



2026 Local Indicators Report

For presentation with the 2026-27 Local Control and Accountability Plan adoption cycle

Contents

1. [Executive Summary](#)
 2. [CDE Requirements and LBUSD Compliance Checklist](#)
 3. [District Context and Data Sources](#)
 4. [Local Indicator Findings by LCFF Priority](#)
 5. [Dashboard Entry Summary](#)
- [Appendix A: Key LCAP Metrics Used in This Report](#)
- [Appendix B: Board Presentation and Dashboard Submission Notes](#)

Purpose

This report summarizes LBUSD's 2026 local indicator evidence and proposed Dashboard reporting status. It is organized around the five local indicators that apply to school districts: Priorities 1, 2, 3, 6, and 7. County office-only local indicators, Priorities 9 and 10, are identified as not applicable to LBUSD.

1. Executive Summary

Table of Contents

The California Department of Education local indicator process requires districts to annually measure progress on applicable LCFF local priorities, report the results at a public governing board meeting as a non-consent item in conjunction with LCAP adoption, and report the results through the California School Dashboard using the state-adopted self-reflection tools.

Based on the evidence summarized in this report, LBUSD has sufficient 2025-26 local evidence and LCAP metrics to support a proposed Dashboard status of **Standard Met** for each district-applicable local indicator, pending Board presentation and Dashboard submission of the self-reflection tools.

LCFF Priority	Local Indicator	Proposed Status	Evidence Base
Priority 1	Basic Services and Conditions	Standard Met	Instructional materials, facilities, teacher assignment/credentialing systems, and foundational staffing supports documented through LCAP Goal 8 and related actions.
Priority 2	Implementation of State Academic Standards	Standard Met	Quality Core Instruction, standards-aligned curriculum, professional learning, coaching, assessment data, and academic outcome monitoring documented through Goals 1, 3, and 8.
Priority 3	Parent and Family Engagement	Standard Met	Multiple engagement structures, Parent University/C.A.F.E. supports, language access, and high parent survey favorability documented through Goal 6.
Priority 6	School Climate Survey	Standard Met	CORE and Pulse survey metrics, safety and belonging measures, counseling/wellness supports, and attendance/suspension monitoring documented through Goals 6 and 7.
Priority 7	Access to a Broad Course of Study	Standard Met	A-G, CTE, AP, dual enrollment, outdoor science camp, elementary music, and pathway access metrics documented through Goals 1 and 7.
Priorities 9 & 10	COE-only local indicators	Not Applicable	These indicators apply to county offices of education only: expelled youth and foster youth coordination of services.

Important accountability note

A Standard Met local indicator rating confirms that the required local measurement, Board reporting, and Dashboard reporting steps have been completed.

It does not mean every underlying metric has met its target. This report identifies both strengths and areas requiring continued monitoring.

2. CDE Requirements and LBUSD Compliance Checklist

Table of Contents

The state local indicator framework applies to LCFF priorities where state-level data are not available. The applicable district local indicators are Basic Services and Conditions, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study.

Step	CDE Performance Standard	LBUSD Documentation in This Report
1	Annually measure progress on each applicable LCFF local priority.	Completed through LCAP 2026 Working Draft metrics, Dashboard/local data, CORE/Pulse survey data, and action analyses.
2	Report local indicator results as a non-consent item at a public Board meeting in conjunction with LCAP adoption by July 1.	Report accompanies the local indicator presentation scheduled for the 06.17.26 Board meeting, in conjunction with the final LCAP and Budget Approval.
3	Report results through the Dashboard using SBE-adopted self-reflection tools.	Dashboard Coordinator will enter the self-reflection tool responses and Board report date within the CDE reporting window (06.01-07.31).

3. District Context and Data Sources

Table of Contents

LBUSD serves more than 60,000 students from preschool through high school across 83 schools in Long Beach, Lakewood, Signal Hill, and Avalon. Its student population is approximately 59% Hispanic, 12% African American, 12% White, 7% Asian, 6% Multiple Race, 3% Filipino, and 1% Pacific Islander. Approximately 16% of students are English Learners, 61% are socioeconomically disadvantaged, 1% are Foster Youth, and 5% are Homeless Youth.

Data sources used for this local indicators report include *2026-27 LBUSD LCAP*, *2025 Dashboard Technical Guide: Local Indicators*, CORE/Pulse survey results, California Dashboard data, DataQuest metrics, and local LCAP metrics.

Evidence Area	Representative Metrics or Artifacts	Local Indicator Use
Academic Outcome Monitoring	SBAC ELA, SBAC Math, CAST, EAP, i-Ready, FRSA, local quarterly assessments	Priorities 2 and 7
Basic Conditions	Instructional materials, facilities, staff assignment/credentialing systems, staffing ratios, plant/maintenance services	Priority 1
Family Engagement	CORE parent survey, Parent University, C.A.F.E. workshops, advisory groups, ThoughtExchange, LCAP newsletters	Priority 3
School Climate	CORE/Pulse student survey (safety, connectedness, belonging), attendance, suspension, wellness/counseling supports	Priority 6
Broad Course Access	A-G, CTE pathway completion, AP exams, dual enrollment, science camp, music/enrichment, Linked Learning pathways	Priority 7

4. Local Indicator Findings by LCFF Priority

Priority 1: Basic Services and Conditions

Proposed Dashboard status: **Standard Met**

LBUSD's LCAP Goal 8 is aligned to Priority 1 and centers access to fully credentialed teachers, highly trained paraeducators, a diverse and skilled school staff, standards-aligned materials, and safe, clean, and future-ready learning environments.

Basic Condition	LBUSD Evidence and 2026 Local Indicator Narrative
Teacher Assignment and Credentialing	LBUSD continues its commitment to fully qualified and appropriately credentialed teachers. The district uses focused recruitment and screening for fully credentialed candidates, and its LBCC/CSULB partnership produces approximately 70% of new teachers.
Instructional Materials	100% of students had appropriate instructional materials in the prior year. Goal 8 and Action 8.2 continue curriculum support, high-quality materials, and implementation guidance.
Facilities	93% of school sites were in good or exemplary repair in the prior year. Action 8.1 funds plant and maintenance services, operations, business services, building maintenance, and equipment replacement.
Equitable Staffing Supports	Additional concentration grant data shows direct-service ratios favor schools above 55% unduplicated pupils: classified staff 45:1 compared with 48:1, and certificated staff 18:1 compared with 20:1.

Priority 2: Implementation of State Academic Standards

Proposed Dashboard status: **Standard Met**

LBUSD's standards implementation is organized through Quality Core Instruction, the Understandings framework, curriculum supports, professional development, and ongoing student outcome monitoring. QCI is standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven.

Implementation Element	Evidence
Quality Core Instruction	Since 2023-24, all teachers have engaged in intensive QCI professional development. QCI includes six Understandings that emphasize standards, rigorous tasks, discourse, formative assessment, collaborative teams, and caring relationships with high expectations.
Curriculum and Coaching	Action 8.2 provides curriculum coaches and program specialists to support strong QCI implementation, differentiated instruction, and targeted support at high-need sites based on Dashboard data.
Professional Learning	Action 8.3 provides certificated, classified, and leadership professional development aligned to QCI, culturally responsive teaching, equity, and multilingual learner support.
English Learner Standards	Continued implementation of designated and integrated ELD systems, ELlevation progress monitoring, the ENLACE newcomer program, and a Board-adopted English Learner Master Plan

Metric	2024-25 Result	Percentage Point from Baseline	Target
SBAC ELA (all grades)	51.7% met/exceeded	+3.5	61.0%
SBAC Math (all grades)	38.5% met/exceeded	+4.0	50.0%
CAST Science - Grade 5	32.5% met/exceeded	+2.4	62.0%
CAST Science - Grade 8	28.6% met/exceeded	+5.7	50.0%
CAST Science - Grade 12	23.8% met/exceeded	-0.6	50.0%

Standards implementation is systemwide and supported by curriculum, coaching, and professional learning. While there is districtwide ELA and Math improvement, achievement gaps and science results require continued focus.

Priority 3: Parent and Family Engagement

[Table of Contents](#)

Proposed Dashboard status: **Standard Met**

The district provides multiple, recurring engagement structures for families and educational partners, including DELAC, DCAC, EONA, RSVP student engagement, Sankofa Parent Village, CAC, districtwide family communications, labor partner input, Family Leadership Institute, staff input, Board updates, and school engagement.

Metric	2025-26 Result	Percentage Points from Baseline	Target
M6.1 Parent opportunities to participate	93.4% favorable	+0.5	99.0%
M6.2 Climate for Academic Learning	89.4% favorable	+2.5	99.0%
M6.3 Sense of Belonging	92.6% favorable	+1.2	99.0%
M6.4 Safety	90.4% favorable	+1.4	99.0%

Excludes "Not sure/don't know" responses

CDE Self-Reflection Area	LBUSD 2026 Evidence
Decision-making Input	ThoughtExchange was opened between February 19 and March 31, 2026. Families were engaged through newsletters, QR-coded flyers, school-site outreach, and LCAP draft feedback opportunities.
Participation in Programs	Parent University and monthly C.A.F.E. workshops expanded access to resources, workshops, and two-way communication. Simultaneous translation also supported participation for Spanish and Khmer speaking families.
Engagement of Unduplicated Groups and Students with Disabilities	DELAC, CAC, Sankofa Parent Village, multilingual family supports, equity-focused engagement, and foster/homeless supports provide targeted input opportunities.
Use of Feedback	Community themes were mapped to LCAP goals and state priorities, including parent engagement and communication, mental health/wellness centers, quality core instruction, and broad course access.

Priority 6: School Climate Survey

Table of Contents

Proposed Dashboard status: **Standard Met**

LBUSD uses local climate survey data and outcome data to monitor student perceptions of safety, connectedness, belonging, identity, and agency. These data are paired with chronic absenteeism and suspension rates to guide student support, wellness, and school climate actions.

Metric	Result	Percentage Points from Baseline	Target/Focus
M7.02 Chronic Absenteeism Gap between LBUSD and State	7.4 percentage points	+0.3	Close gap to state
M7.06 Suspension Rate Gap between LBUSD and State	1.0 percentage point	+0.6	Close gap to state
M7.08 Student Safety (School Connectedness Survey)	71.3% favorable	+8.7	82.0%
M7.09 Student Sense of Belonging	69.0% favorable	+15.8	71.0% target
M4.5 Growth Mindset Gap between Students with Disabilities and All Students	Elementary gap: 3.2% Secondary gap: 6.6%	Elementary: -7.2 Secondary: -4.8	Elementary: 4.5% Secondary: 5.5%

Area	Summary
Strengths	Student safety favorability improved substantially, and sense of belonging is close to the Year 3 target. Parent safety and belonging scores remain high.
Areas requiring attention	Dashboard red performance remains for selected student groups in chronic absenteeism and suspension. Chronic absenteeism is red for Black students, Foster Youth, Homeless Youth, socioeconomically disadvantaged students, and Students with Disabilities. Suspension is red for Black students, Foster Youth, and Homeless Youth.
2026-27 supports	Counseling supports, Wellness Centers, Pupil Services, School-Based Student Support, Leadership Academies, restorative/culturally affirming practices, and targeted foster/homeless services.

Priority 7: Access to a Broad Course of Study

Table of Contents

Proposed Dashboard status: **Standard Met**

LBUSD monitors broad course access through college and career readiness, CTE pathway completion, A-G completion, AP exam results, outdoor science camp access, elementary music, dual enrollment, Linked Learning, and leadership/pathway opportunities.

Metric	Latest Result	Percentage Points from Baseline	Target
M1.04 A-G Completion among 4-year Cohort Graduates	58.5%	+1.6	66.0%
M1.05 CTE Pathway Completion	46.1%	+14.4	48.0%
M1.06 A-G and CTE Pathway Completion	33.0%	+10.2	30.0%
M1.07 AP Exam Passing Rate (3 or Higher)	48.3%	+8.2	52.0%
M1.08 EAP English Readiness, Grade 11	25.4%	+1.9	31.0%
M1.09 EAP Math Readiness, Grade 11	11.0%	+0.3	27.0%
M7.11 Title I Grade 5 Outdoor Science Camp Attendance	80.8%	+9.8	86.0%
M7.12 Grade 9-11 A-G On-track	59.5%	+3.5	68.0%

Broad Course Dimension	Evidence and 2026-27 Focus
College and Career Readiness	Linked Learning, CTE pathways, A-G monitoring, credit recovery, College and Career Guidance Initiative use, USC near-peer college advisors, free PSAT/SAT supports, and AP exam supports
Enrichment and Broad Curriculum	Elementary music, outdoor science camp, library resources, arts/technology/after-school priorities, and career technical learning opportunities
Equity Focus	School-based supports and LCFF site allocations intended to prioritize unduplicated students and Dashboard red student groups through SPSA needs assessments and progress monitoring

5. Dashboard Entry Summary

[Table of Contents](#)

Information from the following summary tables will be submitted in the Dashboard self-reflection tool.

Priority	Indicator	Dashboard Status	Narrative
Priority 1	Basic Services and Conditions	Standard Met	LBUSD annually reviews teacher assignments, instructional materials, and facilities. The LCAP reports 100% instructional material access, 93% good/exemplary facilities, active teacher recruitment/credentialing systems, and ongoing maintenance and curriculum supports.
Priority 2	Implementation of State Academic Standards	Standard Met	LBUSD implements state standards through QCI, the Understandings framework, curriculum coaches, professional learning, ELD systems, and local/state assessment monitoring. Student outcome data show improvement in SBAC ELA and Math, with continued focus on gaps.
Priority 3	Parent and Family Engagement	Standard Met	LBUSD engaged families and educational partners through advisory groups, district communications, ThoughtExchange, Parent University, C.A.F.E., translation/interpretation, and LCAP draft feedback. Parent survey favorability remains high across participation, climate, belonging, and safety.
Priority 6	School Climate Survey	Standard Met	LBUSD administered local climate surveys and reviewed safety, belonging, identity, agency, attendance, and suspension data. Student safety improved to 71.3% favorable and student belonging to 69.0% favorable, while chronic absenteeism and suspension disparities remain focal areas.
Priority 7	Access to a Broad Course of Study	Standard Met	LBUSD monitors A-G, CTE, AP, EAP, science camp, music, dual enrollment, and pathway access. CTE pathway completion reached 46.1%, A-G plus CTE reached 33.0%, and grade 9-11 A-G on-track reached 59.5%.

Appendix A: Key LCAP Metrics Used in This Report

[Table of Contents](#)

A1. Academic and Standards Implementation Metrics

LCAP Metric	Measure	Baseline	2024-25	Target	Points from Baseline
M1.01	SBAC ELA met/exceeded - all students	48.2%	51.7%	61.0%	+3.5
M1.02	SBAC Math met/exceeded - all students	34.5%	38.5%	50.0%	+4.0
M1.03	CAST Science met/exceeded - grade 5	30.1%	32.5%	62.0%	+2.4
M1.03	CAST Science met/exceeded - grade 8	22.9%	28.6%	50.0%	+5.7
M1.03	CAST Science met/exceeded - grade 12	24.4%	23.8%	50.0%	-0.6

A2. Family Engagement and School Climate Metrics

LCAP Metric	Measure	2025-26	Interpretation
M6.1	Parent participation in decision-making opportunities	93.4% favorable	High parent satisfaction; 5.6 points from 99% target
M6.2	Parent climate for academic learning	89.4% favorable	High favorability but lower than prior years
M6.3	Parent sense of belonging	92.6% favorable	High and improved from baseline (+1.2)
M6.4	Parent safety	90.4% favorable	High and improved from baseline (+1.4)
M7.02	Chronic absenteeism - all students	24.5%	Improved from baseline but still above state rate
M7.06	Suspension rate - all students	4.1%	Requires continued monitoring and subgroup focus
M7.08	Student safety	71.3% favorable	Strong increase; 10.7 points from 82% target
M7.09	Student sense of belonging	69.0% favorable	Significant increase; 2.0 points from 71% target

A3. Broad Course of Study Metrics

LCAP Metric	Measure	Latest Result	Target	Points from Baseline
M1.04	A-G completion among graduates	58.5%	66.0%	+1.6
M1.05	CTE pathway completion	46.1%	48.0%	+14.4
M1.06	A-G plus CTE pathway completion	33.0%	30.0%	+10.2 (Above target)
M1.07	AP passing rate, grades 11-12	48.3%	52.0%	+8.2
M7.11	Grade 5 Title I Outdoor Science Camp	80.8%	86.0%	+9.8
M7.12	Grade 9-11 A-G on track	59.5%	68.0%	+3.5

Appendix B: Board Presentation and Dashboard Submission Timeline

[Table of Contents](#)

This report will be presented as a non-consent item at the same public Board meeting when the 2026-27 LCAP is adopted (June 17, 2026).

Following the Board presentation, the Dashboard Coordinator will:

- Open the Dashboard local indicators reporting interface during the CDE reporting window (June - July 2026).
- Use the CDE-adopted self-reflection tools for Priorities 1, 2, 3, 6, and 7.
- Enter the Board meeting date when the local indicator results were reported and the LCAP was adopted.
- Submit each applicable local indicator, so the Dashboard will reflect Standard Met.

Because Priorities 9 and 10 are county office-only indicators, they are not applicable to LBUSD as a school district and are not reported as district local indicators.