

Board of Education

June 17, 2026

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Agenda:



- Local Indicator Update
- Action Summary
- Community Report
- Recommendation for Approval

Local Indicators

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on locally-collected data.

Indicators by State Priority Area



State Priority	State Indicator (LCAP Measure)	Local Indicator (LCAP Measure)	Standards
1: Basic Learning Conditions	N/A	Facilities (M8.2), Materials (M8.3), Teacher New Hire Diversity (M8.4)	Met
2: State Standards	N/A	Access to Broad Course of Study (M1.15) Implementation Strategies (M1.16)	Met
3: Family Engagement	N/A	Parent Participation (M6.1) Connectedness (M6.3)	Met
4: Student Achievement	Academic Indicators (M1.01-1.03) English Learner Indicators (M3.1-3.4)	N/A	Met
5: Student Engagement	Chronic Absence Indicator (M7.02) Graduation Rate Indicator (M7.05)	N/A	Met
6: School Climate	Suspension Rate (M7.06)	Connectedness & Safety (M6.2-6.4, M7.08-7.09, M7.15-7.16) Suspension Rate Gaps (M2.6, M5.5)	Met
7: Course Access	N/A	Access to Broad Course of Study (M1.15, M7.12)	Met
8: Pupil Outcomes	College/Career Indicators (M1.08, M1.09, M1.14)	N/A	Met

Metrics Table

- ## Local Indicators

- Local Indicators report
- Part of Metrics Table

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for 3 Outcome	Current Performance (from Baseline)	
Goal 1: High-Quality Learning for All Students							
ME.01	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 80.2% 80.2% L.A.	2021-22 80.5% 80.5% L.A.	2022-23 81.0% 81.0% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	48.5%	48.5%	52.0%	3.5%	
		African Americans	29.5%	43.6%	41.9%	12.0%	2.4%
		Hispanic	32.9%	34.2%	30.1%	15.0%	2.2%
		English Learners	14.4%	42.8%	44.9%	27.0%	3.3%
ME.02	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 57.0% 57.0% L.A.	2021-22 57.6% 57.6% L.A.	2022-23 58.1% 58.1% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.4%	28.4%	29.4%	1.0%	0.4%
		African Americans	25.8%	28.9%	28.1%	4.0%	3.3%
		Hispanic	14.4%	29.1%	28.1%	14.7%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%
ME.03	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 52.3% 52.3% L.A.	2021-22 52.9% 52.9% L.A.	2022-23 53.4% 53.4% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.9%	28.9%	28.1%	4.0%	3.3%
		African Americans	18.9%	20.1%	22.2%	4.0%	3.3%
		Hispanic	21.9%	21.9%	18.1%	27.0%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%
ME.04	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 52.3% 52.3% L.A.	2021-22 52.9% 52.9% L.A.	2022-23 53.4% 53.4% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.9%	28.9%	28.1%	4.0%	3.3%
		African Americans	18.9%	20.1%	22.2%	4.0%	3.3%
		Hispanic	21.9%	21.9%	18.1%	27.0%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%
ME.05	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 52.3% 52.3% L.A.	2021-22 52.9% 52.9% L.A.	2022-23 53.4% 53.4% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.9%	28.9%	28.1%	4.0%	3.3%
		African Americans	18.9%	20.1%	22.2%	4.0%	3.3%
		Hispanic	21.9%	21.9%	18.1%	27.0%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%
ME.06	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 52.3% 52.3% L.A.	2021-22 52.9% 52.9% L.A.	2022-23 53.4% 53.4% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.9%	28.9%	28.1%	4.0%	3.3%
		African Americans	18.9%	20.1%	22.2%	4.0%	3.3%
		Hispanic	21.9%	21.9%	18.1%	27.0%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%
ME.07	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 52.3% 52.3% L.A.	2021-22 52.9% 52.9% L.A.	2022-23 53.4% 53.4% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.9%	28.9%	28.1%	4.0%	3.3%
		African Americans	18.9%	20.1%	22.2%	4.0%	3.3%
		Hispanic	21.9%	21.9%	18.1%	27.0%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%
ME.08	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 52.3% 52.3% L.A.	2021-22 52.9% 52.9% L.A.	2022-23 53.4% 53.4% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.9%	28.9%	28.1%	4.0%	3.3%
		African Americans	18.9%	20.1%	22.2%	4.0%	3.3%
		Hispanic	21.9%	21.9%	18.1%	27.0%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%
ME.09	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 52.3% 52.3% L.A.	2021-22 52.9% 52.9% L.A.	2022-23 53.4% 53.4% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.9%	28.9%	28.1%	4.0%	3.3%
		African Americans	18.9%	20.1%	22.2%	4.0%	3.3%
		Hispanic	21.9%	21.9%	18.1%	27.0%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%
ME.10	Source: <i>Florida Student Assessment System</i> System-level (all state-reported outcomes)	Category	2020-21 52.3% 52.3% L.A.	2021-22 52.9% 52.9% L.A.	2022-23 53.4% 53.4% L.A.	Target Year 3	
	All Students	Economically Disadvantaged	28.9%	28.9%	28.1%	4.0%	3.3%
		African Americans	18.9%	20.1%	22.2%	4.0%	3.3%
		Hispanic	21.9%	21.9%	18.1%	27.0%	3.8%
		English Learners	20.5%	11.4%	11.1%	40.0%	0.7%

Proposed Dashboard status: Standard Met

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

Basic Condition	LEAD0 Evidence and 2010 Lead Indicator Narrative
Teacher Assignment and Credentialing	LEAD0 continues its commitment to fully qualify and appropriately credential all teachers. The district uses focused recruitment and screening for fully credentialed candidates, and in 2007-2008, partnership programs approximately 70% of new teachers.
Instructional Materials	100% of students had appropriate instructional materials in the prior year. Goal is and Action 8.2 continues student learning, high-quality materials, and implementation goals.
Facilities	95% 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 Support	Additional commitment: goal shows district staff more roles than schools achieve 95% reduction in people classified staff: 85% compared to 161, and certified staff: 181 schools with 201.

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 2013-14, all teachers have engaged in intensive QCI professional development. QCI includes an understanding that emphasis should be placed on rigorous tasks, discourse, formative assessment, collaborative learning, and caring relationships with high expectations.
Curriculum and Coaching	Action 8.2 provides curriculum coaches and program specialists to support shifting QCI implementation, differentiating instruction, and targeted support for action 8.2 based on identified data.
Professional Learning	Action 8.2 provides certified, 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 L2 systems, L2 Learning progress monitoring, the ELAC, and a new English Learner Plan, and a Board-aligned English Learner Master Plan.

Little Words Limited Oxford Street © 2006 Local Indicators Word Games

2008

Understanding the Metrics Table



Data source



Baseline
(starting point)



Goal Target

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 1: High Quality Learning for All Students						
M1.06	Source: Local data	Category	2022-23	2023-24	2024-25	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%	33.0%	30.0%	10.2%

What is being measured



Who (group)



Most recently available data



State Priority 1

Basic Services and Conditions

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.2	Source: Facility Inspection Tool		2023	2024	2025	Target (Year 3)	
M8.2	Percentage of schools in "good" or "exemplary" repair		98%	97%	93%	100%	-5%
M8.3	Source: Resolution on the Sufficiency of Textbooks		2023	2024	2025	Target (Year 3)	
M8.3	Rate of compliance with instructional materials requirements		100%	100%	100%	100%	0%
M8.4	Source: HRS Hiring Data		2022-23	2023-24	2024-25	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%	10%	≥ 12%	-1%
		Asian	7%	6%	7%	≥ 6%	0%
		Filipino	2%	2%	2%	≥ 3%	0%
		Hispanic	37%	38%	36%	≥ 59%	-1%
		Pacific Islander	0%	1%	0%	≥ 1%	0%
		White	37%	32%	31%	≥ 12%	-6%

State Priority 2

Implementation of State Academic Standards

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.15	Source: Local data	Category	2024-25 Projected	2024-25 Actual	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)	16 units	0 units (Target met)	9	+16 units
		Middle School Level	3 (Projected)	1 unit	0 units	9	+1 unit
M1.16	Source: Local data (QCI-1 Exit Survey)	Category	2023 Semester 1	2024 Semester 1	2025 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%	98.1%	97.0%	4.1%

State Priority 3

Parent and Family Engagement

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	Source: CORE survey (excludes "not sure/don't know" responses)	Category	2023-24	2024-25	2025-26	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%	93.4%	99.0%	0.5%
M6.3	Source: CORE survey (excludes "not sure/don't know" responses)	Category	2023-24	2024-25	2025-26	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%	92.6%	99.0%	1.2%

State Priority 6

School Climate Survey

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.08	Source: CORE Survey		2023-24	2024-25	2025-26	Target (Year 3)	
M7.08	Percentage of favorable student responses on Safety (School Connectedness) Survey		62.60%	62.4%	71.3%	82.0%	8.7%
M7.09	Source: CORE Survey		2023-24	2024-25	2025-26	Target (Year 3)	
M7.09	Percentage of favorable student responses on Sense of Belonging (School Connectedness) Survey		53.2%	57.3%	69.0%	71.0%	15.8%
M7.15 (new)	Source: TALB/LBUSD Joint Leadership Survey		2024-25	2023-24	2024-25	Target (Year 3)	
M7.15	Percentage of staff members who favorably responded to "The school effectively handles student discipline and behavioral problems. "		51%	n/a	51%	56%	n/a
M7.16 (new)	Source: TALB/LBUSD Joint Leadership Survey		2024-25	2023-24	2024-25	Target (Year 3)	
M7.16	Percentage of staff members who favorably responded to "This school is focused on continuous improvement and the principal shares and uses data to inform practice. "		88%	n/a	88%	90%	n/a

State Priority 6

School Climate Survey

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.02	Source: California Dashboard	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.02	Chronic Absenteeism Rates between the district and state	LBUSD - All Students	31.4%	25.1%	24.5%		-6.9%
		State - All Students	24.3%	18.6%	17.1%		-7.2%
		Difference - All Students	7.1%	6.5%	7.4%	< 0%	0.3%
		LBUSD - Foster Youth	44.4%	38.0%	39.3%		-5.1%
		State - Foster Youth	33.6%	30.5%	30.6%		-3.0%
		Difference - Foster Youth	10.8%	7.5%	8.7%	< 0%	-2.1%
		LBUSD - English Learners	34.8%	28.2%	27.1%		-7.7%
		State - English Learners	26.3%	20.1%	18.1%		-8.2%
		Difference - English Learners	8.5%	8.1%	9.0%	< 0%	0.5%
		LBUSD - Low Income Students	36.6%	30.9%	30.7%		-5.9%
		State - Low Income Students	29.9%	23.4%	21.7%		-8.2%
		Difference - Low Income Students	6.7%	7.5%	9.0%	< 0%	2.3%

State Priority 6

School Climate Survey

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.06	Source: DataQuest	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.06	Suspension Rates between the district and state	LBUSD - All Students	4.0%	3.6%	4.1%		0.1%
		State - All Students	3.6%	3.3%	3.1%		-0.5%
		Difference - All Students	0.4%	0.3%	1.0%	< 0%	0.6%
		LBUSD - Foster Youth	9.4%	10.7%	11.4%		2.0%
		State - Foster Youth	13.6%	13.2%	12.6%		-1.0%
		Difference - Foster Youth	-4.2%	-2.5%	-1.2%	< 0%	3.0%
		LBUSD - English Learners	3.9%	3.9%	4.1%		0.2%
		State - English Learners	3.7%	3.4%	3.3%		-0.4%
		Difference - English Learners	0.2%	0.5%	0.8%	< 0%	0.6%
		LBUSD - Low Income Students	5.0%	4.8%	5.4%		0.4%
		State - Low Income Students	4.5%	4.0%	3.7%		-0.8%
		Difference - Low Income Students	0.5%	0.8%	1.7%	< 0%	1.2%

Metric outcomes involving the current year's **suspension rate data** (e.g., M2.6, M4.2, M5.5) are available **after** end-of-year.

State Priority 7

Access to a Broad Course of Study

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.05	Source: Local data	Category	2022-23	2023-24	2024-25	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%	46.1%	48.0%	14.4%
M1.06	Source: Local data	Category	2022-23	2023-24	2024-25	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%	33.0%	30.0%	10.2%
M7.11	Source: Local data		2023-24	2024-25	2025-26	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%	75.9%	80.8%	86.0%	9.8%
M7.12	Source: Local data		2023-24 Sem 1	2024-25 Sem 1	2025-26 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%	56.0%	59.5%	68.0%	3.5%

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LCAP Action Summary

Posted at www.lbschools.net/lcap



LONG BEACH
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2026-27 LCAP Summary

May 26, 2026

Goal 1- High Quality Learning for All Students

19 Metrics 9 Actions Budget- \$503.2 M

1.1	Pupil Services (Base)	\$ 36,969,181	Nursing, Counseling and Psychological Services
1.2	Instruction (Base)	\$ 352,267,023	Classroom Teachers, School & Classroom Materials & Supplies
1.3	Instruction-Related Services (Base)	\$ 66,110,215	Teachers on Special Assignment (TOSA)- Trainers and Coaches, Site Administrators, Site Support Staff (non-academic)
1.4	Counseling Support	\$ 13,389,687	Counselors
1.5	Library Education Program	\$ 3,244,105	Teacher Librarians, Library Media Assistants, Library Materials
1.6	Literacy Support	\$ 14,122,072	Literacy Teachers at High Needs Schools, Literacy Books and Materials, Curriculum TOSAs
1.7	Learning Acceleration Supports	\$ 12,031,665	High School Tutors, Edgenuity, CORE, USC College Advisors, i-Ready, PSAT, AP Exams, High School Summer School Program, Dual Enrollment Opportunities
1.8	CTE/Linked Learning	\$ 1,808,299	Pathway/SLC Coordinators, College/Career Specialists/Admin, Student Interns, HS Pathways Allocations
1.9	Wellness Centers	\$ 3,254,831	Wellness Centers Staff and Materials

Goal 2- High Quality Learning: Black Student Achievement

6 Metrics 2 Actions Budget- \$2.6 M

2.1	Black Student Achievement Initiative	\$ 2,609,142	Sankofa programs, Sankofa Saturdays, Sankofa Afterschool, Sankofa Mentorship Program, Sankofa Parent Workshops, Young Black Scholars and Black Student Unions, Black Literary Society, Center of Black Student Excellence.
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Release of Community Report



LONG BEACH
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June 10, 2026

Dear Community:

Thank you for your engagement in the development of the 2026–27 Local Control and Accountability Plan (LCAP). The voices of students, families, staff, and community members continue to play an important role in shaping district priorities and informing decisions that support student success.

Throughout the LCAP development process, educational partners had multiple opportunities to provide input through ThoughtExchange, advisory committee meetings, district communications, public presentations, and review of the draft LCAP. This year, 2,860 participants contributed feedback through the district's ThoughtExchange process, representing a 38.3% increase in participation over the past three years.

Resources

www.lbschools.net/LCAP

LCAP Document

- Budget Overview for Parents
- Annual Update
- LCAP Tables

Public Summary Tools

- LCAP Action Summary
- Metrics Table

Presentations/Reports

- Presentations
- Community Report

The screenshot shows the 'Local Control Funding' page of the Long Beach Unified School District website. The header includes the district logo, navigation links for 'LBUSD FROM A TO Z', 'SCHOOLS', 'SEARCH', and 'MAIN MENU'. The main content area is titled 'Local Control Funding' and features a breadcrumb trail: 'HOME > DEPARTMENTS > LOCAL CONTROL FUNDING > LOCAL CONTROL FUNDING'. On the left, a sidebar menu lists 'LOCAL CONTROL FUNDING' (highlighted), 'Local Control Funding', 'Budget Information', 'School Budgets *', and 'Strategic Plan *'. Below this is a section for 'Links to an External Website' with links to 'Another Department' and 'myLBUSD Portal Page'. The main content area displays a 'Local Control Funding' section with a year selector (2026, 2025, 2024, 2023, 2022, 2021) and a '2026-27 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)' section. This section includes a 'DRAFTS (2026-27)' subsection with a 'LCAP Draft' dated May 29, 2026. Below this is an 'ENGAGEMENT (2026-27)' section with 'Presentations' (Jun 3, 2026), 'Draft LCAP Feedback' (May 29, 2026), 'LCAP Newsletters' (May 22, 2026), and a 'Timeline' (Apr 13, 2026). A small video player is visible on the left side of the page, showing a meeting. The footer includes a language selector (English) and a 'Way' button.

Recommendation:

Adoption of the

LBUSD Local Control and Accountability Plan