 points below standard, which was an improvement from last year (increase of 6.4 points). The Long Term English Learner group is 104.7 points below standard, which was an improvement of 4 points from last year. In Math, EL students scored 85.6 points below standard, which was an increase (10.3 points) from last year. The Long Term English Learner group is 161.1 points below standard, which increased 6.3 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 three areas:

• English Language Arts: Students with disabilities are 95.1 points below standard for English Language Arts, which represents the lowest achievement of all student subgroups.

• Math: Students with disabilities are 120.1 points below standard for mathematics, which represents the lowest achievement of all student subgroups.

• Graduation Rate: 67.1% of students with disabilities graduated representing 691 students. This rate was “maintained” from 2023.

Social-Emotional/Culture/Climate Survey: According to the CORE Survey (2024), 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. In 2024, using the same survey, the gap currently shows elementary with a 10% and secondary students with a 9% gap.

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, here are the areas in which these subgroups are in the lowest “red” category:

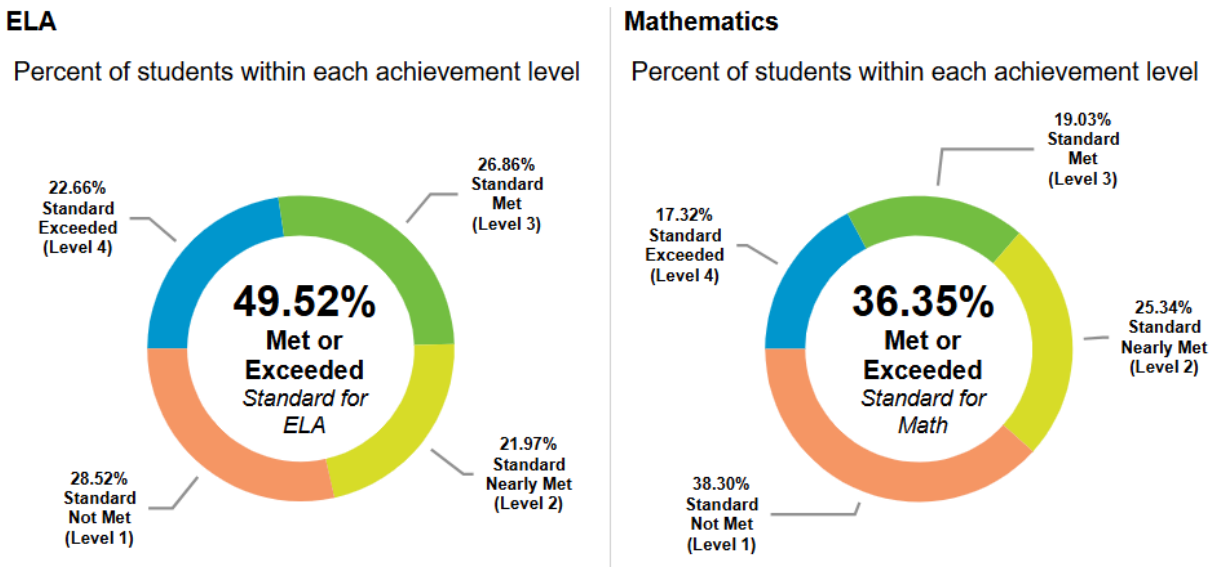
• Math: Foster Youth are 99 points below standard and in the red achievement category. This is a 9 point improvement from last year. Homeless Youth are not in the lowest category.

• Suspension Rate: 10.7% of foster youth were suspended at least one day, which is an increase of 1% from the previous year. Homeless Youth are not in the lowest category.

SBAC (2024):	Foster	Not Foster	**Gap**	Homeless	Not Homeless	**Gap**
ELA Met/Exceed:	23.57%	49.63%	**-26%**	31.70%	50.51%	**-19%**
Math Met/Exceed:	16.09%	36.45%	**-20%**	19.33%	37.33%	**-18%**

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

The following shows the 2023-24 SBAC Summary Results and more reports:



LBUSD's results show the following improvement:

English Language Arts results improved 1.37% from last year (49.52% met or exceeded standards from 48.15%)

Math results improved 1.89% from last year (36.35% met or exceeded standards from 34.46%)

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	4,512	4,522	4,828	4,682	4,666	4,799	5,019	33,028
Number of Students Tested	4,402	4,433	4,717	4,586	4,541	4,647	4,700	32,026
Number of Students With Scores	4,397	4,431	4,714	4,577	4,535	4,635	4,685	31,974
Mean Scale Score	2423.6	2463.0	2501.2	2515.2	2549.7	2562.2	2579.9	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	28.02%	27.65%	24.03%	17.26%	19.67%	18.08%	24.23%	22.66%
Standard Met (Level 3) Percentage of students by grade for level	19.74%	20.49%	26.77%	27.88%	32.22%	32.17%	28.20%	26.86%
Standard Nearly Met (Level 2) Percentage of students by grade for level	22.61%	18.64%	19.54%	26.11%	21.54%	24.40%	20.92%	21.97%
Standard Not Met (Level 1) Percentage of students by grade for level	29.63%	33.22%	29.66%	28.75%	26.57%	25.35%	26.66%	28.52%

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 Percentage of students by grade for level	19.13%	19.66%	18.44%	17.37%	18.97%	19.06%	25.14%	19.70%
Near Standard Percentage of students by grade for level	59.11%	60.27%	60.58%	52.37%	59.95%	54.06%	51.47%	56.79%
Below Standard Percentage of students by grade for level	21.76%	20.07%	20.98%	30.26%	21.09%	26.88%	23.39%	23.51%

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 Percentage of students by grade for level	21.61%	18.82%	21.57%	16.83%	26.87%	23.54%	25.52%	22.13%
Near Standard Percentage of students by grade for level	50.61%	51.77%	54.33%	51.83%	48.19%	51.00%	45.75%	50.50%
Below Standard Percentage of students by grade for level	27.78%	29.41%	24.10%	31.34%	24.94%	25.46%	28.73%	27.37%

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 Percentage of students by grade for level	13.20%	13.59%	14.45%	12.04%	12.47%	15.63%	14.55%	13.72%
Near Standard Percentage of students by grade for level	71.96%	69.91%	70.32%	71.84%	72.82%	69.46%	70.57%	70.97%
Below Standard Percentage of students by grade for level	14.84%	16.50%	15.23%	16.12%	14.72%	14.91%	14.89%	15.31%

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 Percentage of students by grade for level	17.92%	17.16%	20.41%	18.33%	21.42%	21.80%	23.04%	20.05%
Near Standard Percentage of students by grade for level	61.66%	64.38%	60.20%	62.44%	60.90%	63.52%	58.75%	61.67%
Below Standard Percentage of students by grade for level	20.42%	18.47%	19.39%	19.23%	17.69%	14.68%	18.21%	18.28%

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	4,513	4,523	4,827	4,681	4,666	4,799	5,021	33,030

Number of Students Tested	4,438	4,471	4,747	4,599	4,568	4,647	4,667	32,137
Number of Students With Scores	4,436	4,471	4,746	4,592	4,559	4,641	4,660	32,105
Mean Scale Score	2433.1	2471.9	2490.6	2499.6	2516.2	2524.3	2535.6	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	22.68%	20.71%	20.04%	16.05%	15.81%	16.46%	9.81%	17.32%
Standard Met (Level 3) Percentage of students by grade for level	26.53%	24.92%	17.85%	16.66%	18.86%	15.36%	13.63%	19.03%
Standard Nearly Met (Level 2) Percentage of students by grade for level	23.44%	29.05%	26.06%	28.68%	25.49%	23.25%	21.48%	25.34%
Standard Not Met (Level 1) Percentage of students by grade for level	27.34%	25.32%	36.05%	38.61%	39.83%	44.93%	55.09%	38.30%

CONCEPTS AND PROCEDURES: How well do students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	27.53%	25.83%	19.91%	16.38%	17.89%	16.63%	12.02%	19.38%
Near Standard Percentage of students by grade for level	46.72%	45.69%	45.49%	42.26%	41.30%	43.11%	36.01%	42.91%
Below Standard Percentage of students by grade for level	25.75%	28.47%	34.60%	41.36%	40.81%	40.26%	51.97%	37.71%

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well do 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 Percentage of students by grade for level	23.38%	17.87%	15.87%	12.94%	14.26%	13.77%	11.35%	15.58%
Near Standard Percentage of students by grade for level	48.96%	51.60%	50.91%	51.87%	52.62%	51.66%	57.36%	52.16%

	Below Standard Percentage of students by grade for level	27.66%	30.53%	33.23%	35.19%	33.12%	34.57%	31.29%	32.26%

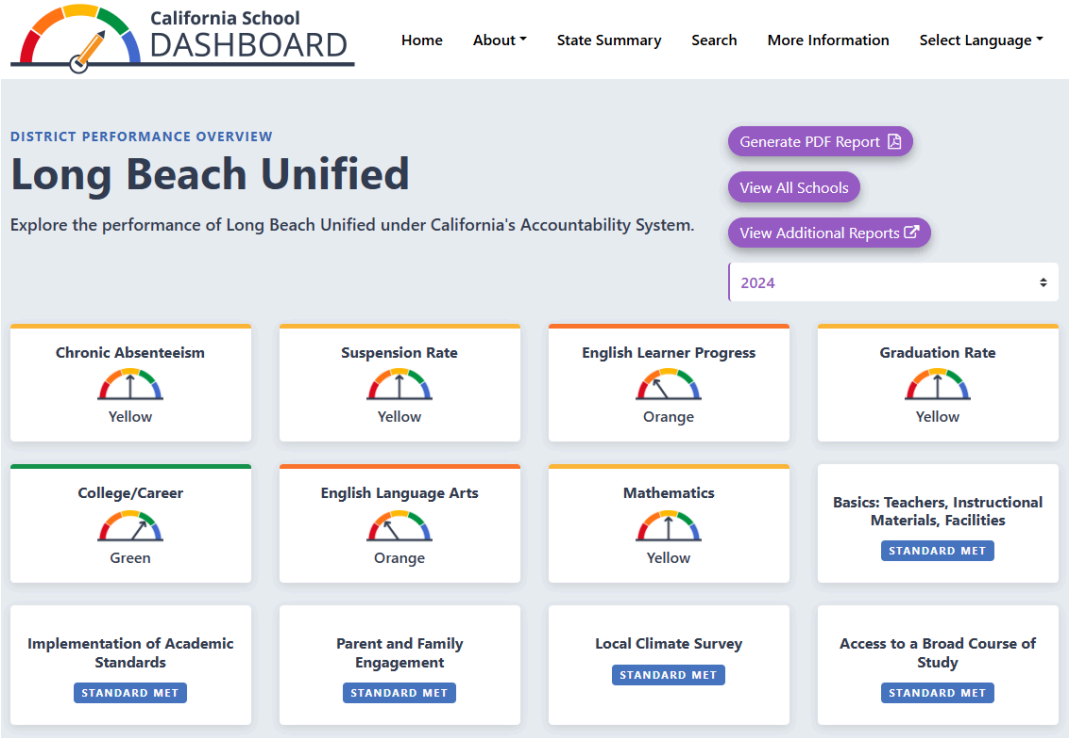
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	24.37%	21.83%	14.66%	13.94%	13.73%	13.58%	10.64%	16.03%
Near Standard Percentage of students by grade for level	56.56%	56.21%	59.42%	57.45%	62.29%	59.74%	58.95%	58.68%
Below Standard Percentage of students by grade for level	19.07%	21.96%	25.92%	28.61%	23.97%	26.68%	30.41%	25.29%

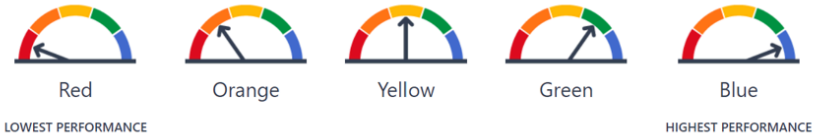
The sum of the achievement level percentages may not add to 100% due to rounding.

California School Dashboard Data

The Long Beach Unified School District shows the following results on the 2024 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: Long Term English Learners and Foster Youth.
Graduation Rate	2 LBUSD subgroups are in the lowest rating: Students with Disabilities and English Learners.
College and Career	No LBUSD subgroups were in the lowest rating.
English Language Arts	1 LBUSD subgroup is in the lowest rating: Students with Disabilities.
Mathematics	2 LBUSD subgroups are in the lowest rating: Foster Youth and Students with Disabilities.
English Learner Progress	No LBUSD subgroups were in the lowest rating.

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: Long Term English Learners	**Goal 3** High Quality Learning - English Learners & LTELs	Action 3.2 - EL Coaches and Specialists Example: EL coaches and curricula specialists provide on-site training for school sites to address school-specific needs related to ELs, including building relationships with LTELs.	M3.7 - Halve the suspension rate of LTELs who were suspended at least one day (from 8.4% to 4.2%).
Suspension Rate: Foster Youth	**Goal 5**	Action 5.1- Homeless and Foster Youth Services	M5.5 - Reduce the gap in Suspension Rate for Foster

	High Quality Learning - Foster and Homeless Youth	Example: The Foster/Homeless Unit provides support through Multi-Discipline Meetings (SEL Support)	and Homeless students and all other students.
Graduation Rate: ELs	**Goal 3** High Quality Learning - English Learners & LTELs	Action 3.2 - EL Coaches and Specialists 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 4.1- Special Education Support Example: This item brings highly-qualified and specially certified classroom teachers who work with students with disabilities. Classroom aides are also included. This action also includes the expansion of Collaborative Co-Teaching (CCT). CCT is a model where two teachers work together with groups of students: a general education teacher (represented in LCAP Base Action 1.2) and a special education teacher (represented in this base action- 4.1). The 2 teachers share the planning, organization, delivery and assessment of instruction, as well as physical space. 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.	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 4.4- Speech Example: 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. By bringing this specialized service to students with disabilities early in the student's educational journey, academic skills should be enhanced.	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: Foster Youth	**Goal 5** High Quality Learning - Foster and Homeless	Action 5.1 - Homeless and Foster Youth Services Example: Additional social workers will provide academic tracking, intensive case	M5.8 Reduce the gap by 50% in SBAC Math Met/Exceeded Rate for

	Youth	management, and referrals for students identified as foster youth.	Foster youth and non-Foster students
Math: Students w/Disabilities	**Goal 4** High Quality Learning - Students with Disabilities	Action 4.3 - Instructional Aides Example: Instructional Aides provide learning and care support for pupils. 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.	M4.4 - B. Reduce the gap by 50% between students with IEPs and all other students on SBAC Math Met/Exceeded Rate

This table displays the lowest (red) rating for LBUSD schools for the subgroup 'all students' on the 2024 California School Dashboard.

School	Red Indicator for "All Students" Subgroup
Avalon	Math
Browning	Suspension Rate
Cabrillo	English Learners, Math
Edison	English Language Arts
EPHS	College/Career, Graduation Rate
Franklin	Suspension Rate
Hamilton	Math
Jordan	English Language Arts, Math
Lindsey	Suspension Rate
Muir	Suspension Rate
Nelson	Chronic Absenteeism
Reid	College/Career, Graduation Rate
Robinson	Suspension Rate
Washington	Chronic Absenteeism, Math, Suspension Rate
Whittier	English Language Arts

The following table identifies schools from the **2024 Dashboard** 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 8 LBUSD schools that do not have any subgroups identified in the red category: CAMS, Carver, Keller, MacArthur, McBride, Naples, Renaissance, and Sato.

Please note that the 2023 Dashboard results appear after the table beginning on page 26 for reference.

School	Red Indicator	Group(s) **All** - All students, **AA** - Black students, **AS** - Asian students, **EconDis** - Economically Disadvantaged students, **EL** - English Learners, **FI** - Filipino students, **FOS** - Foster Youth, **HI** - Hispanic, **HOM** - Homeless Youth, **LTEL** - Long Term ELs, **MR** - 2+ Race student, **PI** - Pacific Islander students, **SWD** - Students with Disabilities, **WH** - White students								
LBUSD	**English Language Arts**	SWD								
	Graduation Rate	EL	SWD							
	Math	FOS	SWD							
	Suspension Rate	FOS	LTEL							
Addams Elementary	**English Language Arts**	SWD								
	Math	SWD								
Alvarado Elementary	**Suspension Rate**	AA	EconDis							
Avalon K-12	**EL Progress**	EL	LTEL							
	English Language Arts	HI	LTEL	EconDis						
	Math	ALL	HI	LTEL	EconDis	SWD				
Bancroft Middle	**Chronic Absenteeism**	EL	LTEL	SWD						
	English Language Arts	LTEL	SWD							
	Math	EL	LTEL	SWD						
	Suspension Rate	AA	HOM							
Barton Elementary	**English Language Arts**	SWD								
	Math	AA	SWD							
Birney Elementary	**EL Progress**	EL								
	English Language Arts	SWD								
Bixby Elementary	**Chronic Absenteeism**	HOM								
Browning High	**EL Progress**	EL	LTEL							
	English Language Arts	EconDis								
	Math	EconDis								
	Suspension Rate	AA	ALL	EL	HOM	EconDis	SWD			
Bryant Elementary	**English Language Arts**	SWD								
	Math	SWD								
Cabrillo High	**English Language Arts**	AA	ALL	EL	HI	HOM	LTEL	EconDis	SWD	
	Graduation Rate	EL	SWD							
	Math	AA	ALL	EL	FI	HI	HOM	LTEL	EconDis	SWD
	Suspension Rate	EL	LTEL	SWD						
Chavez Elementary	**English Language Arts**	SWD								

	Math	SWD							
Cleveland Elementary	**English Language Arts**	SWD							
Cubberley K-8	**Chronic Absenteeism**	AA	HOM	EconDis					
	Math	SWD							
Dooley Elementary	**Chronic Absenteeism**	AA	HOM						
	EL Progress	EL							
	English Language Arts	SWD							
	Math	SWD							
	Suspension Rate	SWD							
Edison Elementary	**English Language Arts**	ALL	EL	HI	EconDis	SWD			
	Math	SWD							
EPHS	**College/Career**	AA	ALL	EL	HI	LTEL	EconDis	SWD	
	Graduation Rate	AA	ALL	EL	HI	HOM	LTEL	EconDis	SWD
Franklin Middle	**Chronic Absenteeism**	AA							
	English Language Arts	LTEL	SWD						
	Math	AA	HI	HOM	LTEL	EconDis	SWD		
	Suspension Rate	AA	ALL	HOM	LTEL	EconDis	SWD		
Fremont Elementary	**Chronic Absenteeism**	EL							
Gant Elementary	**Chronic Absenteeism**	AA							
Gompers	**English Language Arts**	SWD							
	Suspension Rate	EL							
Grant Elementary	**English Language Arts**	AA							
Hamilton Middle	**Chronic Absenteeism**	HOM							
	EL Progress	EL	LTEL						
	Math	AA	ALL	EL	HI	HOM	LTEL	EconDis	
	Suspension Rate	LTEL							
Harte Elementary	**Chronic Absenteeism**	HOM	SWD						
	English Language Arts	SWD							
	Math	SWD							
	Suspension Rate	AA							
Henry	**Chronic Absenteeism**	MR							
Herrera Elementary	**Chronic Absenteeism**	AA							
	English Language Arts	SWD							
	Suspension Rate	AA	SWD						
Holmes Elementary	**Chronic Absenteeism**	EL							
Hoover Middle	**Chronic Absenteeism**	AA	HOM	SWD					

Hudson	**EL Progress**	EL						
	English Language Arts	AA	EL	SWD				
	Math	AA	SWD					
Hughes Middle	**Chronic Absenteeism**	LTEL						
	EL Progress	LTEL						
	English Language Arts	SWD						
	Math	SWD						
	Suspension Rate	AA						
Jefferson	**EL Progress**	LTEL						
	English Language Arts	LTEL						
	Math	HOM	SWD					
Jordan High	**EL Progress**	EL	LTEL					
	English Language Arts	ALL	EL	HI	HOM	LTEL	EconDis	SWD
	Math	ALL	EL	HI	HOM	LTEL	EconDis	SWD
	Suspension Rate	AA						
King Elementary	**EL Progress**	EL						
	English Language Arts	SWD						
Lakewood High	**EL Progress**	EL	LTEL					
	English Language Arts	AA	EL	HOM	LTEL	SWD		
	Math	AA	HI	HOM	LTEL	EconDis	SWD	
	Suspension Rate	AA						
Lincoln Elementary	**Chronic Absenteeism**	AS						
Lindbergh	**English Language Arts**	SWD						
	Math	AA	HOM	LTEL	SWD			
Lindsey Academy	**Chronic Absenteeism**	AA	EconDis	SWD				
	EL Progress	EL	LTEL					
	English Language Arts	LTEL	SWD					
	Math	HOM						
	Suspension Rate	ALL	HI					
Longfellow Elementary	**Suspension Rate**	HOM						
Los Cerritos Elementary	**Chronic Absenteeism**	HOM						
Mann Elementary	**Chronic Absenteeism**	SWD						
	EL Progress	EL						
	Suspension Rate	SWD						
Marshall	**Suspension Rate**	LTEL						
McKinley Elementary	**Chronic Absenteeism**	AA						

Millikan High	**EL Progress**	EL	LTEL				
	Math	AA					
	Suspension Rate	AA	HOM				
Muir K-8	**English Language Arts**	SWD					
	Math	SWD					
	Suspension Rate	AA	ALL	EL	HI	HOM	EconDis	SWD
Nelson	**Chronic Absenteeism**	AA	ALL	AS	HI	EconDis	SWD
	English Language Arts	AA	SWD				
	Math	AA	EL	HI	HOM	SWD	
	Suspension Rate	HOM	SWD				
Oropeza	**Chronic Absenteeism**	AA	EconDis				
	English Language Arts	SWD					
Polytechnic High	**Graduation Rate**	EL					
	Math	EL	HI	HOM	LTEL	EconDis	SWD
Powell	**Chronic Absenteeism**	AA	EL	LTEL			
	EL Progress	LTEL					
	Math	SWD					
	Suspension Rate	AA	HOM	SWD			
Reid High	**College/Career**	ALL	HI	EconDis			
	Graduation Rate	ALL	HI	EconDis			
Robinson Academy	**Chronic Absenteeism**	HOM					
	EL Progress	EL					
	English Language Arts	AA	EL	SWD			
	Suspension Rate	ALL	HI	HOM	EconDis		
Roosevelt Elementary	**Chronic Absenteeism**	SWD					
	English Language Arts	AA	SWD				
Signal Hill Elementary	**EL Progress**	EL					
	English Language Arts	SWD					
Smith Elementary	**Chronic Absenteeism**	AS	HOM				
	EL Progress	EL					
	English Language Arts	SWD					
	Math	SWD					
	Suspension Rate	AS					
Stanford Middle	**Chronic Absenteeism**	AA	HOM				
	Suspension Rate	AA	HOM	SWD			
Stephens Middle	**Chronic Absenteeism**	PI					

	EL Progress	EL	LTEL				
	Suspension Rate	AA	HOM	LTEL			
Stevenson Elementary	**English Language Arts**	SWD					
Tincher	**Chronic Absenteeism**	HOM	SWD				
	Suspension Rate	AA	HOM	EconDis			
Twain Elementary	**Chronic Absenteeism**	EL	WH				
	English Language Arts	SWD					
Washington Middle	**Chronic Absenteeism**	ALL	SWD				
	EL Progress	EL	LTEL				
	English Language Arts	HOM	LTEL				
	Math	AA	ALL	HI	EconDis		
	Suspension Rate	ALL	EL	HI	LTEL	EconDis	
Webster Elementary	**EL Progress**	EL					
	English Language Arts	AA	EL	SWD			
	Math	AA					
Whittier Elementary	**EL Progress**	EL					
	English Language Arts	ALL	EL	HI	EconDis	SWD	
	Math	EL	SWD				
Willard Elementary	**Chronic Absenteeism**	EL					
	EL Progress	EL					
	English Language Arts	AA					
Wilson High	**EL Progress**	EL	LTEL				
	English Language Arts	AA	HOM	EconDis	SWD		
	Math	AA	EL	HI	HOM	EconDis	SWD
	Suspension Rate	LTEL					

This is the data from the **2023 Dashboard**:

School	CA Dashboard 2023 Red Indicator	Groups All - All students, AA - Black/African-American students, AS - Asian students, EL - English Learners, FI - Filipino students, FOS - Foster Youth, HI - Hispanic, HY - Homeless Youth, LTEL - Long Term ELs, PI - Pacific Islander students, SED - Economically Disadvantaged students, SWD - Students with Disabilities, WH - White students, 2+ - Multiracial students				
LBUSD	English Language Arts	SWD				
	Graduation Rate	EL	FY	HY	SWD	
	Math	EL				
	Suspension Rate	AA	FOS			
Addams Elementary	Suspension Rate	AA				
Avalon K-12	Chronic Absenteeism	WH				
	English Language Arts	EL	HI	SED	SWD	
	Math	ALL	EL	HI	SED	SWD
Bancroft Middle	Math	EL				
Barton Elementary	Chronic Absenteeism	EL				
	English Language Arts	ALL	AA	EL	SED	SWD
	Suspension Rate					
Birney Elementary	English Language Arts	EL				
	Math	EL				
Browning High	English Language Arts	ALL	HI	SED		
	Math	ALL	HI	SED		
	Suspension Rate	ALL	AA	HY	SED	SWD
Bryant Elementary	Chronic Absenteeism	AA	AS	SED		
	English Language Arts	SWD				
	English Learner Progress	ALL				
	Suspension Rate	AA				
Burbank Elementary	English Language Arts	SWD				
	Math	SWD				
Burcham Elementary	Chronic Absenteeism	ALL	HI	SED		
Cabrillo High	English Language Arts	HY				
	Graduation Rate	EL	SWD			

School	CA Dashboard 2023 Red Indicator	Groups All - All students, AA - Black/African-American students, AS - Asian students, EL - English Learners, FI - Filipino students, FOS - Foster Youth, HI - Hispanic, HY - Homeless Youth, LTEL - Long Term ELs, PI - Pacific Islander students, SED - Economically Disadvantaged students, SWD - Students with Disabilities, WH - White students, 2+ - Multiracial students							
	Math	HY							
	Suspension Rate	EL	SWD						
Chavez Elementary	**English Language Arts**	EL							
	Math	EL	HI						
Cubberley K-8	**Chronic Absenteeism**	SWD							
	Suspension Rate	HY							
Dooley Elementary	**Suspension Rate**	AA							
Edison Elementary	**Chronic Absenteeism**	AA	HY	SWD					
	Suspension Rate	AA							
Emerson Elementary	**Chronic Absenteeism**	ALL							
EPHS	**College/Career**	ALL	AA	EL	HI	HY	SED	SWD	WH
	English Learner Progress	ALL							
	Graduation Rate	ALL	AA	EL	HI	HY	SED	SWD	WH
Franklin Middle	**English Language Arts**	EL	SWD						
	Math	AA	EL	SWD					
	Suspension Rate	AA	SWD						
Fremont Elementary	**Chronic Absenteeism**	2+	SWD						
	Suspension Rate	SWD							
Garfield Elementary	**Chronic Absenteeism**	HY							
Grant Elementary	**Chronic Absenteeism**	AS	HY						
	English Language Arts	SWD							
	Math	HY							
	Suspension Rate	AA	HY	SED					
Hamilton Middle	**Chronic Absenteeism**	ALL	EL	HI	SED	SWD			
	English Language Arts	EL	SWD						
	Math	ALL	AA	EL	HI	HY	SED	SWD	
	Suspension Rate	ALL	AA	HY	SED	SWD			

School	CA Dashboard 2023 Red Indicator	Groups All - All students, AA - Black/African-American students, AS - Asian students, EL - English Learners, FI - Filipino students, FOS - Foster Youth, HI - Hispanic, HY - Homeless Youth, LTEL - Long Term ELs, PI - Pacific Islander students, SED - Economically Disadvantaged students, SWD - Students with Disabilities, WH - White students, 2+ - Multiracial students						
Harte Elementary	English Language Arts	AA						
	English Learner Progress	ALL						
	Math	AA						
	Suspension Rate	2+						
Herrera Elementary	Chronic Absenteeism	AS						
Hoover Middle	Chronic Absenteeism	AA	HY					
	English Language Arts	EL	SWD					
	English Learner Progress	ALL						
	Math	ALL	AA	EL	HI	HY	SED	
Hudson Elementary	English Language Arts	AA	SWD					
	Math	SWD						
Hughes Middle	English Language Arts	EL	SWD					
	Math	EL	SWD					
	Suspension Rate	ALL	AA	EL	HI	HY	SED	SWD
Jefferson Leadership Academy	Math	EL	HY					
	Suspension Rate	SWD						
Jordan High	Graduation Rate	SWD						
	English Language Arts	AA	EL					
	Math	AA	EL	SWD				
Kettering Elementary	Chronic Absenteeism	AS						
King Elementary	English Language Arts	SWD						
Lafayette Elementary	English Language Arts	SWD						
	Math	SWD						
	Suspension Rate	AA	HY					
Lakewood High	English Language Arts	AA	SWD					
	Math	EL	HY	SED				
Lincoln Elementary	English Language Arts	SWD						

School	CA Dashboard 2023 Red Indicator	Groups All - All students, AA - Black/African-American students, AS - Asian students, EL - English Learners, FI - Filipino students, FOS - Foster Youth, HI - Hispanic, HY - Homeless Youth, LTEL - Long Term ELs, PI - Pacific Islander students, SED - Economically Disadvantaged students, SWD - Students with Disabilities, WH - White students, 2+ - Multiracial students							
Lindbergh STEM Academy	English Language Arts	AA	EL						
	Suspension Rate	EL							
Lindsey Academy	English Language Arts	AA	EL	SWD					
	Math	ALL	AA	EL	HI	SED			
	Suspension Rate	ALL	AA	EL	HI	HY	SED	SWD	
Longfellow Elementary	Chronic Absenteeism	EL	HI	SED	SWD				
	Suspension Rate	AA	HY						
Los Cerritos Elementary	Chronic Absenteeism	2+							
Lowell Elementary	Chronic Absenteeism	ALL	HI						
Madison Elementary	Chronic Absenteeism	WH							
Mann Elementary	Chronic Absenteeism	EL	SWD						
	Suspension Rate	ALL	AA	SED					
Marshall Academy of the Arts	Chronic Absenteeism	ALL	AA	HY	SED	SWD	WH	2+	
	English Language Arts	EL	SWD						
	Math	EL	SWD						
McKinley Elementary	English Language Arts	SWD							
	Math	SWD							
Millikan High	English Learner Progress	ALL							
Muir K-8	English Language Arts	SWD							
	English Learner Progress	ALL							
	Math	SWD							
	Suspension Rate	HI	HY	SED	SWD				
Nelson Academy	Chronic Absenteeism	EL	HY						
	English Language Arts	AA	EL	SWD					
	Math	EL	HI	SED	SWD				
	Suspension Rate	ALL	AA	AS	EL	HI	SED	SWD	2+
Newcomb Academy (K-8)	Chronic Absenteeism	HI	SED	SWD	2+				

School	CA Dashboard 2023 Red Indicator	Groups All - All students, AA - Black/African-American students, AS - Asian students, EL - English Learners, FI - Filipino students, FOS - Foster Youth, HI - Hispanic, HY - Homeless Youth, LTEL - Long Term ELs, PI - Pacific Islander students, SED - Economically Disadvantaged students, SWD - Students with Disabilities, WH - White students, 2+ - Multiracial students					
Oropeza Elementary	Chronic Absenteeism	AS	SWD				
	Math	SWD					
Polytechnic High	College/Career	EL					
	English Language Arts	EL	SWD				
	Graduation Rate	EL	SWD				
	Math	EL	HI	SED	SWD		
Powell Academy (K-8)	Chronic Absenteeism	EL	HY	SWD			
	English Language Arts	SWD					
Prisk Elementary	Chronic Absenteeism	SWD					
Reid High	College/Career	ALL	HI	SED			
	Graduation Rate	ALL	HI	SED			
	Suspension Rate	ALL	AA	EL	HI	HY	SED
Riley Elementary	Chronic Absenteeism	AS					
	English Language Arts	SWD					
Robinson Academy (K-8)	English Language Arts	SWD					
	Math	AA	SWD				
	Suspension Rate	SWD					
Rogers Middle	Chronic Absenteeism	ALL	AA	HI	HY	SED	
	English Language Arts	AA	SWD				
	Math	AA	SWD				
	Suspension Rate	AA	HI	SED			
Roosevelt Elementary	Math	HY					
Smith Elementary	Chronic Absenteeism	AA					
	English Language Arts	SWD					
	Math	AA					
	Suspension Rate	AA	SWD				
Stanford Middle	Chronic Absenteeism	HY					
	English Language Arts	SWD					

School	CA Dashboard 2023 Red Indicator	Groups All - All students, AA - Black/African-American students, AS - Asian students, EL - English Learners, FI - Filipino students, FOS - Foster Youth, HI - Hispanic, HY - Homeless Youth, LTEL - Long Term ELs, PI - Pacific Islander students, SED - Economically Disadvantaged students, SWD - Students with Disabilities, WH - White students, 2+ - Multiracial students			
	Suspension Rate	EL	SWD		
Stevenson Elementary	**English Language Arts**	SWD			
	Suspension Rate	SWD			
Tincher Preparatory (K-8)	**Chronic Absenteeism**	SWD			
	Suspension Rate	SWD			
Twain Elementary	**Suspension Rate**	2+			
Washington Middle	**Chronic Absenteeism**	HY			
	English Language Arts	EL	HY	SWD	
	Math	ALL	EL	HY	SWD
	Suspension Rate	HY			
Webster Elementary	**Chronic Absenteeism**	FI			
	English Language Arts	AA			
	English Learner Progress	ALL			
	Math	SWD			
Whittier Elementary	**Chronic Absenteeism**	AS			
	English Language Arts	EL	SWD		
	English Learner Progress	ALL			
	Math	EL	SWD		
Willard Elementary	**Chronic Absenteeism**	HY			
Wilson High	**English Language Arts**	EL	SWD		
	English Learner Progress	ALL			
	Suspension Rate	AA	FOS	HY	

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 have 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 student connections that 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 elevated a multi-tiered attendance improvement program that emphasizes 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 Student Support Services team, composed of counselors that provide professional development and direct support to schools and families. This is represented in Actions 1.1 and 1.4, with Counselors at the center of the work. SARB and Student Support Services team reach Bancroft, Bixby, Cubberley, Dooley, Franklin, Fremont, Gant, Hamilton, Harte, Henry, Herrera, Holmes, Hoover, Hughes, Lincoln, Lindsey, Los Cerritos, Mann, McKinley, Nelson, Oropeza, Powell, Robinson, Roosevelt, Smith, Stanford, Stephens, Tincher, Twain, Washington, and Willard.

Suspension Rates

Among other methods, including building connections with students, restorative practices are one of the initiatives that LBUSD has embraced. 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: Bancroft, Franklin, Hamilton, Hughes, Lindsey, Marshall, Nelson, Stanford, Stephens, 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 help 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: Cabrillo, Jordan, Lakewood, Millikan, and Wilson.

As stated previously, building connections with students is important for supporting students. LBUSD embraces 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 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. 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: Alvarado, Dooley, Gompers, Harte, Herrera, Longfellow, Mann, Muir, Powell, Robinson, Smith, and Tincher.

English Learner Program

Goal 3 in the LCAP specifically shines a flashlight on English Learners (ELs), who have not made the expected progress. Goal 3 shares 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 that has been established, hiring English Learner experts in 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 office is an attempt to consolidate expertise into one place rather than 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 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 Avalon, Birney, Browning, Dooley, Hamilton, Hudson, Hughes, Jefferson, Jordan, King, Lakewood, Lindsey, Mann, Millikan, Powell, Robinson, Signal Hill, Smith, Stephens, Washington, Webster, Whittier, Willard, and Wilson.

Graduation Rate

Graduation rates are impacted by excellent core instruction and supportive interventions when needed. As mentioned above, LBUSD 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 school students are found in Action 1.7 - Learning Acceleration Supports and Action 7.7 - Leadership Academies. The Student Success Initiative (SSI) is a multi-tiered supplemental intervention program at high schools to provide support and services to students with significant risk factors. Each tier provides support and resources designed with the targeted student needs in mind. These actions, both quality instruction and interventions, are implemented for the Dashboard-identified schools: Cabrillo, EPHS, Poly, and Reid.

College and Career

Highlighting two LCAP actions 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 students from principally 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 adults, 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 effect at Dashboard identified schools: EPHS and Reid.

English Language Arts

In elementary, middle and K-8 schools, Actions 1.6 and 7.6 are highlighted. Action 1.6 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 at elementary and middle levels provide leadership to help ensure reading and math interventions are deployed to struggling students. The Dashboard identified schools that benefit are: Addams, Avalon, Bancroft, Barton, Birney, Bryant, Chavez, Cleveland, Dooley, Eduson, Franklin, Gompers, Grant, Harte, Herrera, Hudson, Hughes, Jefferson, King, Lindbergh, Lindsey, Lindbergh, Nelson, Oropeza, Robinson, Roosevelt, Signal Hill, Smith, Stevenson, Twain, Washington, Webster, Whittier, and Willard.

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: Cabrillo, Jordan, Lakewood, and Wilson.

Mathematics

Action 7.6 - Instructional Intervention Coordinators at elementary and middle levels provide leadership to help ensure reading and math interventions are deployed to struggling students. The Dashboard identified schools that benefit are Addams, Avalon, Bancroft, Barton, Bryant, Chavez, Cubberley, Dooley, Edison, Franklin, Hamilton, Harte, Hudson, Hughes, Jefferson, Lindbergh, Lindsey, Muir, Nelson, Powell, Smith, Washington, Webster, and Whittier.

For high schools, Action 1.7 includes the following to help students in mathematics: APEX is an online platform of A-G compliant courses that students may use to recover credits and/or to complete coursework. Khan is another supportive program which students can access to assist 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: Cabrillo, Jordan, Lakewood, Millikan, Poly, and Wilson.

Action 7.2 Expectations

In addition to the LCAP actions addressing the CA School Dashboard, the expectation of Action 7.2 (School Based Student Support) is for schools to conduct a needs assessment with focus on any student groups having the lowest (red) performance level indicators. Schools must prioritize programs and services for unduplicated students (low-income, ELs, foster youth) who are not achieving. With Action 7.2 allocating LCFF funds directly to all LBUSD schools, School Site Councils (SSC) are consulted to determine appropriate interventions, materials, and professional development to enhance classroom instruction. Although not required to be included, these LCFF actions and services, based on the conducted needs assessment, are part of each school's SPSA (School Plan for Student Achievement) to maintain transparency and involve SSC's elected educational partner representatives.

SPSA activities have descriptions of student needs, relevant data, activities, funding sources, projected costs, service durations, and how activities will be monitored/measured for effectiveness. LCFF-funded actions in the SPSA are designed based on school consideration of needs, conditions and circumstances of each significant subgroup at the school site and include expected outcomes to measure progress toward LCAP goals for relevant subgroups, including unduplicated student and subgroup outcomes in the CA School Dashboard.

Many LCAP services address all students as well as student groups who received the lowest performance level (red) on the Dashboard, thus addressing the disparity of outcomes. LCAP metrics address student group disparities with most addressing gaps for the outcomes. As referenced above, schools address their red-level Dashboard subgroup needs in their SPSAs with relevant goals, actions, and/or progress monitoring plans.

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/LBUSDDashboardRed2024

Learning Recovery Emergency Block Grant (LREBG) Funds:

The District has fully expended its Learning Recovery Emergency Block Grant in 2024-25 as reflected in the Estimated Actuals as such there is no planned action included in the 2025-26 LCAP.

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) and LCFF Priority #5 Pupil Engagement as measured by Graduation Rate.

For Students with Disabilities, the criteria met was due to LCFF Priority #4 Pupil Achievement as measured by the California Assessment of Student Performance and Progress (CAASPP) and LCFF Priority #5 Pupil Engagement as measured by Graduation Rate.

For Foster Youth, the criteria met was due to LCFF Priority #5 Pupil Engagement, as measured by Graduation Rate and LCFF Priority #6 School Climate as measured by Suspension Rate.

LACOE has supported LBUSD's improvement work in the following ways during the 2024-25 school year:

- California MTSS Overview

- FACE (Family and Child Education Program)

- FACE Social Emotional Learning

- PDSA (Plan Do Study Act) Foundations

- State and Federal Programs Meetings

- LCAP Meetings

- Data, Assessment and Accountability Network

- CALPADS Network (California Longitudinal Pupil Achievement Data System)

- Golden State Pathways Meetings

- CTE Meetings (Career Technical Education)

- Designated Subjects Credential Workshop

- Instructional Strategies to Support Students Professional Development
- Dual Enrollment Toolkit Training
- Linked Learning Alliance
- Migrant Education Program Professional Development Workshops
- Math and Integrated ELD Professional Development
- Direct Service Agreement Training

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 are cohesive and aligned goals, as well as a focus on historically-underserved student groups. With this in mind, LBUSD was very intentional in creating LCAP goals that spotlight and focus on each of the identifiers for differentiated assistance:

• English Learners - Goal 3 (Actions 3.1 and 3.2) - High Quality Learning for English Learners and Long Team ELs . Metric 3.1 addresses improvement in student performance. Metric 3.6 addresses the graduation rate of ELs.

• Students with Disabilities - Goal 4 and its four Actions- High Quality Learning for Students with Disabilities. Metric 4.3 addresses graduation of students with disabilities. Metric 4.4 addresses improvement in student performance.

• Foster Youth - LCAP Goal 5 (Action 5.1) - High Quality Learning for Foster and Homeless Youth. Metric 5.7, 5.8 and M7.02 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 EL, Students with Disabilities and Foster Youth subgroups.

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 2 schools are eligible for Comprehensive support and improvement in LBUSD:

- Reid High School (Graduation Rate)
- EPHS (Graduation Rate)

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 "at-promise" students 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, (presentation link) during the month. The students were then given time to complete the ThoughtExchange, while staff could answer any question that students posed.Dialogue and questions about the LCAP and Budget were encouraged.

Towards the end of March, groups such as SANKOFA shared their perspectives, enriching the dialogue further. Community-based organizations, including LBUSD parent groups, LBUSD's SELPA director and Community Advisory Committee, and labor partners represented by the Teachers Association of Long Beach (TALB), were also involved through the process of providing feedback throughThought Exchange. Families of elementary and middle school students were reached through Parent Community Facilitators during the months of March and April, while the Family Leadership Institute Cohort participated in a Thought Exchange session on March 28th.

Throughout this process, LBUSD staff- including teachers, administrators and other school and district staff- contributed actively, attending operational meetings, which included presentations that provided context to the LCAP process, understanding the document, looking at data, and how to contribute to the priorities. Staff were encouraged to utilize 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 asked specifically, “As we develop next year’s LCAP, what programs, services, or supports do you believe will have the most impact on student success in LBUSD? It also included rating others’ responses.

Here are the results: Participants: 2,318 Thoughts: 1,510 Ratings: 36,029

Participants Demographics (self selected):

74%	Parents/Guardians	36%	Latino/a or Latinx
21%	LBUSD Students	24%	White
3%	LBUSD Certificated Staff	9%	African American/Black
1%	Community Member	7%	Decline to State
1%	LBUSD Classified Staff	9%	Two or More Races
<1%	LBUSD Administrator	5%	Asian
		4%	Other
		2%	Cambodian
		3%	Filipino
		1%	Native American
		<1%	Pacific Islander

Draft LCAP Posted and Presented

On May 2, 2025 the first draft of the LCAP was posted along with a community feedback opportunity. The draft was presented to DCAC on May 15, 2025 and to DELAC on May 6, 2025.

Final Draft Public Hearing, Community Report, and Board Approval

On May 30, 2025, the Draft 2 of the LCAP was posted and another opportunity for feedback was presented. At the regularly scheduled Board of Education meeting on June 4, 2025, a Public Hearing was held, as well as a presentation to the Board about the Budget and Final Draft of the LCAP. This presentation was also presented at DCAC on June 6, 2025 and at DELAC on June 3, 2025. 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 16, 2025. Board approval is scheduled for the June 18th meeting.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	LCAP 101+ Thought Exchange (3/4/25), Thought Exchange preliminary results (4/1/25), Draft LCAP and Feedback (5/6/25), LCAP Draft #2 (6/3/25) LCAP Draft Feedback opportunity LINK

District Community Advisory Committee (DCAC)	LCAP 101+ Thought Exchange (2/27/25), Thought Exchange preliminary results(3/27/25), ThoughtExchange results, LCAP Sections (4/24/25), Draft LCAP and Feedback (5/15/25), LCAP Draft #2 (6/6/25) LCAP Draft Feedback opportunity LINK
Educational Opportunities for Native Americans (EONA)	LCAP 101+ Thought Exchange (3/18/25) LCAP Draft Feedback opportunity
Raising Student Voices and Participation (RSVP) (student group)	(3/13/25)
SANKOFA Parent Village	(3/26/25) LCAP 101 + ThoughtExchange LCAP Draft Feedback opportunity
LBUSD Families	ThoughtExchange-District Website/Flyer with QR codes at sites/Parent Community Facilitator
Labor Partners- TALB and CSEA	ThoughtExchange-District Website/Flyer with QR codes at sites/ LCAP Draft Feedback opportunity
Elementary and Middle School Families	Through Elementary and Middle School Parent Community Facilitators
Family Leadership Institute Cohort	LCAP 101+ Thought Exchange (3/28/25)
LBUSD Staff, including teachers, administrators and other school and district staff.	TK-12 Operational Meetings, Facilitator Meeting, LCAP webpage, ThoughtExchange
Board of Education	Mid-Year LCAP Update (2/19/25); LCAP Draft #1 comprehensive overview(5/7/25); LCAP Condensed overview (5/19/25) LCAP Draft #2 (6/4/25), Final Draft (6/18/25)

Equity Multiplier Schools (EPHS and Reid)	EPHS: Shared Community Input Document; the document was used at three different meetings to determine areas that funds from the Equity Multiplier Grant could provide support. Please see dates and document below. ● ILT meeting on May 15th ● SSC meeting on May 15th ● Staff Meeting on May 16th ● Community Input Document REID: On May 15, 2024, during a School Site Council meeting, stakeholders collaboratively brainstormed and strategized potential uses for the funds to best address student needs. This planning process continued during the September 30, 2024, School Site Council meeting, where the council agreed to allocate a portion of the funds to increase the student-to-adult ratio both inside and outside the classroom. Additionally, stakeholders prioritized hiring a dedicated tutor to support students specifically in Math and English. Student voice remained central to the planning process. As a result of ongoing student engagement, the Activities and Fitness Rooms were established to support student well-being and engagement on campus. As part of our continuous improvement cycle, we reviewed the progress of these initiatives during the January 13, 2025, School Site Council meeting. Based on the positive impact observed, stakeholders agreed to continue the programs into the next academic year and to explore the possibility of hiring additional college aides and tutors. 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.

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

With over 2,000 participants engaged in our ThoughtExchange, in-person parent meetings, staff engagement, and student engagement, the team synthesized and connected shared thoughts to our district's goals, state priorities, and community themes. Participants highlighted several key areas: academic support programs, mental health resources, teacher support/training, tutoring services, arts programs, and parental involvement.

The community emphasized the importance of smaller class sizes, particularly spotlighting the need for more individualized instruction and teacher-student interaction. Special education services, wellness centers in middle and high schools, and career guidance were also frequently discussed, underscoring the desire for comprehensive support and preparation for students.

By aligning community voices with state priorities such as Student Achievement (Priority 4), School Climate (Priority 6), and Student Engagement (Priority 5), staff are demonstrating a direct connection to our Local Control and Accountability Plan (LCAP). For instance, comments about the need for increased mental health support directly inform our Goal 9: Accelerate Learning for All Students, and sentiments about diversity and inclusion support Goal 7: Promote Culturally Affirming Education.

Throughout the document, the following community inputs have guided the formulation of our LCAP goals and actions, ensuring that our initiatives are rooted in the priorities and needs identified by our community.

Community Theme	Sentiment	LCAP Goals	State Priorities
Academic Support Programs	Strong emphasis on the need for academic support to ensure all students can meet educational standards	Goal 1, Goal 4	Priority 4, Priority 8
Mental Health Support	Significant concern for student well-being, mental health resources, and counseling services	Goal 1, Goal 9	Priority 6
Teacher Support/Training	Desire for ongoing professional development and support for teachers to enhance teaching effectiveness	Goal 8	Priority 2, Priority 1
Tutoring Programs	High demand for tutoring services to help students overcome learning gaps and improve their academic performance	Goal 1	Priority 4
Arts Programs	Advocacy for integrating music, art, dance, and theatre into the curriculum to foster creativity and cultural appreciation	Goal 1, Goal 7	Priority 5, Priority 7
Parent Involvement	Strong belief in the importance of parental engagement and workshops to improve student success	Goal 6	Priority 3
Special Education Services	Need for tailored educational services and supports for students with disabilities	Goal 4	Priority 4, Priority 8
Wellness Centers in Middle & High Schools	Appreciation for wellness centers offering mental health support and counseling, making schools safer and more supportive	Goal 9, Goal 5	Priority 6
Career Guidance	Encouragement for preparing students for post-secondary education and careers through dedicated guidance programs	Goal 1, Goal 9	Priority 7, Priority 8

Community Theme	Sentiment	LCAP Goals	State Priorities
Extracurricular Activities	Importance of providing opportunities for students to engage in clubs, sports, and other activities for well-rounded development	Goal 1	Priority 5
Smaller Class Sizes	Advocacy for reducing class sizes to improve teacher-student interaction and personalized instruction	Goal 1	Priority 1
Enrichment/After School Programs	Desire for programs and activities that offer academic and social development beyond regular school hours	Goal 5	Priority 5, Priority 8
Diversity and Inclusion of Black Student Achievement	Emphasis on supporting initiatives and programs for black student achievement and inclusion	Goal 2	Priority 4, Priority 5
Restorative Justice	Need for implementing restorative justice programs to improve school climate and address behavioral issues constructively	Goal 7	Priority 6
Physical Education	Advocacy for making physical education programs available to support student health and development	Goal 1	Priority 5
School Safety	Significant concern for the safety and security of students within the school environment	Goal 1, Goal 6	Priority 6
Diversity and Inclusion	Commitment to promoting diversity, equity, and inclusion across all student demographics	Goal 7	Priority 5

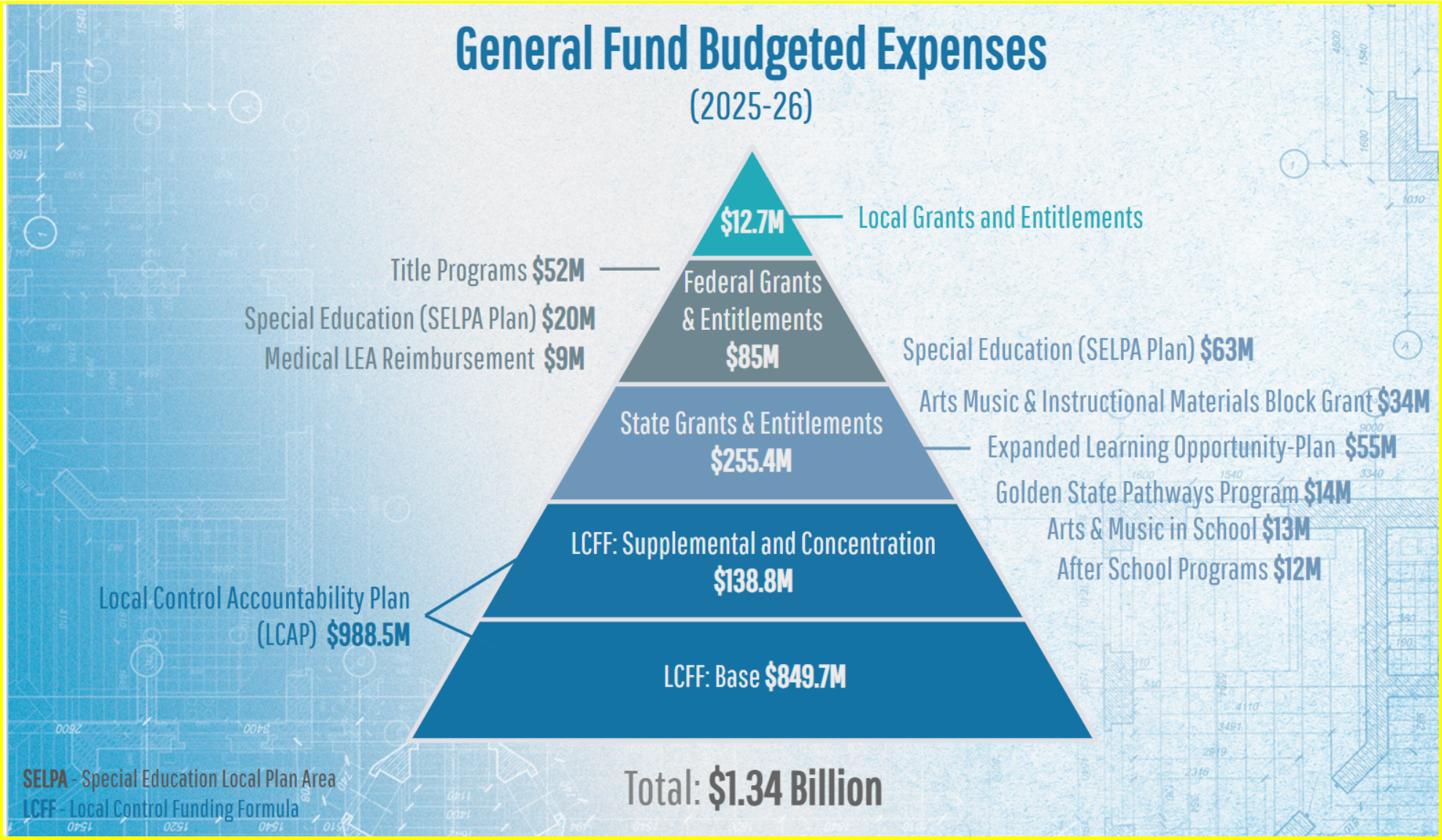
Goal 9 in the LCAP details the community engagement of the Equity Multiplier schools, including the schools' notes submitted from the community meetings. Action 9.2 (Reid) and Action 9.3 (EPHS) were identified as a direct result of the community engagement meetings at Reid (5/15/24) and EPHS (5/15/24 and 5/16/24).

Continuing from last year's ThoughtExchange, staff ensured 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 and 3.2
- 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

General Budget

In order to be responsive to community requests as well as provide a clear understanding of the full district budget, the 'budget pyramid' has been used throughout the LCAP process, which shares the following graphic depiction about the general budget:


General Fund Budgeted Expenses
(2025-26)
$12.7M
Local Grants and Entitlements
Title Programs $52M
Special Education (SELPA Plan) $20M
Medical LEA Reimbursement $9M
Federal Grants & Entitlements $85M
Special Education (SELPA Plan) $63M
Arts Music & Instructional Materials Block Grant $34M
State Grants & Entitlements $255.4M
Expanded Learning Opportunity-Plan $55M
Golden State Pathways Program $14M
Arts & Music in School $13M
After School Programs $12M
LCFF: Supplemental and Concentration $138.8M
Local Control Accountability Plan (LCAP) $988.5M
LCFF: Base $849.7M
SELPA - Special Education Local Plan Area
LCFF - Local Control Funding Formula
Total: $1.34 Billion

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**High Quality Learning for All Students** 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 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 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 section.

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)

2024-25 Update: In an attempt to update the data, here are the most recent results:

2024 California School Dashboard, the following are in the lowest of the five categories, also known as the “Red” level:

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:

• Suspension Rate: Long Term English Learners and Foster Youth.

• Graduation Rate: Students with Disabilities and English Learners.

• English Language Arts: Students with Disabilities.

• Mathematics: Foster Youth and Students with Disabilities.

Updating the data for the **2023-24 SBAC:**

English Language Arts: 49.52% met or exceeded standard, an increase of 1% from the previous year (all students).

Math: 36.35% met or exceeded standard, an increase of close to 2% from the previous year (all students).

Measuring and Reporting Results

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M1.01	Source: Smarter Balanced Assessments		2022-23 SBAC ELA	2023-24 SBAC ELA	Target (Year 3)	
M1.01	Percentage of students who meet or exceed standards on **SBAC ELA**	All Students	48.1%	49.5%	61.0%	1.4%
		Economically Disadvantaged	41.3%	40.3%	59.0%	-1.0%
		African Americans	32.9%	34.4%	55.0%	1.5%
		Hispanic	41.6%	42.8%	59.0%	1.2%
		English Learners	14.3%	13.7%	48.0%	-0.6%
		Students with Disabilities	16.3%	16.7%	49.0%	0.4%
M1.02	Source: Smarter Balanced Assessments		2022-23 SBAC Math	2023-24 SBAC Math	Target (Year 3)	
M1.02	Percentage of students who meet or exceed standards on **SBAC Math**	All Students	34.4%	36.3%	50.0%	1.9%
		Economically Disadvantaged	27.4%	27.5%	47.0%	0.1%
		African Americans	18.5%	20.1%	43.0%	1.6%
		Hispanic	27.7%	29.5%	47.0%	1.8%
		English Learners	10.4%	11.4%	40.0%	1.0%
		Students with Disabilities	12.3%	13.5%	41.0%	1.2%
M1.03	Source: Smarter Balanced Assessments: CAST		2022-23 CAST Science	2023-24 CAST Science	Target (Year 3)	
M1.03	Percentage of students who meet or exceed standards on CAST (**Science**)	Grade 5	30.1%	30.0%	62.0%	-0.1%
		Grade 8	22.9%	25.3%	50.0%	2.4%
		Grade 12	24.4%	23.4%	50.0%	-1.0%
M1.04	Source: DataQuest		2022-23	2023-24	Target (Year 3)	
M1.04	Percentage of 4-year cohort graduates who complete the **A-G requirements** (DataQuest)	High School Graduates	56.9%	58.4%	66.0%	1.5%
M1.05	Source: College/Career Indicator		2022-23	2023-24	Target (Year 3)	
M1.05	Percentage of 4-year cohort graduates who complete a **Career Technical Education (CTE) pathway**	High School Graduates	31.7%	33.4%	48.0%	1.7%
M1.06	Source: Local data		2022-23	2023-24	Target (Year 3)	

M1.06	Percentage of 4-year cohort graduates who complete the **A-G requirements and a Career Technical Education (CTE) pathway**	High School Graduates	22.8%	23.7%	30.0%	0.9%
M1.07	Source: College Board		2022-23	2023-24	Target (Year 3)	
M1.07	Passing rate of 11th and 12th grade **Advanced Placement exams** (3 or higher)	Grades 11 and 12	40.1%	45.2%	52.0%	5.1%
M1.08	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M1.08	Percentage of 11th graders who achieve **"Ready for College"** in the **Early Assessment Program – English** (Standard Exceeded on SBAC ELA Gr 11)	Grade 11	23.5%	24.2%	31.0%	0.7%
M1.09	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M1.09	Percentage of 11th graders who achieve **"Ready for College"** in the **Early Assessment Program – Mathematics** (Standard Exceeded on SBAC ELA Gr 11)	Grade 11	10.7%	9.8%	27.0%	-0.9%
M1.10	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M1.10	Percentage of Grade 3 students who meet or exceed grade-level standards on the state **English Language Arts SBAC assessment** (Board Goal 1)	Grade 3	47.7%	47.7%	61.0%	0.0%
M1.11	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M1.11	Percentage of Grade 4-8 students 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 (Board Goal 2)	Grades 4 - 8 who scored "Not Met" in previous year and now meeting scale score ELA growth target	28.0%	28.0%	60.0%	0.0%
M1.12	Source: Local data				Target (Year 3)	
M1.12	LBUSD students achieving **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:% of students receiving C or better grade (English courses) E. Grades 9-12:% of students receiving C or better grade (Math courses)	A. Grade K (FRSA)	64%	77%	75%	13%
		B. Grades 1-8 (i-Ready Reading)	59%	58%	70%	-1%
		C. Grades 1-8 (i-Ready Math)	58%	56%	70%	-2%

	*FRSA- Foundational Reading Skills Assessment **Diagnostic Test Administration comparing results from administration #1 with administration #3.	D. Grades 9-12 (English ABC Rates)	83%	84%	85%	1%
		E. Grades 9-12 (Math ABC Rates)	74%	72%	80%	-2%
M1.13	Source: Local data		D1-D3, 2023-24	D1-D2, 2024-25	Target (Year 3)	
M1.13	Students achieving below grade level demonstrating **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. Students ≥1 grade levels below at D1 on track for Accelerated i-Ready Reading Growth	36.0%	**45.7%**	50.0%	9.7%
		B. Students ≥1 grade levels below at D1 on track for Accelerated i-Ready Math Growth	32.0%	**42.1%**	48.0%	10.1%
M1.14	Sources: CA State Dashboard		June 2023	June 2024	Target (Year 3)	
M1.14	Percent of graduates who are **college and career ready** (Superintendent Goal 3.1)	Percent of 4-year cohort graduates who are college/career ready	46.1%	48.8%	65.0%	2.7%
M1.15	Source: Local data		2024-25	2025-26	Target (Year 3)	
M1.15	Number of **interdisciplinary units** created for Elementary and Middle Schools (Priority 2: Implementation of State Standards- Local Indicator)	Elementary School Level	3 (Projected)		9	
		Middle School Level	3 (Projected)		9	
M1.16	Source: Local data (QCI-1 Exit Survey)		2023 Semester 1	2024 Semester 1	Target (Year 3)	
M1.16	Implementation of **Quality Core Instruction (QCI) strategies** (Priority 2: Implementation of State Standards- Local Indicator)	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."	94.0%	96.0%	97.0%	2.0%
M1.17	Source: Local data (QCV Findings)		2023-24	2024-25 *Rating 2-4/3-4*	Target (Year 3)	
M1.17	Percent of favorable responses on the **Quality Core Visit** (QCV- classroom visits) surveys (Priority 2: Implementation of State Standards- Local Indicator)	Area 1: Student Centered, Culturally Relevant Content	50.0%	**78%/44%**	59.0%	
		Area 2: Clear and Explicit Learning Intention and Success Criteria	61.0%	**83%/58%**	70.0%	
		Area 3: Standards-aligned Rigorous Task	73.0%	**86%/57%**	82.0%	
		Area 4: Intentional and Consistent Engagement	64.0%	**76%/52%**	73.0%	
M1.18	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	

M1.18	Gap between the percent of students who are low income and all other students who meet or exceed standards on **SBAC ELA** and **SBAC Math** *SES - socioeconomic status*	Low SES - ELA	38.0%	40.2%		2.2%
		Not Low SES - ELA	60.5%	64.0%		3.5%
		Gap - SBAC ELA	22.5%	23.8%	2.0%	1.3%
		Low SES - Math	24.6%	27.5%		2.9%
		Not Low SES - Math	46.3%	50.1%		3.8%
		Gap - SBAC Math	21.7%	22.6%	3.0%	0.9%
M1.19	Source: Local data (4-year cohort graduation rate)		2022-23	2023-24	Target (Year 3)	
M1.19	Gap between the percent of students who are low income and all other students who are **4-year cohort graduates**	Low SES Rate	80.4%	81.5%		1.1%
		Not Low SES Rate	85.5%	85.2%		-0.3%
		Graduate Gap	5.1%	3.7%	2.5%	-1.4%

Goal Analysis for 2025-26

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.

Action 1.1 – Pupil Services:
The actions for Pupil Services (Action 1.1) were fully implemented to address the needs of students with disabilities. A key success was the quarterly meetings with school psychologists, counselors, and social workers, where topics impacting students with disabilities were addressed, including bias, mental health support, the impact of trauma, and interventions to address trauma. However, a notable challenge was equipping PPS staff to train school staff at their respective schools.

Action 1.2 – Instruction:
All LBUSD students, TK–12, have teachers who have been trained in Quality Core Instruction (Tier 1).

Action 1.3 – Instruction-Related Services:
The Instruction and Intervention Coordinator (IIC) role was fully implemented in alignment with the planned actions outlined in the 2024–25 LCAP. IICs engaged in strategic collaboration with principals and teaching teams to enhance instructional coherence and support data-informed practices across all school sites. The core structure of the Plan-Do-Study-Act (PDSA) cycle was consistently utilized to plan instruction, monitor student progress, and refine practices in response to formative data. While the IICs provided site-based coaching and facilitated teacher collaboration, the scope and depth of implementation varied across schools depending on site readiness, leadership capacity, and competing demands on staff time.

- A key **success** was the strengthened use of formative assessment data to inform instructional adjustments, resulting in increased teache efficacy and improved instructional alignment with student needs. Additionally, several sites reported more focused and effective Tier 1

instruction due to the sustained, job-embedded coaching provided by the IICs.

- A **notable challenge** was variability in implementation fidelity across school sites. Some IICs were tasked with responsibilities outside th core instructional coaching role, which reduced the time available for PDSA facilitation and professional learning. This **substantive difference** in role clarity affected consistency in support and diminished impact at a small number of schools. Additionally, staffing shorta occasionally disrupted planned collaboration and delayed feedback cycles.

- This action is especially critical for closing opportunity gaps for students identified as red on the California Dashboard, such as Students Disabilities and English Learners, by supporting more responsive, standards-aligned instruction across all schools.

Action 1.4 – Counseling Support:
During the 2024–25 school year, Long Beach Unified School District (LBUSD) expanded counseling services and supports to promote student mental health and social-emotional learning (SEL), with an emphasis on historically underserved student groups. Implementation included additional counseling staff beyond school site counselors, specifically to support students with elevated needs related to coping skills, emotional regulation, and social development.

To address disparities identified in Dashboard indicators—such as high chronic absenteeism and suspension rates—implementation was prioritized at schools with high concentrations of students in the red performance levels, including Students with Disabilities, English Learners, African American students, Foster Youth, and Homeless Youth. Additional counseling support and SEL resources were directed to these sites first, followed by a broader rollout to other schools.

A key success was increased visibility and access to SEL programming districtwide. Schools reported more students accessing counseling services, greater awareness among families and educators about available supports, and positive feedback regarding counselor-led SEL lessons. At high-need sites, early signs of reduced chronic absenteeism were observed.

A key challenge was Counselors with competing priorities had limited time available for proactive SEL work. Differences in staff readiness, scheduling flexibility, and site unique contexts also led to variability in implementation fidelity across schools. While some campuses made strong progress in embedding SEL and trauma-informed practices, others required additional support to fully integrate these systems.

Overall, LBUSD successfully implemented the planned actions, while continuing to refine support structures to strengthen equity, site readiness, and long-term sustainability.

Action 1.5 – Library Education Program:
Action 1.5, the Library Education Program was implemented to support students' unique identities by ensuring access to inclusive and representative library collections. This year, the program successfully added nearly 2,500 new, enticing, and diverse titles to school libraries across the district. These titles were selected with attention to representing a wide spectrum of student identities, including race, ethnicity, socioeconomic status, disability, language background, foster youth experiences, immigrant experiences, neurodiversity, religious beliefs, gender identity, and sexual orientation.
A notable success was the excitement and increased student engagement around the new titles, along with the aesthetic improvement of library spaces through updated displays and signage. However, a key challenge involved balancing the desire to add fresh, high-interest content with the need to maintain and replace aging core collection materials, ~~given limited budgets.~~

Action 1.6 – Literacy Support:
Implementation Highlights:

- Literacy teachers were deployed to high-needs elementary and K–8 schools.
- Ongoing professional development was provided to support structured, research-based interventions.
- High-quality literacy intervention materials were purchased and distributed to students.
- Curriculum TOSAs supported teachers through coaching, modeling, and professional development.

Successes:

- Effective implementation at sites with dedicated intervention time and TOSA collaboration.
- Strong alignment to equity initiatives and learning acceleration goals.

Challenges:

- Inconsistent site implementation
- Limited collaboration time presented a challenge to fully leverage the expertise of the TOSAs.

Action 1.7 – Learning Acceleration Supports:
Implementation Summary:
In the 2024–2025 academic year, LBUSD continued to implement a range of academic and college-readiness supports as outlined in Action 1.7. Programs and services such as high school tutoring, credit recovery (APEX and Edgenuity), assessment preparation (i-Ready, PSAT/SAT), and dual enrollment were broadly implemented across high school campuses. These initiatives aimed to increase graduation rates, support underperforming students, and improve college and career readiness.

Substantive Differences in Implementation:

- Agile Minds was discontinued due to data indicating its ineffectiveness within our system. This change reflects our data-driven commitment to continuous improvement.
- Khan Academy was transitioned from the paid version to the free version for the 2025–2026 academic year, maintaining access for students and staff.
- Edgenuity was piloted as an additional online credit recovery platform in 2024–2025 to support English Language Learners and will continue to be offered at selected sites as a credit recovery platform option.

Action 1.8 – CTE/Linked Learning:
Implementation Summary:
This action focused on allocating personnel and resources to support Long Beach Unified Pathways that utilize rigorous coursework, anchored in Career Technical Education (CTE), technical training, work-based learning, and related student services to create connections between high school, college, and careers. These models are central to the district's strategy for improving student achievement and preparing students for postsecondary success. Efforts included staffing, work-based learning resources, and support for programs such as the Poly Academy of Accelerated Learning (PAAL).

Substantive Differences in Implementation:

- The Pathway/SLC Coordinators Teacher on Special Assignment (TOSA) classification was discontinued during the year. A new Pathway Facilitator role was created and funded using CTE-aligned grant funds, rather than LCAP funds.

Action 1.9 – Wellness Centers:
Wellness Centers support Social-Emotional Learning, Counseling, and Conflict Resolution at K–8, Middle, and High Schools (Action 1.9). The action was fully implemented to address the needs of our most marginalized students, including foster and homeless youth. A key to the success was the following critical goals being met:

- **Fostering a Safe and Supportive Environment/Promoting Equity in Access to Support:** Students are better able to focus and engage in learning when they feel safe, valued, and emotionally supported. Wellness Centers provide a space where students can process emotions and challenges, reducing anxiety and behavioral disruptions. By offering these services universally across all school levels, Wellness Centers ensure that all students, regardless of background, have the tools and support they need to thrive. If a Wellness Center Social Worker completes a needs assessment that requires external support, access to support continues through our intensive case management services model.

- **Supporting Mental Health and Well-being: Mental health has a direct impact on cognitive function, concentration, and memory,** key components of academic success. Students have the option to attend individual and/or group counseling sessions. Students also have the option to request a “brain break” if they need only a few minutes of mindfulness practice before returning to the classroom. This unlimited access to counseling helps students manage stress, trauma, or social issues that might otherwise hinder learning.

- **Teaching Essential Life Skills through Social-Emotional Learning (SEL): SEL teaches students how to regulate emotions, communicate effectively, collaborate with others, and make responsible decisions—all of which are essential** for success in school and life. These skills foster a positive school climate and boost academic outcomes. Life skills (Second Step) are offered individually and through group workshops by our Social Work team and external collaborators within our local community agencies.

- **Reducing Conflict and Enhancing School Culture:** Conflict resolution programs reduce disciplinary incidents and build respectful, inclusive school communities. Wellness Centers offer restorative practices, such as circles, to help repair harm and restore relationships, thereby minimizing disruptions to learning.

- **Partnership for Equity – Wellness Centers & Bethune Homeless/Foster Youth Unit (BHFU):** Wellness Centers work closely with the Bethune Homeless and Foster Youth Unit (BHFU) to ensure that students experiencing homelessness or in foster care receive the social-emotional, mental health, and conflict resolution support they need to succeed in school. This has been successfully achieved due to proactive identification and outreach, integrated case management, and ongoing trauma-informed support from the Social Work teams.

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.

High Quality Learning & Instruction, the Budgeted Expenditure was $519.8 million, while the Estimated Actuals came in slightly higher at $522.1 million, reflecting a modest 0.45% increase. This difference is primarily due to variances in instruction-related personnel salaries.

Action 1.7 – Learning Acceleration Supports:
The discontinuation of Agile Minds and the shift to the free version of Khan Academy resulted in cost savings, which were reallocated to support other academic interventions and staffing. Actual expenditures for APEX and Edgenuity were slightly higher due to the additional cost of piloting the new platform.

Action 1.8 – CTE/Linked Learning:
There will be material cost savings in the 2025–2026 academic year due to the transition from the Pathway/SLC Coordinator TOSA position to the grant-funded Pathway Facilitator model.

Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9:
No material differences in budgeted and actual expenditures were reported.

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

- **Action 1.1 – Pupil Services:**
  The actions for Pupil Services (Action 1.1) were effective. Evidence of effectiveness is demonstrated by the growth of students with disabilities in the FRSA Grade K subgroup, who showed a 9.45% increase in the percentage of students meeting or exceeding standards. In comparison, the combined increase across all subgroups was 13%.

- **Action 1.2 – Instruction:**
  The assistant superintendents of Elementary and Secondary Schools, along with principal supervisors, monitor the classroom implementation of Quality Core Instruction through accountability structures (ILW, CDS, and QCV).

- **Action 1.3 – Instruction-Related Services:**

  The IIC role has been **highly effective** in supporting the goal of increasing instructional capacity and improving outcomes for students, particularly those in targeted student groups. Through coaching cycles, data reflection, and site-based professional learning, IICs have supported teacher growth and consistency in core instructional practices. Internal progress monitoring and principal feedback highlight increased teacher confidence in using data to drive instruction, stronger alignment between planning and student needs, and improved student engagement and achievement in core content areas. The effectiveness of this action is most evident in sites where PDSA cycles are fully embedded and supported by aligned leadership practices.

- **Action 1.4 – Counseling Support:**

The expansion of counseling services and SEL programming has been effective in increasing student access to mental health supports and advancing progress toward the district's equity and wellness goals. Targeted outreach to student groups with persistent outcome disparities—particularly English Learners, Foster Youth, and African American students—has led to increased service utilization and stronger family engagement.

Positive outcomes have included:

- Early reductions in chronic absenteeism at high-need sites.
- Improved behavioral data and reductions in repeat behavioral referrals.
- Strong student and teacher feedback on counselor-led SEL classroom lessons.
- More cohesive coordination between school site counselors and district-level attendance counselors, including proactive home visits and family meetings to support re-engagement.

Despite these successes, the effectiveness of implementation varied by site. These variations highlight the importance of targeted capacity-building and continued investment in implementation support.

- **Action 1.5 – Library Education Program:**
  The Library Education Program was effective in making progress toward Goal 1 by fostering student engagement in reading through more relevant and inclusive materials. Evidence includes the addition of nearly 2,500 new titles that better reflect the diversity of the student population. Many secondary libraries also began implementing genrefication—a library organization method that has been shown to improve accessibility and increase circulation. Further, updated displays and signage have helped libraries become more welcoming and functional environments. Early feedback suggests increased student interest and circulation in many sites.
- **Action 1.6 – Literacy Support:**
  Indicators of Success:
  - Growth in early literacy data (foundational skills, fluency, i-Ready).
  - Positive trends for unduplicated pupils at high-implementation sites.
  - Increased coherence in instructional language and Tier 1 practices via TOSA support.

  Ongoing Needs:
  - Greater consistency across sites in implementing intervention models.
  - Stronger accountability for literacy teacher role fidelity and program monitoring.
- **Action 1.7 – Learning Acceleration Supports:**
  Effective Actions:
  - Dual enrollment opportunities, free access to PSAT/SAT and AP exams, and the implementation of i-Ready demonstrated strong alignment with graduation readiness goals and had a positive impact on metrics related to college access and academic proficiency.
  - The USC college advisors program demonstrated effectiveness in increasing postsecondary planning activities and FAFSA completion rates, especially among underrepresented students.

Partially Effective Actions:

- APEX and Edgenuity continued to support credit recovery efforts, although student engagement remained uneven.

Ineffective Actions:

- Agile Minds was discontinued due to a lack of measurable impact on Algebra proficiency or overall student achievement in math.

- **Action 1.8 – CTE/Linked Learning:**
  Effective: Pathway-aligned funding and support staff played a crucial role in implementing pathway activities, coordinating work-based learning, and enhancing awareness and participation in postsecondary opportunities.
  Adjustments Needed: The shift from Pathway Coordinator TOSA to Pathway Facilitator reflects grant-aligned staffing.

- **Action 1.9 – Wellness Centers:**
  Wellness Centers support Social-Emotional Learning, Counseling, and Conflict Resolution at K–8, Middle, and High Schools (Action 1.9) to ensure high-quality learning for all students. Wellness Centers are effective because they address the holistic needs of students, focusing on their emotional, mental, and social well-being, which directly impacts their ability to learn and thrive in school.

Key Success Evidence:

- **Walk-In Data:** MS/K–8 (21 sites): 106,563 total; HS (11 sites): 44,917 total.
- **Synergy Counseling Data:**
  - Check-in Counseling (32 sites): 13,719 total.
  - Individual Counseling (32 sites): 9,922 total.
- **Group Counseling Data:** SEL conducted through Second Step Curriculum (32 sites): 20,491 participants.
- **Support Services Provided Data (BHFU):**
  - Interventions provided to foster youth: 3,650.
  - Interventions provided to homeless students: 10,098.

Notable Challenge:

- Differentiating conflict resolution data: Crisis data is gathered but encompasses suicide assessments, threat assessments, and disciplinary restorative interventions. Data specific to conflict resolution alone is currently unattainable, and we are unable to determine the results.

The above data underscores the vital need for continued support of the Wellness Centers. The consistent demand for social-emotional support suggests a clear conclusion: Wellness Centers are needed. Being there, on campus, accessible, and available when students need support most is what sets Wellness Centers apart. They are not just a support system—they are often the support system that enables students to stay in school, remain engaged, and access high-quality learning.

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.

- **Action 1.1 – Pupil Services:**
  The action continues as initially designed with no substantial alterations. All students will continue to be supported in a multidisciplinary manner.

- **Action 1.2 – Instruction:**
  Next year, sites will use the Quality Core implementation tool to quantify implementation and identify next steps.

- **Action 1.3 – Instruction-Related Services:**

Building on the impact of Action 1.3, the following **refinements** are planned for the 2025–26 LCAP year:

More targeted coaching cycles that directly align with school site goals and instructional priorities.
Increased dedicated time for teacher teams to engage in data analysis and collaborative planning.
Standardized protocols and tools for implementing the PDSA cycle across all schools to ensure consistent, high-quality reflection and action.
Expanded professional learning in evidence-based instructional strategies to support rigor and access for all student groups.
Feedback-informed adjustments based on site-specific needs and principal input to further strengthen coherence and impact.

The IIC role has been highly effective in supporting the goal of increasing instructional capacity and improving outcomes for students, particularly those in targeted student groups such as Students with Disabilities, English Learners, and Black students—who are among the lowest performing groups identified on the California Dashboard. Through coaching cycles, data reflection, and site-based professional learning, IICs have supported teacher growth and consistency in core instructional practices. Internal progress monitoring and principal feedback highlight increased teacher confidence in using data to drive instruction, stronger alignment between planning and student needs, and improved student engagement and achievement in core content areas. The effectiveness of this action is most evident in sites where PDSA cycles are fully embedded and supported by aligned leadership practices.These changes reflect a commitment to continuous improvement and maintaining the effectiveness of the IIC role in supporting instructional excellence and equity.

- **Action 1.4 – Counseling Support:**

Based on data review—including California Dashboard indicators, counseling service logs, and student wellness survey results—LBUSD has identified the need to improve implementation consistency and support across all sites.

Key refinements planned for the 2025–26 school year include:

Stronger integration between school site counselors and district-level attendance counselors, to support re-engagement efforts for students identified with chronic absenteeism or disengagement.
Enhanced site monitoring and differentiated support, including progress monitoring tools, structured check-ins, and coaching to address disparities in SEL and mental health implementation.
Refinement of expected outcomes to include increased consistency in SEL instruction, more clearly defined benchmarks for engagement and mental health support, and progress measures aligned with red group needs.
Expanded professional development, particularly for counselors at sites where implementation has lagged. This includes training in

trauma-informed practices, culturally responsive care, and strategies to integrate SEL into the instructional day without compromising academic supports.

These changes are intended to ensure that all students—particularly those in groups most impacted by adverse outcomes—have equitable access to mental health and SEL supports that are consistent, culturally affirming, and grounded in best practices.

- **Action 1.5 – Library Education Program:**
  As a result of this year's implementation, future iterations of Action 1.5 may prioritize balancing collection development by refining purchasing criteria to include both high-interest and core curriculum support materials. Additional professional learning for library staff is being considered to guide the selection of culturally sustaining literature while supporting academic standards. Further efforts will also explore equitable distribution of new titles and resources to ensure all school sites benefit similarly from the program.

- **Action 1.6 – Literacy Support:**
  Planned Improvements:

  - Clearer guidance for site leaders on literacy teacher expectations and use of time.
  - Expanded cohort collaboration and coaching from Curriculum TOSAs.
  - Focus on data-driven grouping and intervention aligned to Board Goal 2.
  - Strengthened cross-departmental communication to ensure coherence and equity.

- **Action 1.7 – Learning Acceleration Supports:**

  - Agile Minds has been removed from future implementation due to demonstrated ineffectiveness.

  - Khan Academy will be maintained in its free version only, with continued encouragement for teacher integration.

- **Action 1.8 – CTE/Linked Learning:**

  - Removal of Pathway/SLC Coordinator (TOSA) from the LCAP, as it is now replaced with a grant-funded Pathway Facilitator role.

- **Action 1.9 – Wellness Centers:**
  Wellness Centers will not be making any changes to the planned goal. Wellness Centers will continue to play a key role in engaging our most marginalized youth, including students experiencing homelessness and those in foster care. These students often face unique and significant barriers to learning that can impact their academic progress and emotional well-being. Wellness Centers provide them with consistent support, trusted adult connections, and access to critical resources that help meet both their basic and emotional needs. By addressing these foundational challenges, Wellness Centers help create the stability and sense of belonging that are essential for students to fully engage in high-quality learning experiences and reach their full academic potential.

A **Total Estimated Actual Expenditures** report of 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.	30,632,276	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	364,882,822	No

		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. 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.	68,770,179	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.	13,352,403	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	7,067,026	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.	14,311,273	Yes

1.7	Learning Acceleration Supports	The programs and services in this section include: ● High School Tutors ● Edgenuity ● CORE ● APEX ● Khan ● USC College Advisors ● 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 an online platform of courses that are A-G compliant that students may use to recover credits and/or to complete coursework. 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 an “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.	10,066,624	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 Pathways in Long Beach Unified utilize rigorous coursework, anchored in Career Technical Education (CTE), technical training, work-based learning, and related student services to create connections between high school, college, and careers. This approach: ●Allocates resources for work-based learning activities ●Provides resources to supplement the pathway program ●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.	2,366,544	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	5,734,969	Yes

Goal

Goal #	Description	Type of Goal
2	**High Quality Learning: Black Student Achievement** LBUSD will provide high quality learning of state standards for Black students through the quality core instruction framework and by centering the needs of Black students through other strategic initiatives and interventions, which will achieve the following: -By the end of the 2028 school year, eliminate the gap for meeting the Algebra A-G Requirement. -By the end of the 2028 school year, eliminate the gap for meeting the A-G Requirement. -By the end of the 2027 school year, halve the gap of Suspensions.	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.

2024-25 Update: In an attempt to update the data, here are the most recent results:

SBAC: Black students had almost a 2% increase in SBAC results for both English Language Arts (from 32.87% who met or exceeded standard in 2023 to 34.27% in 2024) and Math (from 18.467% who met or exceeded standard in 2023 to 20.10% in 2024).

CA Dashboard: In 2023, Black students in LBUSD appeared in the Red (lowest) category for Suspension Rate. In 2024, Black students declined by 1% in suspension rate. Black students did not appear in the Red for any category for LBUSD districtwide student results.

Measuring and Reporting Results

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M2.1	Source: Local data (Algebra completion rate)		June 2023	June 2024	Target (Year 3)	
M2.1	Percent of **Black/African American students** who meet the **Algebra A-G requirement** by the end of Grade 9 Proficiency gap between Black/African American students and all other students (Board Goal 3)	Black/African American students	64.0%		80.0%	
		Non-Black students	69.0%		80.0%	
		Algebra A-G Gap	5.0%		0.0%	
M2.2	Sources: 4-year Cohort A-G Graduation Calculation, CALPADS		June 2023	June 2024	Target (Year 3)	
M2.2	Percent of **A-G eligible Black/African American graduating seniors** Proficiency gap between Black/African American students and all other students (Board Goal 4)	Black/African American graduating seniors	43.8%	50.2%	66.0%	6.4%
		Other graduating seniors	58.7%	59.4%	66.0%	0.8%
		A-G Eligible Gap	14.9%	9.3%	0.0%	-5.6%
M2.3	Source: Local data				Target (Year 3)	

M2.3	Black and non-Black student **academic growth** (Superintendent Goal 1.3)	A. Foundational Reading Skills Assessment	2022-23 EOY	2023-24 EOY	Target (Year 3)	
		Black Kindergarten Students	59.2%	70.1%		10.9%
		Non-Black Kindergarten Students	65.2%	78.3%		13.1%
		FRSA Proficiency Gap	6.0%	8.2%	0.0%	2.2%
		B. Annual growth target on i-Ready Reading Diagnostic	D1-D3, 2023-24	D1-D2, 2024-25	Target (Year 3)	
		Black Grade 1-8 Students	56.0%	**56.0%**		0.0%
		Non-Black Grade 1-8 Students	59.0%	**58.0%**		-1.0%
		Reading Growth Target Gap	3.0%	2.0%	0.0%	-1.0%
		C. Annual growth target on i-Ready Math Diagnostic	D1-D3, 2023-24	D1-D2, 2024-25	Target (Year 3)	
		Black Grade 1-8 Students	54.0%	**56.0%**		2.0%
		Non-Black Grade 1-8 Students	58.0%	**57.0%**		-1.0%
		Math Growth Target Gap	4.0%	1.0%	0.0%	-3.0%
		D. A, B, or C in their English courses	2023 Semester 1	2024 Semester 1	Target (Year 3)	
		Black Grade 9-12 Students	81.0%	81.0%		0.0%
		Non-Black Grade 9-12 Students	83.0%	84.0%		1.0%
		English A-B-C Gap	2.0%	3.0%	0.0%	1.0%
		E. A, B, or C in their Math courses	2023 Semester 1	2024 Semester 1	Target (Year 3)	
		Black Grade 9-12 Students	69.0%	64.0%		-5.0%
		Non-Black Grade 9-12 Students	75.0%	73.0%		-2.0%
		Math A-B-C Gap	6.0%	9.0%	0.0%	3.0%
M2.4	Source: Spring Pulse survey	Favorable Rating Responses			Target (Year 3)	
M2.4	Black and non-Black students' **sense of personal identity, belonging and agency** (Superintendent Goal 2.2)	A. Agency	Spring 2024	Winter 2024	Target (Year 3)	
		Black Students	78.4%	**79.6%**		1.2%
		Non-Black Students	80.7%	**80.8%**		0.1%
		Agency Response Gap	2.3%	**1.2%**	0.0%	-1.1%
		B. Belonging	Spring 2024	Winter 2024	Target (Year 3)	
		Black Students	71.4%	**71.8%**		0.4%
		Non-Black Students	75.5%	**74.8%**		-0.7%
		Belonging Response Gap	4.1%	**3.0%**	0.0%	-1.1%

		C. Identity	Spring 2024	Winter 2024	Target (Year 3)	
		Black Students	81.7%	**82.0%**		0.3%
		Non-Black Students	82.7%	**82.4%**		-0.3%
		Identity Response Gap	1.0%	**0.4%**	0.0%	-0.6%
M2.5	Source: Cohort Graduation, CALPADS		2022-23	2023-24	Target (Year 3)	
M2.5	Black and non-Black student **access to and success in A-G completion** (Superintendent Goal 3.2)	Black Students	35.1%	40.9%		5.8%
		Non-Black Students	49.1%	49.7%		0.6%
		A-G Access/Success Gap	14.0%	8.8%	0.0%	-5.2%
M2.6	Source: Local data		2023-24 *as of 08.04.24*	2024-25 *as of 05.01.25*	Target (Year 3)	
M2.6	Black and non-Black student **suspension rates**	Black Students	9.1%	9.3%		0.2%
		Non-Black Students	3.2%	2.7%		-0.6%
		Suspension Rate Gap	5.8%	6.7%	3.6%	0.8%

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.

The actions for the Black Student Achievement Initiative (Action 2.1) were partially implemented to address the needs of Black students in English Language Arts and Mathematics. A key success was implementing a Sankofa Saturday's program for Black youth, which focused on supporting students in their identity and sense of belonging through enrichment. However, a notable challenge arose in developing a common foundation between student programs aligned to the academic nature of the Sankofa Summer Academy, potentially affecting students' access to culturally sustaining, accelerated learning opportunities designed to promote their academic and social-emotional growth in the content areas. We are clarifying our approach to addressing the disparity of outcomes for lowest performing groups by refining our understanding of academic enrichment to include the integration of student interests; advanced content, processes, and products; include broad interdisciplinary themes; foster effective independent and autonomous learning; provide differentiated culturally sustaining curriculum and instruction; and develop investigative creative problem solving abilities and creativity to align student learning experiences to approaches in the most advanced courses to cultivate student's academic growth and development in the content areas.

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.

Black Student Achievement showed no variance, with both the budgeted and actual expenditures aligning exactly at $2.05 million.

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

The actions for the Black Student Achievement Initiative (Action 2.1) were effective in the development of Sankofa Saturday programs in improving students' sense of identity and belonging. Evidence of effectiveness included increased attendance over time and perceptions of increased sense of identity and belonging as determined by student interviews, observations and parent surveys.

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.

Refinements to programs occurred and new programs developed due to the analysis of Black student performance at red sites. Clarification of academic enrichment will be emphasized to ensure an academic focus that supports student success in and across disciplinary subjects with emphasis on the development of students' racial-ethnic identities, academic identities and social and emotional health. Cultivating a sense of belonging for Black youth affirms their identities and supports their success in and across academic spaces. Culturally sustaining pedagogies, disciplinary literacy, transdisciplinary skills and academic dispositions will be emphasized to develop students' capacities for success in core subject areas along with supporting positive identity development. New approaches to professional learning will be added to support transformation in leadership, teaching and learning to positively impact outcomes for Black youth. These changes will strengthen the Black Student Achievement Initiative's (BSAI's) approach to promoting Black student growth and achievement.

Professional Learning

Action 2.1 - We are clarifying our approach to addressing disparity in outcomes for our lowest performing groups. So, training on equity design was added for students and staff to collaborate and think creatively about challenges and learn forward by prototyping for transformative change. Teachers and students will engage in equity-centered innovation processes that involve cycles of problem identification, research, co-design, testing, learning and refining solutions to address pressing academic challenges focused on the education of Black youth in our schools. Qualitative and quantitative measures will be used to measure effectiveness. Funds have been added to support implementation (Substitutes, professional learning, teacher planning, peer observation, materials, resources and partnerships).

Action 2.1 - Professional learning, including job embedded options, was added for educators focused on culturally relevant and sustaining education for Black youth as an opportunity to close gaps for the lowest performing student groups. Qualitative and quantitative measures will be used to measure effectiveness. Funds have been included to support Implementation (Substitutes, professional learning, training, peer observation, teacher planning, materials, conferences, resources and partnerships).

Action 2.1 - In addition to supporting student learning and growth, reimagine Sankofa Programs as sites for professional learning for staff focused on improving academic and social-emotional outcomes for Black youth as an opportunity to close the gap for lowest performing groups was added. Qualitative and quantitative measures will be used to measure effectiveness.

Action 2.1 - Incorporate practitioner expertise and voice in the design of Sankofa programming and curriculum development to promote continuous program improvement, teacher leadership and professional learning will be added. Qualitative measures will be used to measure effectiveness.

Action 2.1 - Funding was added to continue work with a cohort of master teachers on math literacy in preparation of increasing Black students' math literacy and Algebra readiness.

Student Programs and Services

Action 2.1 - Continue to identify cohorts of Black students to participate in Sankofa programs grounded in the core pillars of the Black Student Achievement Initiative (BSAI): academic achievement, social emotional wellness, and family engagement, focusing on refining the Sankofa Summer Academy and Sankofa Saturdays. As a result, Sankofa after school programming will be re-evaluated for future implementation.

Action 2.1 - Continue to identify Sankofa cohorts of Black students who will participate in extracurricular academic enrichment programming (as defined by Renzulli was added) centered on asset based studies of Black excellence, promoting positive identity development throughout the year.

Action 2.1 - As we address disparities in outcomes for our lowest performing groups, funding for the Sankofa Summer Academy of Excellence was increased to prototype college, career and community readiness experiences including STEAM components to develop science and math literacy while fostering creativity and social justice. (*Funding will include curriculum development, teacher planning, professional learning partnerships, community partnerships, and place - based learning opportunities.)*

Action 2.1 - Align all Sankofa student programs to the foundational elements of the Sankofa Summer Academy was added to focus on Black studies as culturally relevant and sustaining pedagogies emphasizing identity, agency, belonging, academic enrichment, acceleration, and transdisciplinary skills to promote students' social emotional and academic growth. Qualitative and quantitative measures will be used to measure effectiveness.

Action 2.1 - As we clarify our approach to addressing the disparity of outcomes for lowest performing groups, funding for the Black Literary Society was increased to centralize supports and create new prototypes, which expand into middle school and include support 6 - 12 for refinement of the program for new and returning students to promote their academic, intellectual, and social growth and development was added. Opportunities for student leadership, peer learning, mentorships and innovations in teaching and learning will be prototyped. Qualitative and quantitative measures will be used to measure effectiveness. *(Funding will include staffing at sites, professional learning, educator planning, educator meetings, student convenings, student and parent workshops, place based-learning experiences - local & national, partnerships, resource materials, and a speaker series).*

Action 2.1 - Continue funding Young Black Scholars and Black Student Unions to enhance student voice, promote culturally relevant experiences, transformative social emotional learning skills, mentorships, and enrichment. Alignment of BSU and YBS programming across sites will be added to strengthen students' identity development and a sense of belonging.

Action 2.1 - Continue funding HBCU tours to support college and career awareness for Black youth.

Social-emotional Health & Wellness

Action 2.1 - Identify evidenced based alternatives to suspensions that are culturally relevant and developmentally appropriate for Black youth, which includes intentionally implementing preventative measures for youth susceptible to suspension was added to clarify our approach to equitable and restorative practices addressing the disparity of outcomes related to suspensions for Black students. Qualitative and quantitative measures will be used to measure effectiveness.

Parent/Caregiver Supports
Action 2.1 - Continue providing parents with culturally relevant information and resources to support their student's growth and increase parent engagement with schools and the district through the Sankofa Parent Village.

Action 2.1 - Incorporating Sankofa Parent Village workshops that are specifically designed to support understanding of the goal of students' attaining Algebra proficiency by 9th grade is an opportunity to close the gap for lowest performing groups. Parent/caregiver sessions will be added with ideas to create conditions and cultivate routines that will support student success with emphasis on college and career readiness and math literacy. Qualitative and quantitative measures will be used to measure.

Growing infrastructure
Identify dedicated staff for the Center of Black Excellence who will lead and/or support efforts in enhancements for Black students and families, including social emotional wellness, academic achievement, and community engagement.
The Center's plan will build from the report, "The Center of Black Student Excellence: A Place Without Barriers and the 10 Elements" and will be created in partnership with Black students and their families to ensure community voice informs the development of programs and services that will be offered at the Center.

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. Here are some of the highlights from current work and future work. A description of 2025-26 planned work is as follows: ● 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. ● Activate the Center of Black Excellence to create enhancements that will uplift supports 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 will be a hub geared towards the educational experience of Black students. 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).	2,639,899	No

Goal

Goal #	Description	Type of Goal
3	**High Quality Learning: English Learners and Long Term English Learners** LBUSD will provide high quality learning of state standards for English Learners (EL) and Long Term English Learners (LTEL) through the quality core instruction framework and by centering the needs of ELs and LTELs through other strategic initiatives and interventions, which will achieve the following by the end of the 2027 school year: -Half the percentage of LTELs -Half the percentage of At Risk of becoming LTELs -Increase the percentage of ELs making progress to English language proficiency.	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 represent 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 them as fluent English Proficient students. However, if we focus solely on redesignation, 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:

English Learner (EL), according to the California Department

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 an increase of 4% of EL students who gained at least 1 ELPI level.

2024-25 Update: In an attempt to update the data, here are the most recent results:

SBAC: EL student results declined by less than a percentage point in English Language Arts meeting or exceeding standard (13.98% in 2024) and increased close to a percentage point in Math (11.41% in 2024). LTEL results declined in both English and Math both by approximately 1 percentage point.

CA Dashboard: LTELs appeared in the Red (lowest) category in one area: Suspension Rate, although there was no change from last years rate (8%) EL students appeared in the Red category in Graduation Rate, however the rate increased 4% from the previous year to 67%.

ELPAC: 10.83% scored proficient in the ELPAC, whereas 12.3% scored proficient the previous year.

Measuring and Reporting Results

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M3.1	Source: California School Dashboard	EL - English Learner	2023	2024	Target (Year 3)	
M3.1	Percentage of **English Learners** making progress towards **English language proficiency**	ELs progressing at least one level or maintained a Level 4 result from the prior year on the English Language Proficiency Assessments for California (ELPAC)	46%	41.2%	58%	-4.8%
M3.2	Sources: DataQuest, Local data	RFEP - Reclassified Fluent English Proficient	2022-23	2023-24	Target (Year 3)	
M3.2	**Redesignation rate**	ELs reclassified to RFEP	7.3%	10.5%	10.0%	3.2%
M3.3	Sources: Internal calculation of LTELs	LTELs - long-term English Learners	2023-24	2024-25	Target (Year 3)	
M3.3	Percent of **long-term English Learner** students out of total ELs enrolled	LTEL Rate	33.8%	36.7%	17.0%	2.9%
M3.4	Sources: Internal calculation of LTELs	ARLTEL - at-risk of becoming LTEL	2023-24	2024-25	Target (Year 3)	

M3.4	Percent of students **at-risk of becoming long-term English Learners** out of total English Learners enrolled	ARLTEL Rate	16.4%	16.8%	9.0%	0.4%
M3.5	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M3.5	Percent of EL and non-EL students who **"Met" or "Exceed" on SBAC ELA and Math**	SBAC English Language Arts (ELA)				
		EL Students	8.8%	9.7%		0.9%
		Non-EL Students	54.1%	55.5%		1.4%
		ELA Gap	45.2%	45.8%	22.5%	0.6%
		SBAC Mathematics				
		EL Students	7.2%	8.9%		1.7%
		Non-EL Students	38.6%	40.7%		2.1%
		Math Gap	31.4%	31.8%	15.0%	0.4%
M3.6	Source: California Dashboard		2022-23	2023-24	Target (Year 3)	
M3.6	**Graduation Rate** of English Learners and non-English Learner students	EL Graduation Rate	59.6%	64.2%		4.6%
		Non-EL Graduation Rate	86.2%	85.6%		-0.6%
		Grade Rate Gap	26.6%	21.4%	13.0%	-5.2%
M3.7 (new)	Source: California Dashboard		2024-2025	2025-2026	Target (Year 3)	
M3.7	Halve the **suspension rate** of LTELs who were suspended at least one day	LTEL Suspension Rate	8.4%		4.2%	

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.

Action: 3.1 English Learner Support
In 2024–2025, Action 3.1 was implemented as a multi-pronged effort to strengthen the support for English Learners (ELs) and their families across the district. This included the expansion of centralized support, tools for instruction and translation, strategic efforts to address the needs of newcomers, parent engagement, and long-term English Learner (EL) reclassification.
The Multilingual Office was fully staffed and operational, supporting district-wide implementation in several key areas:

- The ELLevation platform serves several instructional and progress monitoring purposes.

    - Teachers may utilize the platform to access professional learning modules for English Language Development, select activities for Integrated and Designated lesson design, view language proficiency data to inform student grouping, and monitor their students' assessment data.
    - Administrators set goals based on ELPI data, track redesignation progress, EL progress monitoring to inform instruction and access designated/integrated ELD resources.
- Newcomer ENLACE program: Newcomer hubs are established at five sites to provide English Language Development (ELD) wrap-around support for newly arrived English Language (EL) students and coaching for their teachers.
- Instructional tools, including Lexia ELD, Rosetta Stone, Sonday System, and translation pens, support instruction at varying levels of English proficiency.
- Family Engagement: The Multilingual Office partnered with the Office of Equity, Engagement, and Partnerships provide Parent University workshops and offer DELAC/ELAC support.

In addition to the Multilingual Office, the Equity Engagement and Partnerships, and Research and Student Outcomes offices support the following key areas:

- Language Accessibility: The Interpreter Unit provides on-demand and in-person translation and interpretation services, while ensuring schools have updated Language Valet Codes and procedures.

No substantive differences were noted between the planned and actual implementations. Still, challenges include increasing educator familiarity with new tools and systems remain. A significant success was the implementation of newcomer hubs, which improved access to dedicated support for recently arrived students, regardless of their home school.

Action: 3.2 EL Coaches and Specialists

In 2024–2025, Action 3.2 was implemented through the deployment of EL Coaches and Specialists to support a cohort of schools with the highest populations of English Learners. These schools were prioritized using a range of indicators, including CA Dashboard performance data, reclassification rates, and school-reported needs.

EL Coaches and Specialists worked under the supervision of a Director to provide site-specific professional learning and coaching. Support focused on accelerating English language development, strengthening designated and integrated ELD instruction, and promoting culturally and linguistically responsive practices grounded in the district's Quality Core Instruction (QCI) framework.

Coaching supports included:

- Classroom observations and feedback cycles
- Co-planning and modeling of lessons integrating ELD standards
- Targeted support for Designated ELD teachers
- Collaborative data analysis to inform reclassification goals
- Resource curation aligned with students' English proficiency levels

This work aligned with an asset-based approach, responsive scaffolds, and differentiated instruction rooted in students' "funds of knowledge." A key success of implementation was improved instructional coherence and educator confidence in delivering ELD instruction. Coaches also helped operationalize the EL Roadmap Principles across classrooms by ensuring EL instruction was responsive, inclusive, and rigorous.

One challenge included balancing support across high-need schools with varying levels of staff stability and administrative capacity. Despite this, the focused, high-touch model proved effective in increasing the use of student-centered strategies and language development goals in daily instruction.

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.

Accelerated Achievement for English Learners, the Estimated Actuals totaled $4.01 million compared to the Budgeted Expenditure of $3.98 million, a minor difference of 0.82% attributable to salary adjustments for personnel.

Action: 3.1 English Learner Support
Estimated actual expenditures for Action 3.1 were largely consistent with budgeted amounts. Slight underspending in the initial implementation phase of ENLACE hubs and delayed onboarding for a few Multilingual Office roles allowed for reallocation toward additional newcomer instructional resources (e.g., translation pens, Lexia licenses).
There was no significant change in the estimated percentage of improved services. All ELs, especially newcomers and LTELs, had expanded access to language support and progress monitoring, contributing to the broader goals of equity and learning acceleration.

Action: 3.2 EL Coaches and Specialists
Estimated expenditures were close to budgeted projections. Variances were due to late hiring in one or two specialist positions and limited summer onboarding time for new sites. Savings were reinvested in additional professional learning sessions and supplemental resources (e.g., translated unit plans, sentence frames, and visuals for newcomer support).
There was no significant change in the estimated percentage of improved services. EL Coaches and Specialists consistently reached all prioritized sites, and their services supported improved access to high-quality ELD instruction for ELs at those schools.

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

Action: 3.1 English Learner Support
Action 3.1 has been effective in expanding access and infrastructure for EL support. Evidence from internal reviews and educator feedback shows:

- Improved reclassification guidance and tools contributed to more precise monitoring and pathways for reclassification. According to preliminary internal calculations, LBUSD's reclassification rate will improve from previous years with approximately 824 out of 9,290 ELs eligible for reclassification in the 24-25 school year.
- Schools reported higher usage of ELLevation tools for goal-setting and instruction, with sites creating goals for both reclassification and English Learner Progress Indicator growth targets.
- Parent University sessions provided in multiple languages improved access to key academic and reclassification information.
- The ENLACE newcomer program provided targeted ELD instruction and socio-emotional support, contributing to smoother transitions and more consistent access to instruction for recently arrived students as evidenced by student listening sessions.

Professional learning related to designated and integrated English Language Development (ELD) also increased educator confidence in using asset-based, culturally responsive strategies aligned with the California English Language Roadmap.

Action: 3.2 EL Coaches and Specialists

This action has been effective in building instructional capacity for serving English Learners. Coaching and professional development led to measurable increases in teacher skill and confidence, particularly in planning and delivering both designated and integrated ELD.
Evidence of effectiveness includes:

- Increased reclassification rates at several supported sites
- Classroom observations reflecting improved scaffolding and student engagement
- Positive feedback from teachers and principals around clarity of expectations and alignment with the EL Roadmap and the QCI Framework

Additionally, coaching is aligned with the principles outlined in Chapter 3 of the EL Master Plan by supporting LTEL and newcomer interventions. Coaches helped teachers better differentiate instruction in reading, writing, speaking, and listening.
Areas for continued growth include deeper integration with Special Education teams to support students who are dually identified and more systematic data collection on the impact of coaching on student outcomes.

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.

Action: 3.1 English Learner Support
Planned enhancements for 2025–2026 include:

- **Refined LTEL support**: Implementation of an LTEL toolkit for secondary sites, along with increased collaboration between intervention coordinators and Multilingual Office staff to tailor interventions.
- **Expanded training on ELLevation**: Additional professional learning modules and user support will be provided to ensure greater adoption and impact of the platform at the school level.
- **Family engagement improvements**: Expansion of personalized ELPAC video score reports in multiple languages and more targeted outreach efforts for EL families through DELAC and ELAC.
- **Deeper collaboration with site leaders**: More formal integration of EL data into schoolwide instructional planning, including regular site-level reviews of progress toward English proficiency and reclassification.

Action: 3.2 EL Coaches and Specialists
Based on this year's reflection and the guidance from the EL Master Plan, the following changes are planned for 2025–2026:

- **Expanded coaching menu:** Schools will choose from a menu of coaching supports (e.g., co-teaching, PLC facilitation, student work analysis) aligned to their site's EL data.
- **Targeted LTEL support:** EL Specialists will support implementation of an LTEL Intervention Guide and collaborate with school teams to monitor progress.
- **Refinement of ELD PD:** Professional learning for Designated ELD teachers will include more modeling, student work calibration, and unit internalization using the ELD standards progression.
- **Strengthened principal-coach collaboration:** Site leadership will be more intentionally involved in planning and monitoring coaching cycles.

Metric 3.7 has been added as a result of the 2024 Dashboard which shows LTELs have a high suspension rate.

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. 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 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	3,061,754	Yes

		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 74- which presents the leveraging of other resources to assist LTELs. The following excerpt from page 74, 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).		

3.2	EL Coaches & Specialists	The programs and services in this section include: ● EL Coaches ● EL Specialists A cohort of school sites with the highest EL populations are prioritized for additional professional learning under the supervision of a Director 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 and making connections with LTELs. These additional professional learning activities, including the assignment of coaches, are provided as differentiated resources for high need schools.	$1,574,866	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	**High Quality Learning: Students with Disabilities** LBUSD will provide high quality learning of state standards for Students with Disabilities (SWD) through the quality core instruction framework and by centering the needs of SWDs through other strategic initiatives and interventions, which will achieve the following by the end of the 2027 school year: -Increase the percentage of students who are placed into a Least Restrictive Environment -Half the gap for Suspensions, Graduation Rate, Growth Mindset, and SBAC ELA	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.

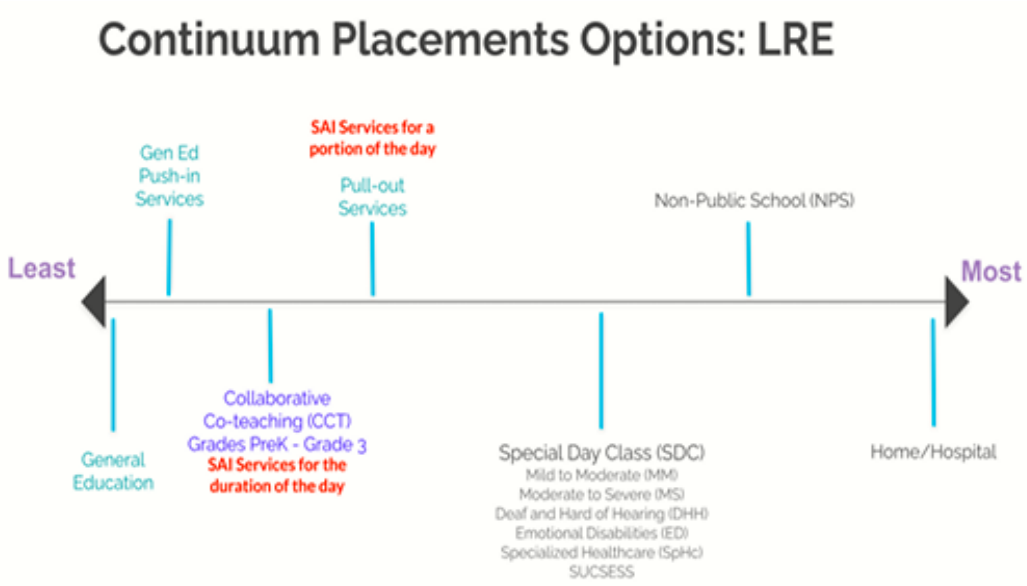
-School programs, including extracurricular activities and interventions, shall include all students regardless of the supports and services that they receive.

-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%**)

2024-25 Update: In an attempt to update the data, here are the most recent results:

SBAC: Students with disabilities showed increases in SBAC Math and English Language Arts scores. English scores: 17.61% met or exceeded standard, a gain of a half a percentage point. Math scores: 14.27% met or exceeded standard, an increase of 1.22%.

CA Dashboard:

Students with Disabilities scored Red (lowest) in 3 Dashboard areas:

-Graduation Rate: 67% graduated (increase of .7%)

-English Language Arts: 95.1 points below standard (decrease of 1.9 points)

-Mathematics: 120.1 points below standard (increase of 2.8 points)

Area	Elementary:	SWD	nonSWD	Secondary:	SWD	nonSWD
Climate of Support	Favorable:	71%	77% (gap: -6%; 2023 gap -4%)	Favorable:	75%	76% (gap -1%; 2023 gap +1%)
Belonging		70%	73% (gap: -3%; 2023 gap -1%)		51%	51% (no gap; 2023 gap: +1%)
Safety		62%	65% (gap -3%; 2023 gap: -3%)		62%	62% (no gap; 2023 gap: -1%)
Growth Mindset		66%	76% (gap: 10%; 2023 gap: -9%)		56%	67% (gap: -11%; gap: -11%)
Self Efficacy		53%	64% (gap: -11% ; 2023 gap: -8%)		41%	50% (gap:-9% ; 2023 gap: -8%)
Relationship Skills		72%	77% (gap:-5%; 2023 (gap: -7%)		66%	73% (gap: -7%; 2023 gap: -6%)

Measuring and Reporting Results

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M4.1	Source: LBUSD IEP Review		2023-24	2024-25	Target (Year 3)	
M4.1	Percentage of students placed into a **Least Restrictive Environment** for at least part of a day		61.5%	**67.0%**	75.0%	5.5%
M4.2	Source: Local data	IEP - Individualized Education Program	2023-24	2024-25 *as of 04.28.25*	Target (Year 3)	
M4.2	**Suspension Rate** for students with IEPs and all other students	IEP Suspension Rate	6.6%	6.1%		-0.5%
		Non-IEP Suspension Rate	3.6%	3.0%		-0.5%
		Suspension Rate Gap	3.0%	3.0%	2.4%	0.0%
M4.3	Source: 4-year Cohort Graduation, CALPADS		2022-23	2023-24	Target (Year 3)	
M4.3	**Graduation Rate** for students with IEPs and all other students (for diploma track students)	IEP Graduation Rate	66.6%	66.6%		0.0%
		Non-IEP Graduation Rate	85.5%	85.6%		0.1%

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
		Graduation Rate Gap	18.9%	19.0%	9.5%	0.1%
M4.4	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M4.4	Percent of students with IEPs and all other students who **"Met" or "Exceed" on SBAC ELA and Math**	SBAC English Language Arts (ELA)				
		Students with IEPs	14.4%	15.8%		1.4%
		Students without IEPs	52.7%	54.2%		1.5%
		ELA Gap	38.3%	38.4%	17.5%	0.1%
		SBAC Mathematics				
		Students with IEPs	10.8%	12.9%		2.1%
		Students without IEPs	37.6%	39.6%		2.0%
		Math Gap	26.8%	26.7%	13.0%	-0.1%
M4.5	Source: CORE Survey		2023-24	2024-25	Target (Year 3)	
M4.5	Favorable rating on the CORE Survey - **Growth Mindset** for students with IEPs and all other students	Response Gap - Elementary	10.4%	10.8%	4.5%	0.4%
		Response Gap - Secondary	11.4%	12.5%	5.5%	1.1%

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.

Action 4.1 – Special Education Support (Base)

The action of 4.1 Special Education Support; NPAs, teachers, and transportation services along with health services have been implemented to address the needs of students with disabilities. The red level area of focus for students with disabilities include ELA, math, graduation rates, and chronic absenteeism. Every school site in the red level for students with disabilities address the identified red level areas in their Single Plan for Student Achievement. Area of success has been teacher training provided to support inclusion in instructional programs with a specific focus on ELA and math.

CCT has been effective in promoting the least restrictive environment for students grade K-2. Challenges to teacher staffing exist in grades 3-10 co-teaching.

Aide assignments have supported access for students with disabilities to high quality core instruction, with an increase of approximately 75 new hire instructional aides. Instructional aides have also all received training in supporting access to high quality core instruction for students with disabilities.

Action 4.2 – Pupil Services: Health Services
The action for High Quality learning: Students with Disabilities 4.2 Pupil Services: Health Services was fully implemented to address the needs of Students with Disabilities in district areas ELA, Math, Graduation Rates and the identified schools in the red group for ELA, Math, Chronic Attendance, Graduation rate, Suspension rate and College Career. Every school site in the red level for students with disabilities address the identified red level areas in their Single Plan for Student Achievement. LBUSD Health Services ensures that all school sites have nursing services coverage. Students that require individual nursing services support are fully supported. All schools in the red level for students with disabilities have full nursing services coverage.

Action 4.3 – Pupil Services: Instructional Aides

The action for High Quality learning: Students with Disabilities 4.3 Pupil Services: Instructional Aides was fully implemented to address the needs of Students with Disabilities in district areas ELA, Math, Graduation Rates and the identified schools in the red group for ELA, Math, Chronic Attendance, Graduation rate, Suspension rate and College Career Indicators. Every school site in the red level for students with disabilities address the identified red level areas in their Single Plan for Student Achievement. The action for pupil services in the form of instructional aides has been effective as it relates to providing student support through an increase in instructional aid availability across the district. Additionally, all schools in the red level for students with disabilities are fully staffed with Instructional aides to provide individual and classroom support.

Action 4.4 – Pupil Services: Early Learning – Speech
The actions for High Quality learning: Students with Disabilities 4.4 Pupil Services: Early Learning- Speech was fully implemented to address the needs of Students with Disabilities participating in LBUSD's Buffum Total Learning Center. Speech Teachers at Buffum are integrated into all classrooms and provide early intervention to improve the communication skills of our early learners. At this time no significant challenges have been identified.

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.

High Quality Learning for Students with Disabilities saw a significant increase, with Estimated Actuals at $181.1 million versus a budget of $144.2 million—a variance of 25.58%. This material difference is due to an increase in full-time personnel (FTEs) since July and a rise in costs associated with behavioral support contracts.

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

Action 4.1 – Special Education Support (Base)

We are currently making progress towards our goal of a least restrictive environment for students with disabilities across the district. Our CCT program which utilizes teachers, instructional aides, NPA services, and transportation for students has been effective in providing the least restrictive environment for our elementary students across the district. Co-teaching grades 3-12 requires further coaching for teacher pairs engaging in co-teaching in order to effectively support LRE in accordance with student instructional IEP goals. Another area of challenge with base support programs for students with disabilities is a continued need to provide professional development to both educators and community members on aspects of least restrictive environment and their importance in the educational program consideration for all school sites.

Action 4.2 – Pupil Services: Health Services

Wellness Centers at the secondary school sites and Family Resource Centers provided at the elementary school sites have been effective in supporting students' social emotional and mental health needs which in turn has provided a higher access to quality core instruction in the classroom for students.

Every school psych, counselor, and social worker has also been able to receive training through the district's office of instruction and professional development on high quality core instruction for students with disabilities.

The Vision to Learn program has been effective in providing students with vision screenings and access to glasses free of charge which has assisted students in accessing quality core instruction throughout the school day.

Challenges in this area encompass continued need for training for our general education staff in working collaboratively with support staff such as nurses and school psychs to implement student accommodations. Another challenge is extra nurse staffing, with nursing staff that acts as floaters to support school sites ending due to funding.

Action 4.3 – Pupil Services: Instructional Aides

Successes in this action area include providing training to all instructional aides in de-escalation strategies, inclusion strategies, and supporting speech and language development for students. This has enabled our instructional aides to acquire tools that better serve LBUSD students.

Challenges in this area include high turnover of staff, as well as consistency in staff assignment due to hourly assignments of positions.

Action 4.4 – Pupil Services: Early Learning – Speech

Action 4.4 was effective. Speech teachers successfully collaborate with classroom teachers to ensure that all students are properly assessed and that effective strategies and techniques are implemented in the classroom setting. Speech teachers feel this arrangement is beneficial to students with disabilities who need language therapy and alternative communication strategies. Additionally, speech teachers are fully staffed with no vacancies at Buffum. Early learners are encouraged to meet their full potential and develop a lifelong love for learning, which will ultimately help improve all areas of the identified red areas of ELA, Math, Graduation Rate, and chronic absenteeism for students with disabilities in LBUSD. Buffum lays the foundation for learning that will help their students be successful.

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.

Action 4.1 – Special Education Support (Base)

CCT and CT are currently an expanding program and services as it has been proven to be beneficial to all students in the classroom setting. The district has amended its NPA contracts to support an increase in behavioral and instructional aid hiring to promote classroom support of students in order to access LRE.

Action 4.2 – Pupil Services: Health Services

The district has invested in increasing the number of social workers provided to support school sites and families. This has allowed for support of wellness centers and family resource centers at all school sites. District has also been able to increase the number of ERMHS services provided to students with IEPs through LBUSD mental health staff which has allowed for a greater number of students with IEPs to receive mental health services, improving their access to school day instruction.

Action 4.3 – Pupil Services: Instructional Aides

The district amended NPA agency contracts to ensure special education aide allocation is fully met throughout the district. This has resulted in all vacancies being accounted for for our students with disabilities assigned aide services.

Action 4.4 – Pupil Services: Early Learning – Speech

At this time Action 4.4 Pupil Services: Early Learning- Speech will remain the same and ensure that Speech Teachers are fully integrated in the classrooms at Buffum. The actions implemented at Buffum fully support the needs of early learners with disabilities.

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

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. This action includes the expansion of Collaborative Co-Teaching (CCT) at the elementary level. CCT is a model where two teachers work together with groups of students: a general education teacher (represented in LCAP Base Action 1.2) and a special education teacher (represented in this base action- 4.1). The 2 teachers 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. More details about CCT is presented on page 85 in this LCAP, as part of Goal 4's description. 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. Similar to CCT, the general education teacher is represented in LCAP Base Action 1.2 and the special education teacher is represented in this base action- 4.1. More details about these inclusionary practices is presented on page 85 in this LCAP, as part of Goal 4's description.	164,849,734	No
		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).		

4.2	Pupil Services: Health Services	The programs and services in this section include additional: ● Site Nurses ● Health Assistants ● Psychologists ● and Vision To Learn Unduplicated students principally benefit from nurses, health assistants and psychologists due to their limited access to health-related service. More than ever, unduplicated pupils require coordinated mental health assistance, family outreach, and referrals to district and community resources. Psychologists are integral for making determinations about appropriate interventions and services for all students, especially unduplicated students, who have experienced trauma disproportionately, as well as students with disabilities. Additional nursing and psychological 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, which in many cases leads to chronic absenteeism, suspensions, and dropping out of the educational system.. 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.	7,989,862	Yes
4.3	Pupil Services: Instructional Aides	The programs and services in this section include: ● Additional Instructional Aides Additional Instructional Aides bring a personal sense of service to unduplicated students. The Instructional Aides in this Action represent additional FTEs beyond those who are mandated through an IEP. Instructional Aides provide learning and care support for pupils. 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.	14,830,000	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	No

Goal

Goal #	Description	Type of Goal
5	**High Quality Learning: Foster and Homeless Youth** LBUSD will provide high quality learning of state standards for Homeless and Foster Youth through the quality core instruction framework and by centering the needs of Foster and Homeless students through other strategic initiatives and interventions, which will achieve the following by the end of the 2027 school year: -Halve the gap for SBAC ELA, Meeting A-G Requirements, Suspensions, Graduation Rate and Attendance Rate.	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%. 36% of Homeless youth are on track, while 57% of non-Homeless youth are on track for meeting A-G– a gap of -21%.

2024-25 Update: In an attempt to update the data, here are the most recent results:

SBAC (2024)	Foster	Difference from 2023	Homeless	Difference from 2023
ELA Met/Exceed:	23.57%	-0.82%	31.70%	-4.21%
Math Met/Exceed:	16.09%	+1.54%	19.33%	-3.03%

Measuring and Reporting Results

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M5.1	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M5.1	**SBAC ELA Met/Exceeded Rate** for **Foster youth** and non-Foster students	Foster Youth	24.6%	25.2%		0.6%
		Non-Foster Youth	48.3%	49.6%		1.4%
		SBAC ELA Gap	23.7%	24.4%	5.5%	0.7%
M5.2	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M5.2	**SBAC ELA Met/Exceeded Rate** for **Homeless students** and non-Homeless students	Homeless Students	33.0%	30.0%		-3.0%
		Non-Homeless Students	50.0%	50.5%		0.5%
		SBAC ELA Gap	17.0%	20.5%	8.5%	3.5%
M5.3	Source: Local data		2023-24 Sem 2	2024-25 Sem 1	Target (Year 3)	
M5.3	Percent of **Foster youth** and non-Foster students who are **on-track for meeting A-G requirements**	Foster Youth	16.0%	**22.0%**		6.0%
		Non-Foster Youth	53.0%	**56.0%**		3.0%
		A-G Requirements Gap	37.0%	**34.0%**	19.5%	-3.0%
M5.4	Source: Local data		2023-24 Sem 2	2024-25 Sem 1	Target (Year 3)	

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M5.4	Percent of **Homeless students** and non-Homeless students who are **on-track for meeting A-G requirements**	Homeless Students	31.0%	**33.0%**		2.0%
		Non-Homeless Students	55.0%	**57.0%**		2.0%
		A-G Requirements Gap	24.0%	**24.0%**	10.5%	0.0%
M5.5	Source: Local data		2023-24	2024-25 *as of 04.30.25*	Target (Year 3)	
M5.5	**Suspension Rate** for **Foster and Homeless students** and all other students	Foster/Homeless Suspension Rate	7.5%	7.6%		0.1%
		Non-Foster/Homeless Susp. Rate	3.7%	3.2%		-0.5%
		Suspension Rate Gap	3.8%	4.4%	2.8%	0.6%
M5.6	Source: 4-year Cohort Graduation, CALPADS		2022-23	2023-24	Target (Year 3)	
M5.6	**Graduation Rate** for **Foster and Homeless students** and all other students	Foster/Homeless Graduation Rate	70.6%	71.1%		0.5%
		Non-Foster/Homeless Grad. Rate	84.4%	84.2%		-0.2%
		Graduation Rate Gap	13.8%	13.1%	7.0%	-0.7%
M5.7	Source: Local data		2023-24	2024-25 *as of 02.11.25*	Target (Year 3)	
M5.7	**Attendance Rate** for **Foster and Homeless students** and all other students	Foster/Homeless Attendance Rate	87.5%	**88.3%**		0.8%
		Non-Foster/Homeless Attend. Rate	92.2%	**92.7%**		0.5%
		Attendance Rate Gap	4.7%	**4.4%**	2.0%	-0.3%
M5.8 (new)	Source: Smarter Balanced Assessments		2023-24	2025-26	Target (Year 3)	
M5.8	Reduce the **SBAC Math Met/Exceeded Rate gap** between Foster youth and non-Foster students by 50%.	Foster Youth Met/Exceeded	25.5%	Coming Soon		
		Non-Foster Youth Met/Exceeded	49.6%	Coming Soon		
		SBAC Math Gap	24.2%	Coming Soon	12.1%	

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.

The action for Homeless and Foster Youth Services aimed to ensure that students and their families received the support needed for academic and social-emotional success through the use of a social worker team and transportation funding. This action was fully

implemented to guarantee equal access to school resources, services, and extracurricular activities, helping students stay on track for graduation to address the needs of students who are homeless or foster youth (5.1). In addition, homeless and foster students identified in the red level across the district are addressed in the Single Plan for Student Achievement at each school. All social workers met once per month to collaborate on caseloads and support every family that requested services and resources. However, a notable challenge was the lack of access to all students due to limited human capacity. We do not currently have an ongoing district-wide meeting to discuss resources with school sites, which could potentially impact the effectiveness of our engagement with all foster and homeless youth.

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.

High Quality Learning for Foster/Homeless Youth had a Budgeted Expenditure of $0.96 million and Estimated Actuals of $0.95 million. This 1.04% variance is not considered material.

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

The action for Homeless and Foster Youth Services aimed to ensure that students and their families received the support needed for academic and social-emotional success through the use of a social worker team and transportation funding. This action was fully implemented to guarantee equal access to school resources, services, and extracurricular activities to help students stay on track for graduation (5.1). It was effective, despite not all students accessing the provided resources. Evidence of effectiveness includes a 16% decrease in the gap for meeting A-G requirements among foster youth and a 4% reduction in the suspension gap for foster and homeless youth. While there is still work to do for our homeless students in the area of meeting the A-G requirements our social workers are continuously working to provide education to all students, families, and school site counselors.

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.

Metric 5.8 has been added as a result of the 2024 Dashboard which shows foster youth are underperforming in Math. Social workers will provide targeted support, including counseling, attendance monitoring, referrals, and transportation to maintain school stability. This support will be delivered through ongoing monthly meetings with students and site advocates at designated high schools.

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
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 (non academic- 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 Homeless and Foster Youth (Goal 5).	770,191	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

Based on **11,644** responses

How did family members respond to each question?

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 2025 CORE survey, with over 11,000 caregiver respondents:

Measuring and Reporting Results

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M6.1	Source: CORE survey		2023-24	2024-25	Target (Year 3)	
M6.1	Percentage of **parents** expressing satisfaction with their **opportunities to participate in decision-making processes and programs**	Favorable Parent Responses	92.9%	93.9%	99.0%	1.0%
M6.2	Source: CORE survey		2023-24	2024-25	Target (Year 3)	
M6.2	Percentage of favorable **parent** responses in the **School Culture and Climate Survey** (Climate for Academic Learning)	Favorable Parent Responses	91.9%	92.5%	99.0%	0.6%
M6.3	Source: CORE survey		2023-24	2024-25	Target (Year 3)	
M6.3	Percentage of favorable **parent** responses in the **Sense of Belonging Survey** (School Connectedness)	Favorable Parent Responses	91.4%	92.4%	99.0%	1.0%
M6.4	Source: CORE survey		2023-24	2024-25	Target (Year 3)	
M6.4	Percentage of favorable **parent** responses in the **Safety Survey** (School Connectedness)	Favorable Parent Responses	89.0%	91.1%	99.0%	2.1%
M6.5	Source: CORE survey	Safety Survey: Favorable Responses	2023-24	2024-25	Target (Year 3)	
M6.5	Gap between favorable **parent** and **student** responses in the **Safety Survey** (School Connectedness)	Parents	89.0%	91.1%	99.0%	2.1%
		All Students	62.6%	62.4%	82%	-0.2%
		Parent/**All Students** Gap	26.4%	28.7%	13.0%	2.3%
		EL Students	63.0%	59.6%		-3.4%
		Parent/**EL Student** Gap	26.0%	31.5%	13.0%	5.5%
		Low-Income Students	62.0%	61.1%		-0.9%
		Parent/**Low-Income Student** Gap	27.0%	30.0%	13.0%	3.0%

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.

The actions for Community and Ancillary Services (6.1) and Parent Involvement and Engagement (6.2) were fully implemented during the 2024–25 academic year to support district wide family engagement efforts, with a specific focus on student groups identified in the red on the California Dashboard—namely Students with Disabilities, English Learners, African American students, Foster Youth, and Homeless Youth.

A key success was the continued delivery of Parent University workshops both at the district level and at individual school sites. These workshops were developed in response to family and community feedback and covered a wide range of topics, including school safety, academic supports, and student well-being. The workshops aimed to build stronger family-school partnerships, increase understanding of school systems, and create a sense of belonging for parents and caregivers of historically underserved students.

A notable challenge was the need to build capacity at the rate required to meet growing demand for family engagement programming. As interest in Parent University expanded across school sites, the district prioritized implementation in schools serving the highest concentrations of historically underserved student groups. This intentional phasing allowed the district to maintain quality and responsiveness while continuing to develop the internal systems, partnerships, and staffing needed to support broader access over time. Although this represented a difference in scale from the original implementation plan, the intent and scope of the action remained aligned to its equity-focused objectives

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.

Cultivating Authentic Family Partnership, the Estimated Actuals were $9.14 million compared to a budget of $8.85 million, a 3.24% increase resulting from expanded community and parent involvement activities.

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

The actions for Community and Ancillary Services (6.1) and Parent Involvement and Engagement (6.2) were effective in supporting family engagement efforts, especially in schools serving high concentrations of Dashboard red student groups. Although the district has not yet halved the gap between student and parent responses on the CORE survey related to safety, multiple indicators show positive growth.

While challenges remain, district-level and site-level engagement efforts are beginning to shift perceptions and experiences for families, particularly those with students in red group categories.

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.

Based on reflections from the 2024–25 implementation year, LBUSD will strengthen its focus on equity by targeting engagement efforts at schools with high concentrations of Dashboard red student groups, including Students with Disabilities, English Learners, African American students, Foster Youth, and Homeless Youth.

In 2025–26, the district will:

-Prioritize the delivery of Parent University workshops at school sites serving these student groups, with content focused on school safety, school connectedness, sense of belonging, and culture and climate.

-Continue to use CORE survey data and family feedback to refine topics and ensure relevance to the lived experiences of families.

-Explore differentiated delivery models (e.g., virtual sessions, multilingual offerings, community-based events) to increase access and overcome participation barriers.

These changes aim to deepen family partnerships, improve perceptions of safety and belonging, and reduce engagement disparities for families of students who are most impacted by structural inequities.

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
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.	7,661,014	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 to 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. 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.	2,046,606	Yes

		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 the belief that they 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 2024-25 survey, here are the results:

Elementary Student Culture and Climate Survey: (n=6368)	Secondary Student Culture and Climate Survey: (n=27469)
-73% Favorable responses for Sense of Belonging	-56% Favorable responses for Sense of Belonging
-77% Favorable responses for Climate for Academic Learning	-74% Favorable responses for Climate for Academic Learning
-66% Favorable responses for Safety	-62% Favorable responses for Safety

Elementary Student SEL Survey: (n=6365)	Secondary Student SEL Survey: (n=27571)
-75% Favorable responses for Relationship Skills	-75% Favorable responses for Relationship Skills

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

-Chronic Absenteeism	31%	7% decrease	Yellow band (3rd level of 5)
-Graduation Rate	83%	2% decrease	Orange band (4th level of 5)
-Suspension Rate	4%	similar rate to last year	Orange band (4th level of 5)

2024-25 Update: In an attempt to update the data, here are the most recent results:

CA Dashboard 2024:

-Chronic Absenteeism	25.1%	6% decrease	Yellow band (3rd level of 5 bands)

-Graduation Rate	83%	unchanged	Yellow band (3rd level of 5)
-Suspension Rate	3.9%	similar rate to last year	Yellow band (3rd level of 5)

Measuring and Reporting Results

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M7.01	Source: CALPADS		2022-23	2023-24	Target (Year 3)	
M7.01	**Attendance Rates**	Elementary/Middle/K-8	91.4%	92.6%	95.0%	1.2%
		High School	90.0%	90.6%	93.0%	0.6%
M7.02	Source: California Dashboard		2022-23	2023-24	Target (Year 3)	
M7.02	**Chronic Absenteeism Rates** between the district and state	LBUSD - All Students	31.4%	25.1%		-6.3%
		State - All Students	24.3%	18.6%		-5.7%
		Difference - **All Students**	7.1%	6.5%	< 0%	-0.6%
		LBUSD - Foster Youth	44.4%	38.0%		-6.4%
		State - Foster Youth	33.6%	30.5%		-3.1%
		Difference - **Foster Youth**	10.8%	7.5%	< 0%	-3.3%
		LBUSD - English Learners	34.8%	28.2%		-6.6%
		State - English Learners	26.3%	20.1%		-6.2%
		Difference - **English Learners**	8.5%	8.1%	< 0%	-0.4%
		LBUSD - Low Income Students	36.6%	30.9%		-5.7%
		State - Low Income Students	29.9%	23.4%		-6.5%
		Difference - **Low Income Students**	6.7%	7.5%	< 0%	0.8%
M7.03	Source: Local data		2022-23	2023-24	Target (Year 3)	
M7.03	**Middle School Dropout Rate**		0.0%	0.1%	0.0%	0.1%
M7.04	Source: DataQuest		2022-23	2023-24	Target (Year 3)	
M7.04	**High School Dropout Rates** between the district and state	LBUSD	14.1%	14.4%		0.3%
		State	6.5%	6.3%		-0.2%
		HS Dropout Rate Difference	7.6%	8.1%	< 0%	0.5%
M7.05	Source: DataQuest		2022-23	2023-24	Target (Year 3)	
M7.05	**Graduation Rate**		83.0%	83.2%	90.0%	0.2%

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M7.06	Source: DataQuest		2022-23	2023-24	Target (Year 3)	
M7.06	**Suspension Rates** between the district and state	LBUSD - All Students	4.0%	3.6%		-0.4%
		State - All Students	3.6%	3.3%		-0.3%
		Difference - **All Students**	0.4%	0.3%	< 0%	-0.1%
		LBUSD - Foster Youth	9.4%	10.7%		1.3%
		State - Foster Youth	13.6%	13.2%		-0.4%
		Difference - **Foster Youth**	-4.2%	-2.5%	< 0%	1.7%
		LBUSD - English Learners	3.9%	3.9%		0.0%
		State - English Learners	3.7%	3.4%		-0.3%
		Difference - **English Learners**	0.2%	0.5%	< 0%	0.3%
		LBUSD - Low Income Students	5.0%	4.8%		-0.2%
		State - Low Income Students	4.5%	4.0%		-0.5%
		Difference - **Low Income Students**	0.5%	0.8%	< 0%	0.3%
M7.07	Source: DataQuest		2022-23	2023-24	Target (Year 3)	
M7.07	**Expulsion Rate**	LBUSD	0.0%	0.0%		0.0%
		State	0.1%	0.1%		0.0%
		Expulsion Rate Difference	-0.1%	0.0%	< 0%	0.0%
M7.08	Source: CORE Survey		2023-24	2024-25	Target (Year 3)	
M7.08	Percentage of favorable **student** responses on **Safety (School Connectedness) Survey**		62.6%	62.4%	82.0%	-0.2%
M7.09	Source: CORE Survey		2023-24	2024-25	Target (Year 3)	
M7.09	Percentage of favorable **student** responses on **Sense of Belonging (School Connectedness) Survey**		53.2%	57.3%	71.0%	4.1%
M7.10	Source: Pulse Survey - Winter	Favorable responses	Winter 2023	Winter 2024	Target (Year 3)	
M7.10	LBUSD students' sense of **personal identity, belonging** and **agency** (Superintendent Goal 2.1)	Identity	% Response | Gap		% Response | Gap	
		Elementary Students	82%	80.8%	≥80%	-1.2%
		Secondary Students	82%	82.8%	≥80%	0.8%
		Secondary Black Students	82% | 0%	82.6%	≥80% | 0%	
		Secondary EL Students	74% | 8%	74.9%	≥80% | 0%	

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
		Secondary Students with Disabilities	76% | 6%	77.3%	≥80% | 0%	
		Secondary Foster Students	75% | 7%	76.9%	≥80% | 0%	
		Agency	% Response | Gap		% Response | Gap	
		Elementary Students	80%	79.8%	≥80%	-0.2%
		Secondary Students	80%	80.9%	≥80%	0.9%
		Secondary Black Students	80% | 0%	80.3%	≥80% | 0%	
		Secondary EL Students	77% | 3%	77.7%	≥80% | 0%	
		Secondary Students with Disabilities	76% | 4%	76.6%	≥80% | 0%	
		Secondary Foster Students	75% | 5%	78.9%	≥80% | 0%	
		Belonging	% Response | Gap		% Response | Gap	
		Elementary Students	78%	78.0%	≥80%	0.0%
		Secondary Students	72%	73.6%	≥80%	1.6%
		Secondary Black Students	71% | 1%	71.5%	≥80% | 0%	
		Secondary EL Students	67% | 5%	69.0%	≥80% | 0%	
		Secondary Students with Disabilities	66% | 6%	68.3%	≥80% | 0%	
		Secondary Foster Students	68% | 4%	70.8%	≥80% | 0%	
M7.11	Source: Local data		2023-24	2024-25	Target (Year 3)	
M7.11	Percentage of enrolled **5th graders from Title I schools** attending **Outdoor Science Camp**-Hi Hill at Camp Oakes (State Priority 7 - Access to a Broad Course of Study)		71.0%		86.0%	
M7.12	Source: Local data		2023-24 Sem 1	2024-25 Sem 1	Target (Year 3)	
M7.12	Percentage of **Grade 9-11 students** who are on track for **meeting A-G requirements** (State Priority 7 - Access to a Broad Course of Study)		56.0%	56%	86.0%	0%
M7.13	Source: LBUSD Leadership Survey: Safety		2021-22	2022-23	Target (Year 3)	
M7.13	Percentage of **staff members** who responded **"Insignificant"** or **"Mild"** problem when surveyed: "How much of a problem is **harassment or bullying** at my school?"		70.0%	Coming soon	85.0%	

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M7.14	Source: LBUSD Leadership Survey: Connectedness		2021-22	2022-23	Target (Year 3)	
M7.14	Percentage of **staff members** who responded "**Nearly All Adults**" or "**Most Adults**" when surveyed: "How many adults at this school feel a **responsibility to improve this school**?"		72.0%	Coming soon	87.0%	

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.

Action 7.1- General Administration and Other Services (Base)- This action was implemented according to plan. The base programs and services in this section include: Non-Maintenance Operations: District Departments, Health Benefit Administration and Insurance.

Action 7.2- School-based Student Support- There was no substantive difference in the planned and actual implementation of allocating LCFF funds directly to schools.

Action 7.3- Student Outcomes: Preliminary assessments indicated improvements in kindergarten readiness among students who participated in full-day TK and Educare programs.

-Family Engagement: Educare's comprehensive services fostered increased family involvement, contributing to positive developmental outcomes.

-Program Fidelity: Despite implementation challenges, the programs maintained high fidelity to their educational models, ensuring quality instruction and support.

Action 7.4- The district implemented Action 7.4 by enhancing the elementary music program across all TK–5 schools. This included hiring itinerant music teachers, acquiring instruments, method books and instructional resources, coordinating transportation for performances, and bringing in guest conductors. Music instruction was delivered sequentially and standards-based, with general music classes offered universally and instrumental music available to opt-in students in grades 3-5.

Students received exposure to diverse instruments such as world drums, ukulele, Orff instruments, recorder, violin, and wind instruments (flute, clarinet, trumpet, trombone). One success of note is the reduction of waitlists for instrumental music, particularly in schools serving a high number of unduplicated students. Priority enrollment at these sites ensured broader and more equitable access to music education.

Action 7.5- The action for Restorative Justice focused on implementing restorative practices as a key component of the PBIS framework to promote prevention, early intervention, and student leadership, with a focus on historically underserved populations that are represented in the Dashboard red group (7.5). Ongoing professional development was fully implemented, with an emphasis on community building and addressing harm and conflict to promote cultural awareness. However, a notable challenge was that the program was opt-in, and a limited number of schools committed to opt-in which negates the cultural shift needed to systematize the practice.

Action 7.6- All school sites, including elementary, TK-8, and middle schools, were staffed with Instruction and Intervention Coordinators (IICs) as planned. Throughout the year, IICs participated in monthly professional learning sessions facilitated by the Office of Curriculum, Instruction, and Professional Development (OCIPD) and the Elementary Office. These sessions were designed to deepen IICs' content knowledge, strengthen their ability to monitor student progress using Power BI data tools, refine coaching practices, and foster cross-site collaboration to build collective efficacy among peers.

The implementation of this action contributed positively to instructional quality and student outcomes. Coaching cycles supported by both IICs and curriculum coaches led to notable improvements in teacher practice in both ELA and mathematics, as evidenced by district observational tools and site-based walkthrough data.

While a program specialist was designated to support the 17 centrally funded interventionists, implementation across school sites varied due to specific site needs. Many interventionists aligned their work with site priorities under the guidance of their principals, Interventionists were trained to implement high-leverage reading practices for older students grounded in the reading accelerators framework. Continued development of clear expectations and accountability structures will help strengthen coherence and ensure continued progress toward literacy achievement goals.

Action 7.7- The implementation of the Female and Male Leadership Academies (FLA and MLA) has been a strategic effort to promote equity, leadership development, and academic achievement among historically underserved students. The purpose of MLA and FLA is to provide culturally responsive, identity-affirming support systems that elevate student voice, leadership development, and postsecondary readiness.

During the 2024–25 school year, efforts focused on increasing alignment across participating sites to ensure coherence in structure, mission, and outcomes. The MLA program was expanded districtwide, including the revitalization of previously inactive sites and the transformation of active sites to reflect stronger alignment with district goals. Staff at many schools collaborated across FLA and MLA programs to foster consistent planning, shared resources, and joint opportunities—such as hiring paid student tutors to support peers with academic challenges.

A key implementation challenge was the **varying level of program maturity across school sites**, due to differences in staffing and leadership engagement. While some campuses have thriving academies with active participation and sustained momentum, others are in earlier stages of development. Rather than a lack of commitment, these differences reflect the need to **build site-level capacity** and infrastructure to fully support the implementation of these programs. As interest and participation grow, the district continues to invest in coaching, guidance, and leadership development to support consistent implementation.

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.

Promote Culturally Affirming Education experienced a notable variance, with Estimated Actuals at $91.1 million—11.4% below the Budgeted Expenditure of $102.8 million. This difference stems from administrative personnel cost adjustments and a shift in funding instructional intervention coordinators through one-time resources.

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

Action 7.1- General Administration and Other Services (Base)- There is a continued investment in instructional leadership as a basic need to reach our unduplicated students. 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. Progress has been made.

Action 7.2- School-based Student Support- Generally, the school-based allocations have been widely acknowledged as important and effective. As with any school site program, looking at this on a school-by-school basis is necessary and each school site council is responsible for adding effectiveness metrics and data analysis in their SPSA with the expectation of spending their allocations thoughtfully based on the needs of their students. In addition, Action 7.1 has a hand in assisting schools with ensuring the programs in their SPSAs are effective.

Action 7.3- The early learning initiatives demonstrated effectiveness in advancing LBUSD's goals for school readiness and long-term academic success.

-Family Engagement: Educare's comprehensive services fostered increased family involvement, contributing to positive developmental outcomes.

-Program Fidelity: Despite implementation challenges, the programs maintained high fidelity to their educational models, ensuring quality instruction and support.

Action 7.4- This action has been effective in advancing Goal 7 by offering a culturally affirming, inclusive, and engaging music curriculum that supports student identity, creative expression, and well-being. For many unduplicated pupils, this is their only access to a rigorous music education, and it has positively impacted their school experience. The program helps cultivate discipline, collaboration, and self-expression. Participation in music supports academic and social-emotional development, especially among students who may not otherwise have these opportunities.

Action 7.5- The action for Restorative Justice aimed to implement restorative practices as a key component of the PBIS framework to promote prevention, early intervention, and student leadership, with a focus on historically underserved populations (7.5). It was effective despite the opt-in format and the limited number of schools committed to the cultural shift required to systematize it. Evidence of the overall effectiveness includes a reduction in the overall district suspension rate from 4.5% to 3.1%. However, the Dashboard cohort of students in the red groups have made little progress towards closing the gap.

Action 7.6- The effectiveness of this action has been measured by both improvements in student academic outcomes and observable shifts in teacher instructional practice. Progress has been assessed through a range of common district wide data sources, including i-Ready diagnostic assessments, Foundational Reading Skills Assessments, fluency screeners, unit assessments in mathematics, and performance

on the California Smarter Balanced Assessment Consortium (SBAC) exams. Collectively, these data points provide a comprehensive view of how well students are responding to core instruction and where additional support may be needed.

Instructional improvement has been further supported through ongoing collaboration between OCIPD instructional coaches and site-based IICs. Coaches have focused on building the capacity of IICs to identify and calibrate effective teaching practices using a set of shared observational tools. Regular site walkthroughs, conducted in partnership with site leadership and OCIPD coaches, have revealed clear evidence of shifts in instructional practice, particularly in alignment to district expectations for high-quality Tier 1 instruction.

Student achievement data reflects encouraging upward trends across multiple schools, especially where the IICs are deeply engaged in coaching cycles and data-driven planning. However, implementation effectiveness has not been consistent across all sites. While some schools are demonstrating substantial gains in student performance and instructional coherence, others have seen more limited growth. In response, the district has begun to engage in a focused inquiry process to better understand the conditions and practices that are contributing to positive outcomes in the more successful sites, with the goal of replicating those strategies more broadly.

The intentional shift toward strengthening Tier 1 instruction has proven to be an effective strategy overall. One of the most notable outcomes has been the adoption of a common language and shared instructional approach across the district in both mathematics and literacy. This coherence has helped educators better align instruction to district priorities and has enabled IICs to provide more targeted and impactful support. Furthermore, survey data from IICs indicate that they feel increasingly confident in their ability to support instructional improvement and that they receive the training and resources necessary to carry out their roles effectively.

While work remains to ensure consistent implementation across all sites, the early indicators point to a promising trajectory, particularly in the areas of instructional clarity, educator capacity, and student achievement.

Action 7.7- The Female and Male Leadership Academies have been effective in advancing the district's equity and student development goals. The MLA program has expanded to more sites and is now fully integrated into the district's college tour experiences. Over the past four years, male students have visited a wide range of postsecondary institutions, gaining early exposure to college pathways and leadership opportunities.

Student engagement in both programs has increased, and participating schools have reported a positive impact on school climate, identity development, and peer leadership. These programs have successfully included students from multiple red student groups on the California Dashboard—specifically English Learners, Foster Youth, Homeless Youth, and students from socioeconomically disadvantaged backgrounds. Their participation reflects the program's emphasis on access, inclusion, and identity-affirming leadership development.

While structural alignment has improved, consistency of implementation remains an area for growth. To strengthen impact, the district will continue developing tools to measure program effectiveness and track student outcomes more systematically.

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.

Action 7.1- General Administration and Other Services (Base)- There are no changes in metrics or anticipated outcomes for 7.1. In an era of increased costs of health and insurance, there may be some adjustment to the cost of this action.

Action 7.2- School-based Student Support- Although the central process for completing a compliant SPSA will not change, there is an expectation, which is administratively reviewed, that each school site council review and make changes to their planned expenditures based on new data of student results, which may result in changes in outcomes, programs, and/or school goals. In addition, as previously stated in this LCAP, a needs assessment will have a focus on any student groups having the lowest (red) performance level indicators on the CA Dashboard. Schools must prioritize programs and services for unduplicated students (low-income, ELs, foster youth) who are not achieving. With Action 7.2 allocating LCFF funds directly to all LBUSD schools, School Site Councils (SSC) are consulted to determine appropriate interventions, materials, and professional development to enhance classroom instruction. Although not required to be included, these LCFF actions and services, based on the conducted needs assessment, are part of each school's SPSA (School Plan for Student Achievement) to maintain transparency and involve SSC's elected educational partner representatives.

Action 7.3- Reflecting on the 2023–24 implementation, LBUSD plans the following adjustments for the 2024–25 academic year:

-Staffing Strategies: Implement targeted recruitment and retention initiatives to address educator shortages in early learning programs.

-Data Monitoring: Enhance data collection and analysis to monitor program effectiveness and inform continuous improvement efforts.

-Community Partnerships: Strengthen collaborations with community organizations to support comprehensive services for families.

These changes aim to address identified challenges and build upon the successes of the early learning initiatives, ensuring sustained progress toward LBUSD's educational goals.

Action 7.4- Reflections on the previous year have led to an increased focus on tracking long-term outcomes for students engaged in the music program, including connections to middle and high school music pathways. Plans for the coming year include integrating more culturally diverse repertoires, and further professional development for music educators in culturally responsive instruction. No major changes to the goal itself have been made, but metrics may be refined to include student voice surveys and participation rates disaggregated by subgroup.

Action 7.5- The action continues as initially designed, with no substantial alterations as more time will be needed to promote the opt-in format of the RJ program.

Action 7.6- As a result of the implementation review and outcomes analysis, several strategic refinements have been made to strengthen the effectiveness of the IIC role for the 2025–2026 school year. These changes aim to increase coherence, ensure role clarity, and enhance the instructional impact of IICs across all sites.

A clearly defined set of roles and responsibilities for IICs and instructional leads has been developed and disseminated to support consistent implementation. The refined expectations emphasize the IIC's role in deepening content knowledge in both ELA and mathematics, supporting teachers through data-informed coaching cycles, and strengthening collective efficacy through cross-site collaboration and cohort models. These responsibilities include planning and facilitating professional learning experiences, leading data-driven instructional planning, modeling instructional practices, and using protocols such as Looking at Student Work and Success Criteria Observational Tools to calibrate and improve Tier 1 instruction.

The upcoming year will also include enhanced structures for collaborative learning, such as cohort-based professional development and regular opportunities for cross-site engagement among IICs. These collaborative models will allow IICs to engage in shared inquiry, practice calibration, and the co-development of effective instructional strategies.

Additionally, a significant area of focus will be improving communication and alignment between central office departments—particularly OCIPD—and principal supervisors. Efforts are underway to clarify expectations and reinforce mutual accountability for the IIC role.

Finally, to support more coherent implementation of intervention strategies, the IIC will be expected to play a more active role in coordinating interventions, particularly for students in Grades 4 and 5 who did not meet standards on prior SBAC assessments. This includes monitoring student progress using Power BI, collaborating with site teams through the MTSS process, and ensuring alignment between interventions and Tier 1 instructional goals.

These shifts represent a strengthened approach to leveraging the IIC role as a key driver of improved instructional practice and student achievement across the district.

Action 7.7- Building on insights from the current year, the district will take steps in 2025–26 to further **support school sites in developing sustainable infrastructure** for the Female and Male Leadership Academies, particularly at sites where programming is still emerging. The district will:

-Prioritize **capacity-building** for staff leading the academies by offering structured professional development and program planning support.
-Develop **implementation guidance** to strengthen consistency in academy goals, structures, and data collection across school sites.
-Strengthen connections between the academies and **postsecondary readiness**, leadership pathways, and culturally relevant content to deepen academic and social-emotional outcomes.
-Continue to ensure that **Dashboard red student groups**, including Black and African American students, English Learners, Foster Youth, and Homeless Youth, are intentionally recruited and supported through these programs.
-Expand strategies to track engagement, retention, and leadership development outcomes across all sites.

These refinements reflect the district's commitment to sustaining programs that support identity, academic success, and long-term opportunity for students who have historically been underserved in leadership and engagement programs.

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	73,287,782	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	9,995,100	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. This Action budgets additional time of the TK teachers to provide a full-day program, which is not required, nor reimbursed. LBUSD believes that a full-day program is more beneficial than a partial day model and maintains in this action the additional cost of providing the full day program. ●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.	16,354,104	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 music lessons for all Transitional kindergarten (TK) through fifth grade classrooms, including choral music, and instruments that may include world drumming, ukulele, Orff, and recorder. Instrumental music teachers provide weekly violin instruction for third, fourth and fifth grade students who have opted in, and weekly wind instrument instruction (flute, clarinet, trumpet and trombone) 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	5,905,250	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 of schoolwide restorative practices and increased relationships between adults and students; shifting schoolwide disciplinary practices; and decreasing 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.	1,091,505	Yes
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.	12,489,224	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	439,168	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 maintains 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 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	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M8.1	Source: CA Dashboard, DataQuest					
M8.1	Rate of compliance with the teacher credential and assignment requirements *Teachers who possess a California preliminary or clear credential which permits them to teach the subject and grade levels that they are assigned **Teachers without credentials and misassignments include emergency permits and teachers who hold a credential, but does not possess a permit to teach outside their credentialed area	Compliance with teacher credential requirements*	2021-22	2023-24	Target (Year 3)	
		LBUSD	86.9%	95.4%		8.5%
		State	85.8%	Coming soon		
		Credential Compliance Difference	1.1%	Coming Soon	> 0%	
		Teachers who hold an emergency credential or misassigned**	2021-22	2023-24	Target (Year 3)	
		LBUSD	3.0%	4.6%		1.6%
		State	3.8%	Coming Soon		
		Emergency/Misassigned Difference	-0.8%	Coming Soon	< 0%	
M8.2	Source: Facility Inspection Tool		2023	2024	Target (Year 3)	
M8.2	Percentage of **schools** in **"good" or "exemplary" repair**		98%	97%	100%	-1%

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M8.3	Source: Resolution on the Sufficiency of Textbooks		2023	2024	Target (Year 3)	
M8.3	Rate of compliance with **instructional materials requirements**		100%	100%	100%	0%
M8.4	Source: HRS Hiring Data		2022-23	2023-24	Target (Year 3)	
M8.4	Percentage of **highly qualified K-12 certificated new-hires** for a school year **reflective of student demographics**	African-American	11%	11%	≥ 12%	0%
		Asian	7%	6%	≥ 6%	-1%
		Filipino	2%	2%	≥ 3%	0%
		Hispanic	37%	38%	≥ 59%	1%
		Pacific Islander	0%	1%	≥ 1%	1%
		White	37%	32%	≥ 12%	-5%

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.

Action 8.1- Plant and Maintenance Services (Base)- The programs and services in this section are all base services serving schools, including basic plant services, maintenance, operations, business services, building maintenance, and equipment replacement. There was no difference between the planned services and actual services.

Action: 8.2 Curriculum Support- In 2024–2025, OCIPD implemented Action 8.2 by deploying Curriculum Coaches and Program Specialists to support classroom teachers through a student-centered coaching model (Sweeney & Harris, 2017) that focuses on improving student learning through targeted collaboration between coaches and teachers. Instead of centering coaching conversations around teacher performance or general strategies, this model keeps student outcomes and evidence of learning at the heart of the work.

At the elementary level, coaches were assigned to a cohort of 10–12 schools, while in secondary, schools were prioritized for support based on needs identified via the California School Dashboard and LCAP metrics. Coaching support included 1:1 coaching cycles, lesson studies, co-planning/co-leading faculty or department meetings, data chats, co-teaching, modeling instruction, group planning sessions, and reviewing student work using protocols aligned to LBUSD's Quality Core Instruction Framework.

Implementation was largely consistent with planned actions. However, some shifts occurred based on evolving school needs and staffing changes. Challenges included coaching conflicts due to the district wide professional development (outlined in action 8.3) and the continuity of administrators' support as a consequence of competing initiatives and availabillity. A key success was the increased coherence between

coaching, professional development, and instructional initiatives across grade levels and content areas, leading to improved alignment with district wide instructional expectations.

Action: 8.3 Professional Development- In 2024–2025, OCIPD supported Action 8.3 by designing and delivering professional learning grounded in LBUSD's Quality Core Instruction (QCI) and Understandings Framework. These efforts were structured around building collective efficacy, deepening culturally responsive teaching practices, and supporting educators in fostering anti-racist, student-centered classrooms.

OCIPD staff refined their approach to professional learning by using a district-developed High Quality Professional Learning (HQPL) framework and a Professional Learning Planning Template. These tools ensured each session had clearly articulated outcomes, coherent sequencing, and multiple opportunities for application and reflection.

Additionally, professional development was designed to move beyond surface-level knowledge toward implementation and transfer of learning, utilizing collaborative structures shown in the "Overview of Collaborative PL Structures" framework (e.g., co-planning, co-teaching, peer coaching, and student work analysis).

As of this submission, OCIPD has facilitated over 327 QCI-aligned professional learning sessions, noting strong alignment between planned and implemented actions, with consistently high engagement (97%) reported across approximately 7100 exit survey responses.

Challenges included ensuring coherence across multiple departments and initiatives, and balancing districtwide training priorities with site-specific needs. A major success was the increased application of collaborative and reflective PL structures, which have improved both engagement and instructional transfer.

Action 8.4- National Teacher Certification- During the 2024–25 school year, Long Beach Unified School District (LBUSD) fully implemented its National Board Certification (NBC) support initiatives under Action 8.4, advancing the goal of ensuring all students—particularly those in underserved communities—have access to experienced, effective, and appropriately assigned teachers.

Participation in the district's NBC pipeline continued to grow. The Pre-Candidate Program expanded from 20 to 28 participants, and the number of active NBC candidates more than doubled, from 27 in 2023–24 to 59 in 2024–25. These increases reflect successful recruitment, mentoring, and professional learning efforts that support educators as they pursue National Board Certification.

Although overall participation increased, the number of fully certified National Board Certified Teachers (NBCTs) districtwide declined slightly from 182 to 172. This change is attributed to factors such as retirement, credential expiration, or career transitions into leadership positions. Despite this fluctuation, the impact of current NBCTs remains strong: 71% serve in high-priority schools identified by the California Department of Education's NBCT Certification Incentive Program. This reinforces LBUSD's commitment to placing highly accomplished educators at school sites serving the students who need them most, including those identified as red student groups on the California Dashboard.

A major strength of implementation has been the continued growth of the National Board Designated Master Teacher (NBDMT) initiative. In 2024–25, NBDMTs contributed more than 5,600 hours of targeted service in alignment with district instructional goals. These contributions supported site-level improvement efforts, professional learning, and mentoring aligned with TALB–District agreements.

A persistent area for growth involves increasing candidate diversity and broadening representation among NBC participants. While targeted recruitment efforts are underway, the district recognizes the need to continue refining outreach and support strategies to increase participation among Black educators, multilingual staff, and teachers at additional high-priority sites.

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.

Inclusive and Future Ready Education showed a negligible variance, with Estimated Actuals of $136.1 million exceeding the $135.7 million budget by only 0.28%, not considered material.

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

Action 8.1- Plant and Maintenance Services (Base)- Services were deemed effective, as evidenced by the 97% of schools rated in good or excellent condition on the FIT.

Action: 8.2 Curriculum Support- Action 8.2 has been effective in building instructional capacity across the district, particularly in schools serving high-need student populations. Schools supported by coaches demonstrated increased implementation of the Quality Core Instructional Framework, especially in lesson design, differentiation for English Learners, and student engagement strategies.

Formative data collected from walkthroughs and coaching logs indicate that targeted coaching contributed to improvements in instructional practice and professional collaboration. Schools receiving sustained coaching support also reported growth in student achievement indicators, though outcomes varied by site and subgroup.

Continued refinement of coaching practices, increased coherence with site leadership, and alignment to instructional initiatives remain key areas for strengthening the impact of this action.

Action: 8.3 Professional Development-OCIPD's implementation of Action 8.3 was effective in increasing teacher knowledge and application of QCI-aligned practices, as well as culturally responsive teaching strategies. The emphasis on using HQPL and deeper learning structures resulted in more consistent and impactful sessions across grade levels and content areas.

Participant feedback emphasized not only high engagement but also meaningful application of new learning, with an average score of 3.39 out of 4 across all learning goals. Participants rated the support for their instructional growth at 3.44 for learning activities and 3.35 for their intention to implement changes—indicating both high relevance and a strong commitment to classroom application.

Open-ended feedback reinforced these trends, with educators reporting increased confidence in lesson planning, aligning instruction to standards, and using student-centered strategies. Many highlighted greater clarity in delivering culturally responsive instruction, citing the integration of frameworks such as Number Talks and fluency routines. Structures like grade-level collaboration (1,763 responses), coaching

(1,004), and co-teaching partnerships (992) were frequently named as essential supports that made it easier to translate learning into practice. Educators also emphasized the value of peer learning and co-planning opportunities in reinforcing these shifts. Taken together, these findings reflect a strong pattern of professional learning not only increasing teacher knowledge but actively contributing to instructional change aligned to Quality Core Instruction. The professional development also laid important groundwork for future curriculum audits and the integration of culturally relevant materials, reinforcing the district's commitment to equity and inclusion.

Action 8.4- National Teacher Certification- Action 8.4 has been effective in advancing equitable access to high-quality educators. The increasing number of participants in the NBC pipeline—along with sustained engagement in the Pre-Candidate and Maintenance of Certification programs—demonstrates the growing strength of the district's support structures for teacher development and leadership.

The NBDMT initiative also saw significant gains in effectiveness. A district-level analysis of the NBDMT database, specifically the alignment of "Goal," "Proposed Activity," and "Measure of Impact," revealed a marked improvement in how NBDMT service hours are deployed to support instructional improvement. This positive shift is attributed to clearer guidance on allowable activities, increased training for NBDMTs, and the integration of a data platform to monitor the impact of services. As a result, both the quality and alignment of NBDMT contributions have strengthened, particularly at schools with high concentrations of Dashboard red group students.

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.

Action 8.1- Plant and Maintenance Services (Base)- There are no changes in metrics or outcomes for 8.1

Action: 8.2 Curriculum Support- Based on this year's analysis, OCIPD will refine the coaching model in the following ways for 2025–2026:

Increase calibration and alignment across coaching teams through more structured collaborative planning, shared coaching tools, and regular reflection protocols.

Strengthen partnership with site leadership to ensure coaching is more tightly integrated with school site plans and instructional leadership priorities.

Expand the use of impact metrics beyond observational and anecdotal data to include short-cycle student performance data aligned to coaching focus areas.

Provide additional professional development for coaches on supporting multilingual learners and using culturally responsive and sustaining practices.

These adjustments are designed to deepen the coherence, effectiveness, and sustainability of the coaching model in support of equitable, high-quality instruction for all learners.

Action: 8.3 Professional Development- For 2025–2026, OCIPD will expand its focus on evaluating the impact of professional learning through student-centered measures and teacher implementation data. Planned enhancements include:

A districtwide implementation rubric for QCI-aligned instruction.

Use of collaborative PL structures more intentionally during site-based and department-based sessions.

Targeted leadership development (administrators, IIC, leads) and capacity building that aligns site instructional leadership practices with HQPL and QCI goals.

Increased support for classified professional development, especially in areas of student support, English Language Development and culturally responsive interactions.

These adjustments are aimed at strengthening coherence between professional learning, instructional expectations, and equity-driven student outcomes.

Action 8.4- National Teacher Certification- Informed by data trends, staff feedback, and the district's commitment to equity, LBUSD will implement the following refinements to its NBC support strategy for 2025–26:

-Expand Recruitment at Underserved Sites: Targeted outreach will be increased at schools that currently lack National Board Certified Teachers, with a focus on removing barriers to participation and increasing educator awareness of the benefits and supports available.

-Promote Diversity in Candidate Representation: A new outreach initiative will be launched to encourage more Black educators and multilingual staff to pursue National Board Certification. This effort supports the district's broader goal of ensuring students are taught by educators who reflect their cultural and linguistic backgrounds.

-Broaden the Scope of NBDMT Activities: NBDMTs will have expanded opportunities to serve as PAR Consulting Teachers, collaborate across departments, and support key district initiatives aligned with improving instructional quality.

-Enhance Strategic Use of NBDMTs: The district will continue to identify high-leverage areas where NBDMTs can maximize their impact through mentoring, leadership development, and instructional coaching—especially in schools serving Dashboard red group students.

These changes will ensure that Action 8.4 continues to build a strong and diverse teaching workforce while directly addressing the instructional needs of students in the highest-need communities.

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.	133,795,955	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.	2,096,642	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.	909,410	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.	3,479,506	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, which will achieve the following by the end of the 2027 school year: -Graduation Rate will increase at or above 64% at Reid -Graduation Rate will increase at or above 66% at EPHS	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- $353,141 [$223,145 (2024-25)]
-EPHS- $1,897,088 [$1,831,542 (2024-25)]

Data Leading to Need for the Goal
The following are 2024 CA Dashboard lowest (red) categories for Reid and EPHS:

School	Red Categories
EPHS	**College/Career**: Schoolwide, Black students, Economically Disadvantaged students, English Learners (EL), Hispanic students, Long Term ELs, Students with Disabilities **Graduation Rate**: Schoolwide, Black students, Economically Disadvantaged students, English Learners (EL), Hispanic students, Homeless Youth, Long Term ELs, Students with Disabilities
Reid	**College/Career**: Schoolwide, Hispanic students, Economically Disadvantaged students **Graduation Rate**: Schoolwide, Hispanic students, Economically Disadvantaged students

The changes from 2023 to 2024 are as follows:

EPHS EL Program: No student subgroups were in the Red in 2024. In fact, both EL and LTELs are in the Yellow Band (3rd highest band) both increasing 21%.

EPHS Graduation Rate: The same groups were in the red category in both the 2023 and 2024 Dashboard. There was a 12% decline in overall graduation rate at EPHS.

EPHS College and Career: The same groups, except for Homeless students, were in the red category on the 2023 and 2024 Dashboard. Homeless students finished in the Orange category, which is one level higher. Overall, the rate "maintained" from 2023 to 2024.

EPHS English Language Arts: No student subgroups were in the Red in 2024. Black students, who were in the Red category in 2023, increased 66 points.

EPHA Math: No student subgroups were in the Red in 2024. Black students, who were in the Red category in 2023, increased 29 points.

Reid Suspension Rate: No student subgroups were in the Red in 2024, whereas 5 student groups were in the red in 2023. There was a 10.2% decrease in overall suspension rate for the school (from 14.6% in 2023 to 4.5% in 2024)

Reid Graduation Rate: The same groups were in the red category in both the 2023 and 2024 Dashboard: Schoolwide, Hispanic and Economically Disadvantaged students. There was a decline of 6.6% in graduation rate from 2023 to 2024.

Reid College and Career: The same groups were in the red category in both the 2023 and 2024 Dashboard: Schoolwide, Hispanic and Economically Disadvantaged students. There was no change in the rate of college and career readiness from 2023 to 2024

The following are the results of the 2023 Dashboard:

Schools	EL Program	Suspension Rate	Graduation Rate	College & Career	English Lang. Arts	Math
EPHS	Schoolwide	*(not rated as red)*	Schoolwide Black EL Hispanic Homeless Low SES SWD White	Schoolwide Black EL Hispanic Homeless Low SES SWD White	Black	Black
Reid	*(not rated as red)*	Schoolwide Black EL Hispanic Homeless Low SES	Schoolwide Hispanic Low SES	Schoolwide Hispanic Low SES	*(not rated as red)*	*(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. Participating in the meeting were students, parents and school staff. 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)
In an effort to ensure that decisions around the Equity Multiplier Grant funding are informed by broad and inclusive input, EPHS facilitated a shared community input process. A central **Community Input Document** was developed and used across three key meetings to guide discussions and identify areas where the grant funds could provide meaningful support.

This collaborative process included the following meetings:

- **ILT Meeting – May 15th**
- **School Site Council (SSC) Meeting – May 15th**
- **Staff Meeting – May 16th**

The input gathered through these meetings reflects the voices of our educators, leadership team, and school community. Please see the document below for the shared input and recommendations that emerged from this process.

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	• TOSA to support matriculation into EPHS and back to the traditional HS • Intervention TOSA to support	• TOSA to support matriculation into EPHS and back to the traditional HS • TOSA for college & career	• Wellness Center to support social emotional needs and growth • Partnership with agencies	• Wellness Center to support social emotional needs and growth • Partnership with

	● Student incentives & recognition for academic progress ● TOSA to provide EL support during the school day to increase Math skills ● 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 ● Resource Center for students, in person & online support to address individual needs ● Additional support prior to and during ELPAC testing	students not making progress completing credits towards graduation ● Saturday & Evening School to support students outside of regular school hours ● 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 ● 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	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 ● 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	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 support for students ● Resource Center for students, in person & online support to address individual needs	agencies to support student needs (mentorship, academic support, SEL, internships, jobs) ● TOSA to provide academic support during the school day to increase Math skills ● Providing life necessities support for students ● Resource Center for students, in person & online support to address individual needs

Measuring and Reporting Results

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
M9.1	Source: California Dashboard		2023	2024	Target (Year 3)	
M9.1	Percentage of **EPHS EL Students** who progressed **at least one ELPI level**		22.5%	50.0%	52.5%	27.5%
M9.2	Source: California Dashboard		2023	2024	Target (Year 3)	
M9.2	**EPHS Graduation Rate**	Schoolwide	55.7%	43.1%	66.0%	-12.6%
		Black	66.0%	46.3%	76.0%	-19.7%
		English Learner	45.3%	32.1%	55.0%	-13.2%
		Hispanic	52.9%	40.6%	54.0%	-12.3%
		Homeless	53.3%	39.1%	63.0%	-14.2%
		Students with Disabilities	55.7%	36.5%	65.0%	-19.2%
		White	65.1%	51.7%	75.0%	-13.4%
		Low Socioeconomic Status	54.2%	42.8%	65.0%	-11.4%
M9.3	Source: California Dashboard		2023	2024	Target (Year 3)	
M9.3	Percentage of **EPHS students** who are **College and Career ready**	Schoolwide	2.5%	3.1%	33.0%	0.6%
		Black	1.1%	0.0%	31.0%	-1.1%
		English Learner	1.4%	1.2%	31.0%	-0.2%
		Hispanic	3.1%	3.2%	33.0%	0.1%
		Homeless	0.0%	2.9%	30.0%	2.9%
		Students with Disabilities	0.0%	1.8%	30.0%	1.8%
		White	0.0%	13.8%	30.0%	13.8%
		Low Socioeconomic Status	2.5%	2.8%	33.0%	0.3%
M9.4	Source: Smarter Balanced Assessments		2022-23	2023-24	Target (Year 3)	
M9.4	Percentage of **Black EPHS students** in "Met" or "Exceeded" standards on SBAC ELA and Math exams	Black EPHS Students - SBAC ELA	20.0%	17.6%	30.0%	-2.4%
		SBAC ELA Gap	8.0%	-0.5%	0.0%	-8.5%
		Black EPHS Students - SBAC Math	4.2%	0.0%	30.0%	-4.2%

Metric #	Metric	Category	Baseline	Midyear/Year 1 Outcome	Target (Year 3)	Current Difference from Baseline
		SBAC Math Gap	1.0%	5.7%	0.0%	4.7%
M9.5	Source: California Dashboard		2023	2024	Target (Year 3)	
M9.5	**Reid HS Graduation Rate**	Schoolwide	53.3%	46.7%	64.0%	-6.6%
		Hispanic	50.8%	47.1%	61.0%	-3.7%
		Low SES	52.3%	47.8%	62.0%	-4.5%
M9.6	Source: California Dashboard		2023	2024	Target (Year 3)	
M9.6	Percentage of **Reid HS students** who are **College and Career ready**	Schoolwide	1.1%	0%	32.0%	-1.1%
		Hispanic	1.7%	0%	32.0%	-1.7%
		Low Socioeconomic Status	0.0%	0%	30.0%	0.0%
M9.7	Source: California Dashboard		2023	2024	Target (Year 3)	
M9.7	**Reid HS Suspension Rate**	Schoolwide	14.6%	4.5%	5.6%	-10.1%
		Black	19.6%	12.5%	10.0%	-7.1%
		English Learner	12.1%	4.0%	7.0%	-8.1%
		Hispanic	12.1%	3.3%	7.0%	-8.8%
		Homeless	15.0%	4.2%	10.0%	-10.8%
		Low Socioeconomic Status	15.7%	5.3%	10.0%	-10.4%

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.

9.1- Alternative Programs Support

Reid and EPHS delivered services as planned.

9.2 – Reid (Equity Multiplier Funds)

Academic Support (Graduation Rate)-Reid established a Memorandum of Understanding (MOU) with Hey-Tutor to provide a tutor for 20 hours per week. This tutor supports students identified by teachers and the counselor, using a pull-out model. Students may also request tutoring sessions independently.

Suspension Rate-To reduce suspension rates at Reid, we used Equity Multiplier Funds to purchase items and implement structured and engaging opportunities for students during non-academic time, specifically during nutrition and lunch breaks. Student feedback was gathered through surveys, which informed the creation of two designated spaces: an activities room and a fitness room. Reid also hired a Recreational Assistant to promote student engagement and supervise these spaces. In addition, tutoring remains available to students during both nutrition and lunch periods

9.3- EPHS (Equity Multiplier Funds):

Using Equity Multiplier funds, EPHS has expanded both academic and post-secondary readiness supports. We implemented a structured pre-enrollment process facilitated by our TOSAs to ensure successful matriculation. Families attend group and individual meetings to review program expectations, complete transcript reviews, and create personalized success plans. Students meet with assigned teachers to begin their Credit Records and are introduced to our MTSS framework, which includes a three-tiered support plan with timelines and progress monitoring. TOSAs continue to support students, staff, and families throughout the year with interventions and resources.

To support post-secondary readiness, we host two annual College & Career Days featuring academic and vocational partners, with full staff and student participation. Ongoing support is provided for FAFSA/CADAA, college applications, resume building, job readiness, and dual enrollment. We offer flexible learning options through Saturday and Evening School, and maintain a student resource website, along with weekly updates shared in staff meetings, newsletters, and a Google Classroom. A dedicated LBCC representative also provides weekly on-site support to help students transition successfully beyond high school.

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.

Accelerated Learning for Students in Alternative or Continuation Schools, the Budgeted Expenditure was $6.4 million, while Estimated Actuals were significantly lower at $4.8 million, indicating a material variance of 23.7%. This difference is attributable to costs being lower than anticipated.

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

9.1- Alternative Programs Support, 9.2 & 9.3 Reid/EPHS Equity Multiplier Funds

Reid and EPHS showed some improvement in the Dashboard results, including

-EPHS EL Program: No student subgroups were in the Red in 2024. In fact, both EL and LTELs are in the Yellow Band (3rd highest band) both increasing 21%.

-EPHS College and Career: The same groups, except for Homeless students, were in the red category on the 2023 and 2024 Dashboard. Homeless students finished in the Orange category, which is one level higher. Overall, the rate "maintained" from 2023 to 2024.

-EPHS English Language Arts: No student subgroups were in the Red in 2024. Black students, who were in the Red category in 2023, increased 66 points.

-EPHA Math: No student subgroups were in the Red in 2024. Black students, who were in the Red category in 2023, increased 29 points.

-Reid Suspension Rate: No student subgroups were in the Red in 2024, whereas 5 student groups were in the red in 2023. There was a 10.2% decrease in overall suspension rate for the school (from 14.6% in 2023 to 4.5% in 2024)

-Reid College and Career: The same groups were in the red category in both the 2023 and 2024 Dashboard: Schoolwide, Hispanic and Economically Disadvantaged students. There was no change in the rate of college and career readiness from 2023 to 2024

Graduation Rates for both schools have decreased, which necessitates some thoughtful planning.

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.

There are no planned changes to the planned goals or metrics for Goal 9. Graduation Rates for both schools have decreased, which necessitates some thoughtful planning.

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 offers an alternative education setting designed to support students in reaching their academic and postsecondary goals. As a continuation high school currently serving 11th and 12th graders, Reid provides a learning environment with intentionally smaller class sizes compared to comprehensive high schools. This allows educators to build meaningful, supportive relationships with students. In this personalized setting, teachers often serve as mentors or coaches, guiding students to engage with and succeed in the curriculum. Educational Partnership High School (EPHS) offers an alternative, accredited path to high school graduation within the Long Beach Unified School District. Rather than following a traditional schedule, students engage in an independent study format that supports flexible learning while still meeting California content standards. The school is designed for students who may need a different route to success—those facing obstacles such as falling behind on credits, inconsistent attendance, disciplinary challenges, or parenting responsibilities. EPHS provides a second chance in a supportive, structured environment. With a low student-to-staff ratio and targeted academic interventions, the school emphasizes individualized support and flexible scheduling. This model allows students to accelerate progress and regain momentum toward earning their high school diploma. Both EPHS and Reid High Schools are alternative schools, and have been approved as DASS schools and as such, each school serves high-risk youth. Both schools have an unduplicated count of at least 70 percent high-risk students, including English Learners, foster youth and students in poverty .	3,992,465	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 ● Student Engagement Programs	$353,141	No
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 ■ College and Career ○ 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 hotspots/tech for students without access to wifi) ● Celebrations of Student Success with Guest Speakers, Academic Incentives	$1,897,088	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$126,027,466	$ 9,104,672

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
17.68%	0%	$0	17.68%

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 #	Identified Needs	How the Actions Address Needs, and Why it is Provided on an LEA-wide or Schoolwide Basis	Metrics to Monitor Effectiveness

1.4 Counseling Support	The emphasis on reaching students and parents who have struggled to remain engaged and participating in school 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. The Chronic Absenteeism data gap is concerning, as is the All student data, which needs improving. Counseling is an integral component to working with students to combat absenteeism. The data is as follows: All students: 25% (declined 6.2% from prev year) Unduplicated students: -Foster Youth: 38% (13% gap- same gap as prev. year) -EL: 28% (3% gap- decreased gap of 1% from prev year) -Low Income : 31% (6% gap- same gap as prev. year)	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. This Action is being provided on an LEA-wide basis because all students benefit from school-based mental health and SEL supports and related services.	Additional access to counseling services will decrease the **Chronic Absenteeism** rates for low-income, foster and EL students, as well as all students. **[M7.02]**

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. The data for English Language Arts achievement on the SBAC has a serious gap that must be addressed: Percentage of students who meet or exceed standards in ELA. ● 49.52% All Students (increase of 1.5% from prev year) ● 41.57% Economically Disadvantaged (8% gap-decreased gap of 1% from prev year) ● 14% English Learners (35% gap-increased gap of 1% from prev year)	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 creates 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. These Actions are being provided on an LEA-wide basis because all students can benefit from school-based literacy supports, including libraries, and related interventions provided by Actions 1.7. All students benefit from school-based student supports and school-directed interventions of all of these Actions, especially the lowest performing student groups in the red categories of the Dashboard.	Access to libraries and staff will decrease the gap of low-income **[M1.18]**, foster **[M5.1],** EL students **[M3.5],** as well as increase all student results **[M1.01]** who scored “Met” and “Exceeded” on the **ELA SBAC** Access to highly qualified literacy specialist teachers will increase the percentage of low-income **[M1.18]**, foster **[M5.1]**, EL students **[M3.5],** and increase all student results **[M1.01]** who scored “Met” and “Exceeded” on the **ELA SBAC**.

1.8 CTE/Linked Learning	The Graduation rate for all students has been hovering around 84% for the past three years (84% 2021, 85% 2022, 83% 2023; 83.3% 2024) and the gap between unduplicated pupils has been concerning: Gaps: -9.5% Foster (a decrease in gap of 9%) -8.1% Homeless (a decrease in gap of 3.3%) -16.3% EL (a decrease in gap of 10.7%) -2.1% Low Income (a decrease in gap of 2.1%) In consultation with education partners, one of the top attributes that the community established as part of Vision 2035 is part of the Graduation Portrait of a "Future Ready Adult". This emphasizes that students are prepared for their futures with essential life skills… and have a direction and plan for life after completing high school. Through real world learning experiences, students 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.	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. This Action is being provided on an LEA-wide basis because all students benefit from the access to a broad-based course of study that Linked-Learning and CTE provides.	These programs will decrease the gap of the **graduation rate** for foster **[M5.6]**, EL **[M3.6]** and low income students **[M1.19],** as well as increase the all student graduation rate **[M7.05],** 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. LBUSD students' sense of personal identity, belonging and agency is monitored for differences between student groups and schools. Percentage of favorable responses in Identity ● 82.8% Secondary Students (no change from prev yr) ● 83% Secondary Low Income students (4% increase from prev yr) ● 74.9% Secondary EL Students (no change from prev yr) ● 76.9% Secondary Foster Students (2% increase from prev yr) Percentage of favorable responses in Agency ● 80.9% Secondary Students (no change from prev yr) ● 80% Secondary Low Income students (2% increase from prev yr) ● 77.7% Secondary EL Students (no change from prev yr) ● 78.9 % Secondary Foster Students (4% increase from prev yr) Percentage of favorable responses in Belonging ● 73.6% Secondary Students (1% increase from prev yr) ● 74% Secondary Low Income students (5% increase from prev yr) ● 69% Secondary EL Students (2% increase from prev yr) ● 70.8% Secondary Foster Students (3% increase from prev yr)	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. 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. This Action is being provided on an LEA-wide basis because all students benefit from school-based mental health and SEL supports that the Wellness Centers provide on call.	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. The Wellness Centers will help decrease the gaps for students' sense of personal **identity, belonging and agency** rates for low-income, foster and EL students, as well as increase the senses for all students. **[M7.10]**

	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. In fact, Wellness Centers were the #3 priority of educational partners, as evidenced by the ThoughtExchange.		
4.2 Pupil Services: Health Services 4.3 Pupil Services: Instructional Aides	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. The Chronic Absenteeism data gap is concerning, as is the All student data, which needs improving. Counseling is an integral component to working with students to combat absenteeism. The data is as follows: All students: 25% (declined 6.2% from prev year) Unduplicated students: -Foster Youth: 38% (13% gap- same gap as prev. year) -EL: 28% (3% gap- decreased gap of 1% from prev year) -Low Income : 31% (6% gap- same gap as prev. year)	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. As with additional counseling supports, additional nursing and psychological 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. These Actions are being provided on an LEA-wide basis because all students benefit from school-based health supports, including students in the lowest red band in the Dashboard and students with disabilities.	Additional access to nursing & psychologist services will decrease the **Chronic Absenteeism** rates for low-income, foster and EL students, as well as all students.**[M7.02]**

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. According to an analysis of the data from educational partners, safety was a recurring theme in the responses, with participants expressing concern about violence and bullying. There was also mention of the need for safe spaces for students, such as wellness centers. According to the CORE survey, the results of favorable scores are dramatically different between parents and students for Safety: -91.1% Parent Favorable Score (+2.1% from prev year) -62.4% All Student Favorable Score (-0.2% from prev yr) -59.6% EL student Favorable Score (-3.4% from prev yr) -61.1% Low-Income student Favorable Score (-0.9%) In addition, according to the CORE survey, parents expressed satisfaction for opportunities for participation, climate and belonging: -93.9% favorable responses for opportunities to participate (increase of 1% from prev year) -92.5% favorable responses in Climate for Academic Learning (increase of 0.6% from prev year) -92.4% favorable responses in Sense of Belonging (increase of 1% from prev year)	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. This Action is being provided on an LEA-wide basis because all students benefit from engaged family members in their education.	Parents 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** Half the gap between student attitudes and parent attitudes regarding **safety,** as measured by the **CORE survey.** -89% Parent Favorable Score -63% All Student Favorable Score -63% EL student Favorable Score -62% Low-Income student Favorable Score

7.3 Early Learning Initiative	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. Foundational Reading Skills Assessment (FRSA) data show a need for increased proficiency (2022-23 EOY Prof for TK students- English Test): -All Students: 48% Met -EL: 30% Met (Gap: 18%) -Foster Youth: 50% (N=12- not statistically significant) Educational partners have expressed a need for access to quality, full-day early learning opportunities. Access to full-day early learning programs are especially important to the families of unduplicated pupils.	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. 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 (additional time of the TK teachers to provide a full-day program, which is not required, nor reimbursed), 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. This Action is being provided on an LEA-wide basis because all students can benefit from full-day early educational programs.	Parallel to M1.12.A (FRSA)- a Superintendent Goal, which includes Kinder, and primary grades, all TK students will achieve growth in literacy to 59% and half the gap for EL and Foster students by 2027.

7.4 Elementary Music Program	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 and access to musical instruments that enable them to participate in programs that support their overall well-being, so elementary music creates experiences that principally benefit them. Educational partners have expressed a need for more arts instruction and other experiences that add to a more well-rounded education. Percentage of favorable responses in **Identity** ● 81% Elementary Students (+0.2% from prev year) ● 77% Elementary EL Students (-2% from prev year) ● 79% Elementary Low-Income Students (-1% from prev year) ● 79% Elementary Foster Youth (+2% from prev year) Percentage of favorable responses in **Agency** ● 80% Elementary Students (same as prev year) ● 78% Elementary EL Students (same as prev year) ● 80% Elementary Low-Income Students (+1% from prev year) ● 80% Elementary Foster Youth (+7% from prev year) Percentage of favorable responses in **Belonging** ● 78% Elementary Students (same as prev year) ● 76% Elementary EL Students (-1% from prev year) ● 76% Elementary Low-Income Students (-1% from prev year) ● 73% Elementary Foster Youth (-1% from prev year)	This Action 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. 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 Action is being provided on an LEA-wide basis because all students can benefit from access to music programs at elementary schools.	The Elementary Music Program will help decrease gaps in students' sense of personal **identity, belonging and agency** rates for low-income, foster and EL students, as well as increase the senses for all students. **[M7.10].** The Elementary Music Program will contribute to decreasing Chronic Absenteeism for low-income, foster and EL students, as well as for all students. **[M7.02].**

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. The limited sense of belonging, identity and agency that unduplicated pupils experience stems at least partly from the dissonance between their learning opportunities and their lived experiences. Educational partners have expressed a positive rating about the Restorative Justice strategies that are used in the middle schools. In fact, it was rated in the top 10 for prioritizing actions according to the ThoughtExchange. LBUSD students' sense of personal identity, belonging and agency is monitored for differences between student groups and schools. Percentage of favorable responses in <u>Identity</u> ● 82.8% Secondary Students (no change from prev yr) ● 83% Secondary Low Income students (4% increase from prev yr) ● 74.9% Secondary EL Students (no change from prev yr) ● 76.9% Secondary Foster Students (2% increase from prev yr) Percentage of favorable responses in <u>Agency</u> ● 80.9% Secondary Students (no change from prev yr) ● 80% Secondary Low Income students (2% increase from prev yr) ● 77.7% Secondary EL Students (no change from prev yr) ● 78.9 % Secondary Foster Students (4% increase from prev yr) Percentage of favorable responses in <u>Belonging</u> ● 73.6% Secondary Students (1% increase from prev yr) ● 74% Secondary Low Income students (5% increase from prev yr) ● 69% Secondary EL Students (2% increase from prev yr) ● 70.8% Secondary Foster Students (3% increase from prev yr)	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 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. This Action is being provided on a level-wide basis because all middle schools students can benefit from Restorative Justice programs that help young adults self-regulate and build positive relationships in the school community.	Restorative Justice Interventions will help decrease gaps in students' sense of personal **identity, belonging and agency** rates for low-income, foster and EL students, as well as increase the senses for all students. **[M7.10]** Restorative Justice will contribute to decreasing Chronic Absenteeism for low-income, foster and EL students, as well as for all students. **[M7.02].**

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. Educational partners indicated on their priority rating a need for quality core instructional practices as their #5 priority. Data regarding student achievement in ELA show gaps as follows: Percentage of students who meet or exceed standards in ELA. ● 49.52% All Students (increase of 1.5% from prev year) ● 41.57% Economically Disadvantaged (8% gap-decreased gap of 1% from prev year) ● 14% English Learners (35% gap-increased gap of 1% from prev year)	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. This Action is being provided on a level-wide basis because all elementary and middle school students can benefit, if needed, from the interventions that the Instructional Intervention Coordinators provide in order to improve their skills in reading. In addition, the IICs work with teachers at the elementary and middle school levels will increase the efficacy of quality core instruction in classrooms.	Access to high quality interventions will increase the percentage of low-income **[M1.18]**, foster **[M5.1]**, EL students **[M3.5],** and increase all student results **[M1.01]** who scored “Met” and “Exceeded” on the **ELA SBAC**.

7.7 Male and Female Leadership Academies	Educational partners indicated on their priority rating a need for the Leadership Academies as their #8 priority. LBUSD students' sense of personal identity, belonging and agency is monitored for differences between student groups and schools. Percentage of favorable responses in Identity ● 82.8% Secondary Students (no change from prev yr) ● 83% Secondary Low Income students (4% increase from prev yr) ● 74.9% Secondary EL Students (no change from prev yr) ● 76.9% Secondary Foster Students (2% increase from prev yr) Percentage of favorable responses in Agency ● 80.9% Secondary Students (no change from prev yr) ● 80% Secondary Low Income students (2% increase from prev yr) ● 77.7% Secondary EL Students (no change from prev yr) ● 78.9 % Secondary Foster Students (4% increase from prev yr) Percentage of favorable responses in Belonging ● 73.6% Secondary Students (1% increase from prev yr) ● 74% Secondary Low Income students (5% increase from prev yr) ● 69% Secondary EL Students (2% increase from prev yr) ● 70.8% Secondary Foster Students (3% increase from prev yr)	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 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. This Action is being provided on a level-wide basis because all high school and middle school students can benefit from the programs to enhance personal leadership skills and agency.	The Male and Female Leadership Academies will help decrease gaps in students' sense of personal **identity, belonging and agency** rates for low-income, foster and EL students, as well as increase the senses for all students. **[M7.10]**

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. Data regarding student achievement in ELA show gaps as follows: Percentage of students who meet or exceed standards in ELA. ● 49.52% All Students (increase of 1.5% from prev year) ● 41.57% Economically Disadvantaged (8% gap-decreased gap of 1% from prev year) ● 14% English Learners (35% gap-increased gap of 1% from prev year) Educational partners indicated on their priority rating a need for quality core instructional practices as their #5 priority.	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. Teacher access to coaches and specialists are an asset in providing quality instruction and professional development strengthens classroom instruction. This Action is being provided on a district-wide basis because all students can benefit from a highly qualified teacher who has increased efficacy of providing quality core instruction..	Actions 8.2 and 8.3 will increase the percentage of low-income **[M1.18]**, foster **[M5.1]**, EL students **[M3.5],** and increase all student results **[M1.01]** who scored “Met” and “Exceeded” on the **ELA SBAC**.

8.4 National Teacher Certification	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, Foster Youth and low-income students, as well as other students in need Educational partners indicated on their priority rating a need for quality core instructional practices as their #5 priority. A National Board Certified Teacher has the experience and expertise that is the pinnacle of Tier I classroom instructions. Data regarding student achievement in ELA show gaps as follows: Percentage of students who meet or exceed standards in ELA. ● 49.52% All Students (increase of 1.5% from prev year) ● 41.57% Economically Disadvantaged (8% gap-decreased gap of 1% from prev year) ● 14% English Learners (35% gap-increased gap of 1% from prev year) ● 23.57% Foster Youth (25.95% gap- increased gap of 2%)	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 unduplicated pupils. This Action is being provided on a district-wide basis because all students can benefit from a National Board Certified teacher who has increased efficacy of providing quality core instruction, as well as supporting/coaching other classroom teachers in the school to increase their effectiveness.	Student access to National Board Certified teachers is an asset in providing quality instruction and will increase the percentage of low-income **[M1.18]**, foster **[M5.1]**, EL students **[M3.5],** and increase all student results **[M1.01]** who scored “Met” and “Exceeded” on the **ELA SBAC**.

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. EPHS Graduation Rate is 43.1% graduation rate (schoolwide), with the following unduplicated subgroup rates: ● EL - 32.1% (prev year: 45.3%) ● Low SES - 42.8% (prev year: 54.2%) Reid's Graduation Rate is 46.7% graduation rate (schoolwide), with the following unduplicated subgroup rates: ● Low SES - 47.8% (prev year: 52.3%) The educational partners at Reid and EPHS met to discuss improvements at each school and adding staff to support students in their pursuit of accelerating learning and recovering credits was identified as a need.	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 This Action is being provided on a school-wide basis for Reid and EPHS because all students at these alternate schools can benefit from a lower class size for more personal attention and stronger interventions.	These programs will increase the **graduation rate** for EL and low income students, as well as all students at Reid and EPHS, 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 Needs	How the Actions Address Needs, and Why it is Provided on an LEA-wide or Schoolwide Basis	Metrics to Monitor Effectiveness
3.1 EL Support	Action 3.1 is limited in scope to English Learners and focuses additional services for identified English Learners. LBUSD continues 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. 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: 10.83% (from 12% prev year) -Level 3- Moderately Developed: 32.51% (from 33%) -Level 2- Somewhat Developed: 32.51% (from 34%) -Level 1- Beginning to Develop: 24.14% (from 21%) LBUSD's DELAC has identified redesignation as important for ELs. More generally, Educational Partners in the ThoughtExchange held English Learner Support as priority #6.	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]**

3.2 EL Special-ists & Coaches	Action 3.2 is limited in scope to English Learners and focuses additional services for identified English Learners. This action provides select schools with personnel who have expertise in EL pedagogy, instruction, professional development and curriculum. 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: 10.83% (from 12% prev year) -Level 3- Moderately Developed: 32.51% (from 33%) -Level 2- Somewhat Developed: 32.51% (from 34%) -Level 1- Beginning to Develop: 24.14% (from 21%) LBUSD's DELAC has identified redesignation as important for ELs. More generally, Educational Partners in the ThoughtExchange held English Learner Support as priority #6.	A cohort of school sites with the highest EL populations are prioritized for additional professional learning and 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.	Monitoring Action 3.2 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. There are approximately 675 foster youth enrolled in LBUSD schools. Foster youth are over-represented in suspensions with over 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. Also, the gap between Foster and Non-Foster Youth is 4.4% in Attendance Rate. Educational Partners in the ThoughtExchange held Foster Youth as a top 10 priority, suggesting the need for more support.	The work of the social workers are providing extra support to foster youth and their families. This work includes making improvements to the tracking system and communication with our external local agency and County partners. The Foster/Homeless Unit provides support through Partial Credit advocacy, case management and assistance with participation in school programs in order to boost attendance, self-worth, and self management skills. In addition, the Unit conducts home check-ins to assist the family with referrals and extra care to keep them engaged in our system.	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 of 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, school site-level advisory groups, as applicable (e.g., school site 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 school site 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 holistic 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site 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 school site, 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 school site.

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 for 2025-26:

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 school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site 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 displayed. If actions with a "No" are displayed or if actions that are contributing are not displayed 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 displayed. If actions with a "No" are displayed or if actions that are contributing are not displayed 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, the 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 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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