LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Long Beach Unified School District

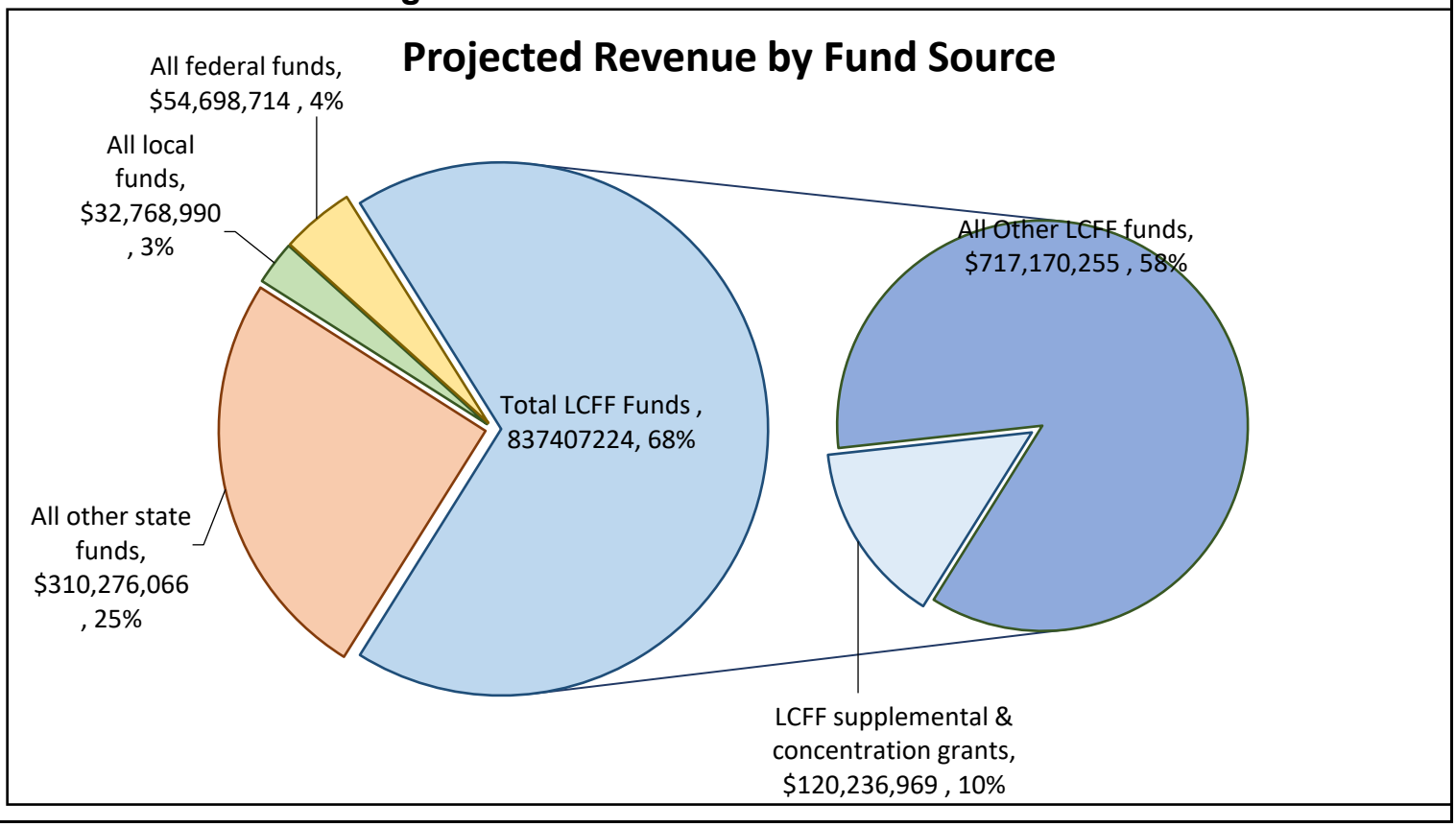
CDS Code: 64725

School Year: 2026-27

LEA contact information: Dr. Lucy Salazar, Email:Lsalazar@lbschools.net Phone: (562) 997-8332

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

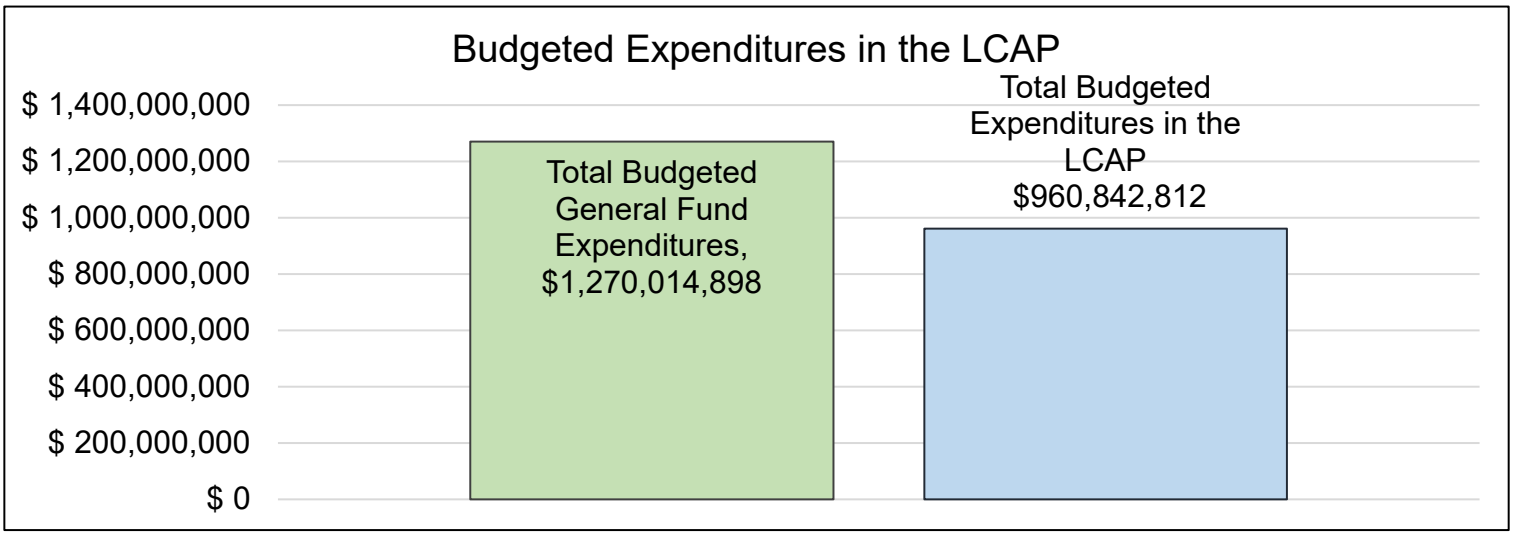


This chart shows the total general purpose revenue Long Beach Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Long Beach Unified School District is $1,235,150,994.00, of which $837,407,224.00 is Local Control Funding Formula (LCFF), $310,276,066.00 is other state funds, $32,768,990.00 is local funds, and $54,698,714.00 is federal funds. Of the $837,407,224.00 in LCFF Funds, $120,236,969.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Long Beach Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Long Beach Unified School District plans to spend $1,270,014,898.00 for the 2026-27 school year. Of that amount, $960,842,812.00 is tied to actions/services in the LCAP and $309,172,086.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

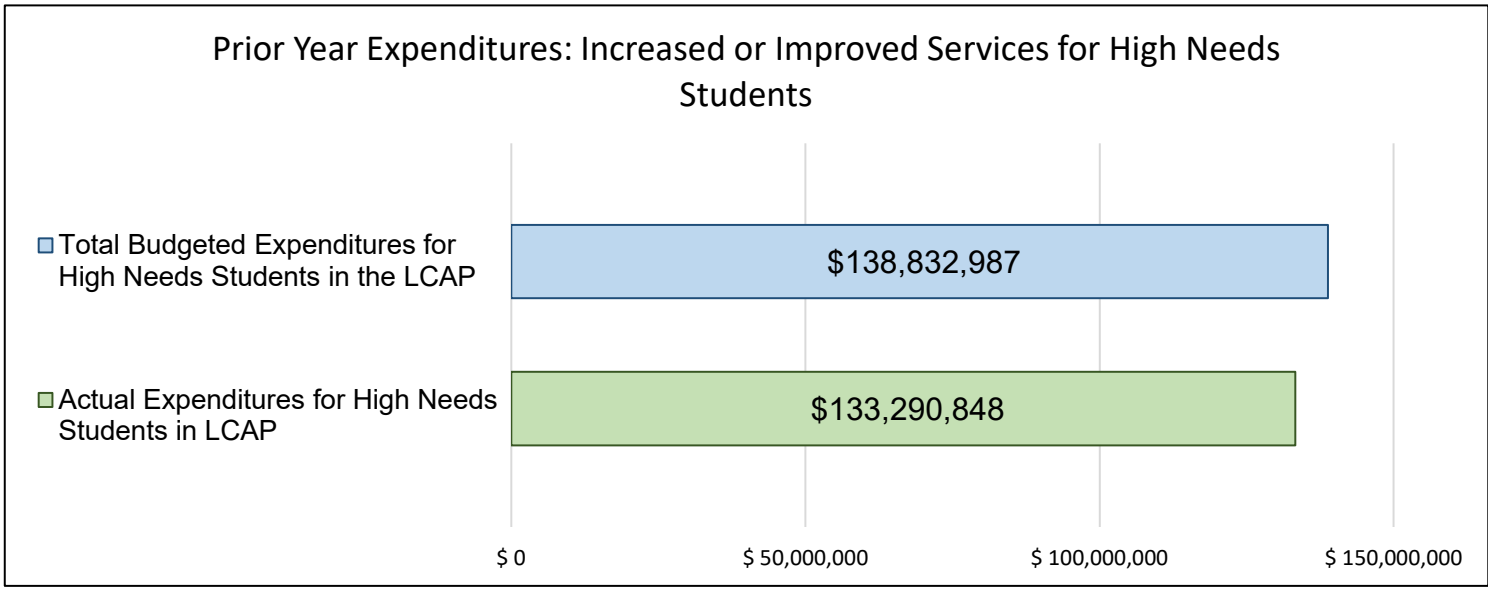
Basic academic and operational program (compensation for teachers, school office staff, site administrators, district general administration, etc.); select academic interventions and parent supports (Titles I and IV); select staff trainings (Title II); select expanded learning opportunities (After School Education and Safety); select services for students in need (Special Education, Indian Education, etc.); select work-based learning (Career Technical Education); and other “categorical” programs that have legislatively defined purposes, augment core instruction, and have specific reporting requirements.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Long Beach Unified School District is projecting it will receive $120,236,969.00 based on the enrollment of foster youth, English learner, and low-income students. Long Beach Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Long Beach Unified School District plans to spend $120,236,969.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Long Beach Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Long Beach Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Long Beach Unified School District's LCAP budgeted $138,832,987.00 for planned actions to increase or improve services for high needs students. Long Beach Unified School District actually spent $133,290,848.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $5,542,139.00 had the following impact on Long Beach Unified School District's ability to increase or improve services for high needs students:

In 2025-26, Long Beach Unified School District's LCAP budgeted $138.8 million for planned actions to increase or improve services for high needs students. Long Beach Unified School District actually spent $133.3 million for actions to increase or improve services for high needs students in 2025-26. Although the district implemented the program as planned, the District was able to leverage other federal and other State onetime funding that was used to fund the other planned actions to increase and improved services. In 2025-26, the District estimated Supplemental and Concentration grants revenue is $121.9 million and the revenue was fully expended for the actions to increase and imporved services for high needs students.

Local Control and Accountability Plan

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Local Control and Accountability Plan Instructions

Goals and Actions			
1: High Quality Learning for All Students	Metrics	Analysis	Actions
2: High Quality Learning: Black Student Achievement	Metrics	Analysis	Actions
3: High Quality Learning: ELs and LTELs	Metrics	Analysis	Actions
4: High Quality Learning: Students with Disabilities	Metrics	Analysis	Actions
5: High Quality Learning: Foster and Homeless Youth	Metrics	Analysis	Actions
6: Engagement	Metrics	Analysis	Actions
7: Equitable and Liberatory District	Metrics	Analysis	Actions
8: Transformative Change	Metrics	Analysis	Actions
9: Accelerated Learning for Students in Alternative or Continuation Schools	Metrics	Analysis	Actions

Local Control and Accountability Plan

Revised 08.12.26

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	David Zaid, Superintendent	dzaid@lbschools.net 562.997.8240

Plan Summary 2026-27

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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**:*

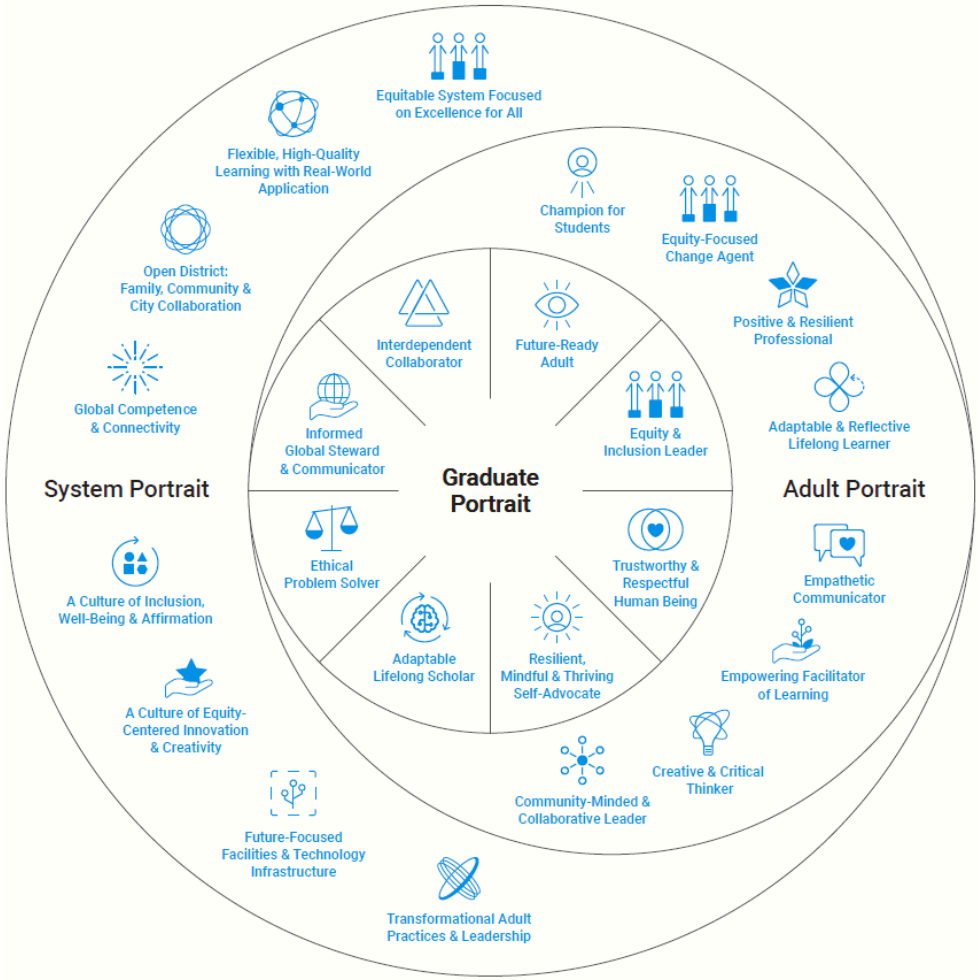
Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.

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 83 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, 6% Multiple Race, 3% Filipino, and 1% Pacific Islander. Approximately 16% of students are English Learners, 61% socioeconomically disadvantaged, 1% Foster Youth and 5% Homeless 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.

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.*

The 2025-26 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-achieving 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!



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

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 - $141,229

- EPHS - $792,540

The following are lowest (red) categories for Reid and EPHS, as well as previous red categories from the 2023 and 2024 Dashboards:

School	Red Categories
EPHS (2025)	**English Language Arts**: Schoolwide, Economically Disadvantaged students, Hispanic students **Math**: Schoolwide, Economically Disadvantaged students, Hispanic students

	English Learner Progress: Schoolwide, English Learners (EL), Long Term ELs **College/Career**: Schoolwide, English Learners (EL), Hispanic students, Long Term ELs, Economically Disadvantaged students, Students with Disabilities **Graduation Rate**: Schoolwide, Black students, Economically Disadvantaged students, English Learners (EL), Hispanic students, Homeless Youth, Long Term ELs, Students with Disabilities
2023 & 2024	***College/Career**: Schoolwide (2023,2024), Black students (2023, 2024), Economically Disadvantaged students (2023, 2024), English Learners (2023, 2024), Hispanic students (2023, 2024), Long Term ELs (2024), Students with Disabilities (2023,2024), Homeless Youth (2023), White students (2023)* ***Graduation Rate**: Schoolwide (2023,2024), Black students (2023,2024), Economically Disadvantaged students (2023,2024), English Learners (2023,2024), Hispanic students (2023,2024), Homeless Youth (2023,2024), Long Term ELs (2024), Students with Disabilities (2023,2024), White students (2023)* ***English Language Arts**: Black students(2023)* ***Math**: Black students (2023)*
Reid (2025)	**College/Career**: Schoolwide, Hispanic students, Economically Disadvantaged students **Graduation Rate**: Schoolwide, Hispanic students, Economically Disadvantaged students
2023 & 2024	***College/Career**: Schoolwide (2023,2024), Hispanic students (2023,2024), Economically Disadvantaged students (2023,2024)* ***Graduation Rate**: Schoolwide (2023,2024), Hispanic students (2023,2024), Economically Disadvantaged students (2023,2024)* ***Suspension Rate**: Schoolwide (2023), Black students (2023), Economically Disadvantaged students (2023), English Learners (2023), Hispanic students (2023), Homeless Youth (2023)*

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.

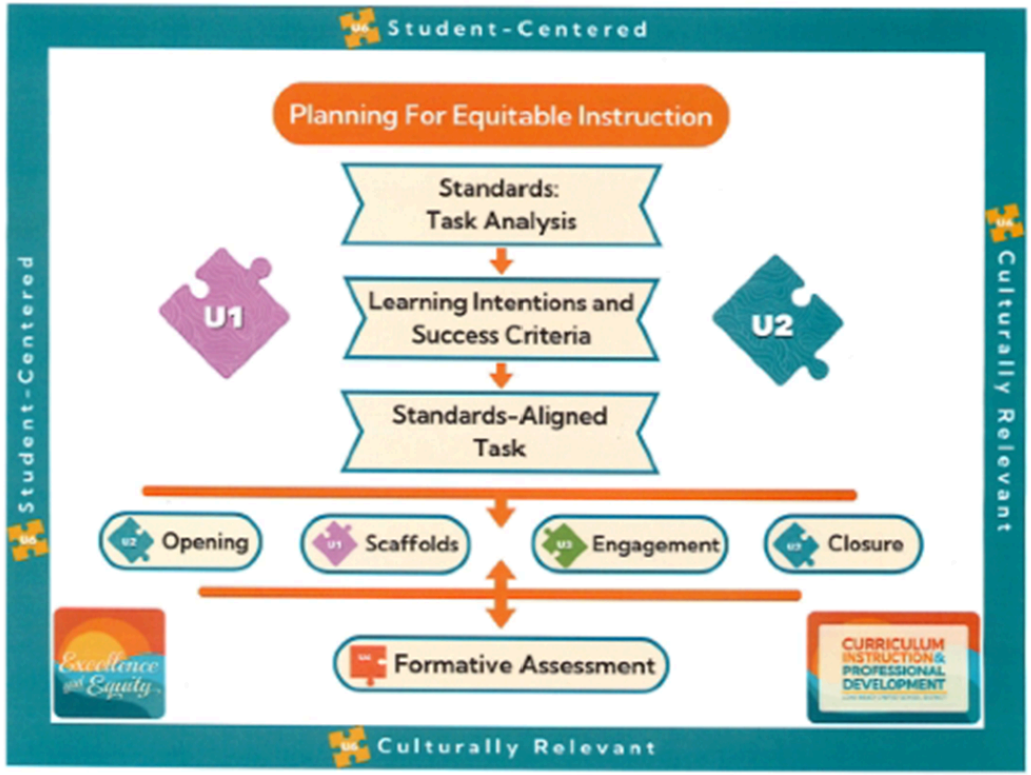
Note: The stability rate is a measure to identify the number and percent of students who receive a "full year" of learning in the same school. The measure is intended to serve as a tool to help better understand the complex needs of students and schools. The California Department of Education makes this 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 have 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.

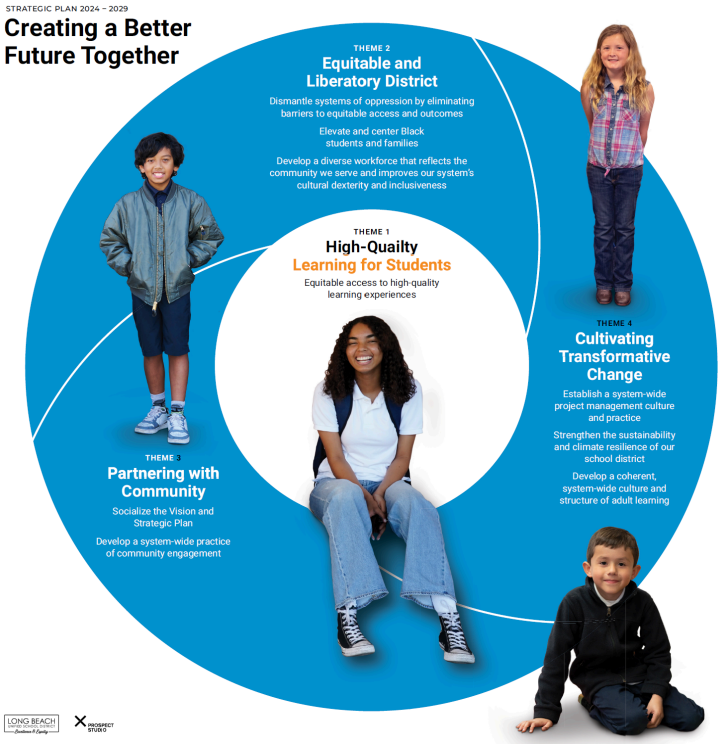
'Doubling Down' on Efforts to Shine the Equity Spotlight and Reduce Achievement Gaps
This three year LCAP ushered in a commitment to shine an equity flashlight on students who are furthest from standard and to face the "brutal facts" about under-serving these student groups. The Excellence and Equity 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. This LCAP continues the momentum from the previous years' LCAPs ensuring continuity by not eliminating actions from last year. Rest assured, monitoring these actions to ensure quality and improvement for Black, EL, LTEL, Students with Disabilities and Homeless/Foster Youth is key. In addition, the schools and student subgroups that show as lowest performing (red) on the California Dashboard are a focus for improvement. Specific actions in this LCAP address the lowest performing student groups as listed as part of the LCAP Goals and as well as in the Dashboard. These actions can be found as part of each Goal, which specifically address the group (for example, the actions in Goal 2 specifically addresses Black students) . Additionally, samples of actions addressing the lowest (red) performance on the Dashboard can be found in the section presenting data from the Dashboard, beginning on page 22. 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 other student groups. Therefore, attaining the Graduate Portrait for Black students must be at an accelerated pace. Action 2.1 shares many programs and services that are implemented to accelerate the achievement of Black students. Notably, the Center of Black Student Excellence is a hub for students, parents and community. It is also an important growing infrastructure in which expertise is located in the focus of Black student achievement. Funding in Action 2.1 includes this expertise to design curriculum, teacher planning, professional learning partnerships and place-based learning opportunities (among other services and programs)- all designed to promote and accelerate Black student growth and achievement.

California School Dashboard: The suspension rate of Black students increased from the previous year (from 8.8% in 2024 to 10.3% in 2025) Black students still have a disproportionate suspension rate when compared to other student groups. The 2024 data mirrors the 2023 data at 10%.

SBAC: Black students have a gap of achievement results in all grade levels for both ELA and Math. Here are the 2025 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 2024 and 2025:

SBAC	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Students
ELA: All Students	48.26%	49.45%	54.62%	48.50%	54.10%	53.18%	53.88%	**51.72%**
ELA: Black Students	31.68%	33.26%	36.94%	36.64%	36.97%	36.22%	40.61%	**36.10%**
ELA Gap (2024-25)	*-16.58*	*-16.19%*	*-17.68*	*-11.86*	*-17.13*	*-16.96*	*-13.27*	***-15.62***
ELA Gap (2023-24)	*-16.22*	*-17.81*	*-13.41*	*-15.17*	*-16.53*	*-11.63*	*-16.79*	***-15.25***
Gap Comparison	*not improved*	*improved*	*not improved*	*improved*	*not improved*	*not improved*	*improved*	*not improved*
Math: All Students	49.37%	45.40%	41.04%	35.44%	37.24%	34.78%	26.57%	**38.50%**
Math: Black Students	30.22%	29.60%	24.10%	19.77%	19.26%	18.97%	14.64%	**22.21%**
Math Gap (2024-25)	*-19.15*	*-15.8*	*-16.91*	*-15.67*	*-17.98*	*-15.81*	*-11.93*	***-16.29***
Math Gap (2023-24)	*-16.39*	*-21.16*	*-15.53*	*-14.67*	*-17.5*	*-15.1*	*-12.08*	***-16.25***
Gap Comparison	*not improved*	*improved*	*not improved*	*not improved*	*not improved*	*not improved*	*improved*	*not improved*

English Learner Data (LCAP Goal 3)

Overall, English Learners' data is a mixed bag, with some assessment results showing slight improvement, while other results show a decrease. All in all, English Learners continue to have major achievement gaps and Goal 3 remains a key focus for LBUSD and its schools.

SBAC: Results from the 2025 Smarter Balanced Assessment Consortium (SBAC) show the following:

• About 4,350 EL students took the SBAC.

• 12.26% of EL students met or exceeded standard on the English Language Arts exam, which is a decrease of 1.72% from 2024. This is a 44% gap in comparison to 'English only (EO)' students. Last year the gap was 36%.

• 11.13% of EL students met or exceeded standard on the Math exam, which is less than 1% decrease from 2024. This is a 32% gap in comparison to 'English only' 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 almost 9,000 students taking the Summative ELPAC:

• Level 4 - Well Developed: 10.99%

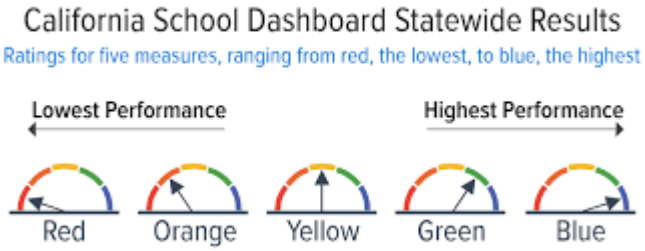
• Level 3 - Moderately Developed: 30.57%

• Level 2 - Somewhat Developed: 32.62%

• Level 1 - Beginning to Develop: 25.82%

CA Dashboard:

Overall, according to the CA Dashboard, English Learner Progress is at the Orange Level, which is considered 2nd lowest in the 5 color scale. In addition, the data is considered "maintained" from last year. Each student group is labeled as follows for the district as a whole: English Learners: Orange level (maintained from last year); Long Term English Learners: Yellow level (middle level in the 5 color scale) an increase in progress of 2.8%. Here is the 2025 data for both student groups in each Dashboard Category:



Indicator Categories	English Learners (EL)	Long Term ELs
English Language Arts	 Yellow	 Orange
Math	 Yellow	 Orange
English Learner Progress	 Orange	 Yellow
College/Career	 Yellow	 Yellow
Chronic Absenteeism	 Orange	 Yellow
Graduation Rate	 Yellow	 Yellow
Suspension Rate	 Yellow	 Yellow

Note: The CA Dashboard has 5 color levels: Red- lowest level; Orange- 2nd lowest; Yellow- middle level; Green- 2nd highest; Blue- highest level

For English Learners, the graduation rate is 73.3%, which is a 6% increase from the previous year. English-Language Arts results show that English Learners are 55.8 points below standard (an improvement of 7 points from 2024). The Long Term English Learner group is 93.8 points below standard, which was an improvement of 11 points from last year. In Math, EL students scored 82.2 points below standard, which was an improvement (3.4 points) from last year. The Long Term English Learner group is 150.9 points below standard, which is an improvement of 10.2 points from last year.

Students with Disabilities Data (LCAP Goal 4)

CA Dashboard: Districtwide, students with disabilities rate at the lowest "red" level on the California School Dashboard in two areas:

• Math: Students with disabilities are 119.2 points below standard for mathematics.

• Chronic Absenteeism: Students with disabilities have a 33.7% chronic absenteeism rate, which was maintained from last year.

Here is the 2025 data for students with disabilities in each Dashboard Category:

English Language Arts	Orange (87.2 points from standard- improved rate from last year)
Math	Red (119.2 points from standard- maintained rate from last year)
College/Career	Orange (26.4%- maintained rate from last year)
Chronic Absenteeism	Red (33.7%- maintained rate from last year)
Graduation Rate	Yellow (72.4%- improved rate from last year)
Suspension Rate	Orange (6.3%- maintained rate from last year)

Note: The CA Dashboard has 5 color levels: Red- lowest level; Orange- 2nd lowest; Yellow- middle level; Green- 2nd highest; Blue- highest level

Social-Emotional/Culture/Climate Survey: According to the CORE Survey (2025-26), the gap for students with disabilities has decreased from the previous year in the growth mindset rating. Growth mindset refers to a belief that the student's own talents can be cultivated and grown. Last year for elementary students, there was a 10.8% gap between students with disabilities and students without disabilities believing in their own growth mindset. In 2026, the gap was reduced to 3.2%. For secondary students, the gap was decreased from 12.5% (2025) to 6.6% in 2026.

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:

• English Language Arts: Foster Youth are 71 points below standard and in the red achievement category. This is an improvement of 6 points from last year. Homeless Youth are not in the lowest category.

• Math: Foster Youth are 105.5 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.

• Chronic absenteeism Rate: 39.3% of foster youth were chronically absent, which is an increase of 1.3% from the previous year. Homeless Youth are 41.2% chronically absent, which is an increased rate of 2.7%.

• Suspension Rate: 11.4% of foster youth were suspended at least one day, which is an increase of 0.7% from the previous year. 8.1% of Homeless Youth were suspended at least one day, an increased rate of 1.7%.

Here is the 2025 data for Foster and Homeless Youth in each Dashboard Category:

English Language Arts	Foster: Red (70.7 points from standard- improved rate from last year)
	Homeless: Orange (49.5 points from standard- improved rate from last year)
Math	Foster: Red (105.5 points from standard- improved rate from last year)
	Homeless: Orange (89.5 points from standard- improved rate from last year)
College/Career	Foster: Yellow (34.5%- improved rate from last year)
	Homeless: Yellow (37.7%- maintained rate from last year)
Chronic Absenteeism	Foster: Red (39.3%- increased rate from last year)
	Homeless: Red (41.2%- increased rate from last year)
Graduation Rate	Foster: Green (81%- improved rate from last year)
	Homeless: Green (80.1%- improved rate from last year)
Suspension Rate	Foster: Red (11.4%- increased rate from last year)
	Homeless: Red (8.1%- increased rate from last year)

Note: The CA Dashboard has 5 color levels: Red- lowest level; Orange- 2nd lowest; Yellow- middle level; Green- 2nd highest; Blue- highest level

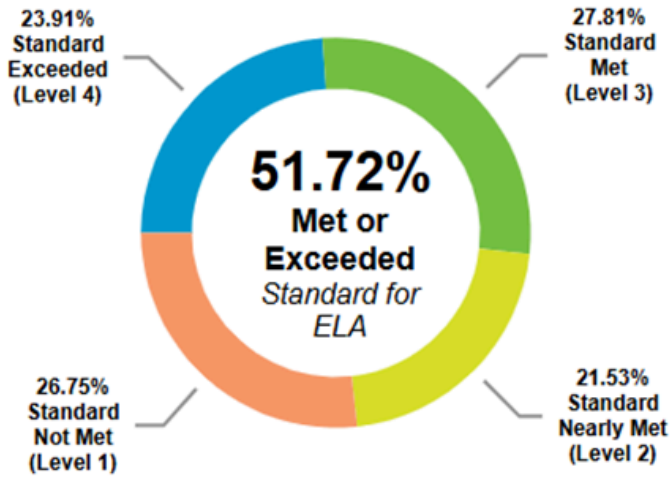
SBAC (2025):	Foster	Not Foster	**Gap**	Homeless	Not Homeless	**Gap**
ELA Met/Exceed:	28.45% (+5% from 2024)	51.80%	**-23%**	32.16% (+0.5% from 2024)	52.72%	**-21%**
Math Met/Exceed:	19.13% (+3% from 2024)	38.57%	**-19%**	18.34% (-1% from 2024)	39.55%	**-21%**

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

The following shows the 2024-25 SBAC Summary Results and more reports:

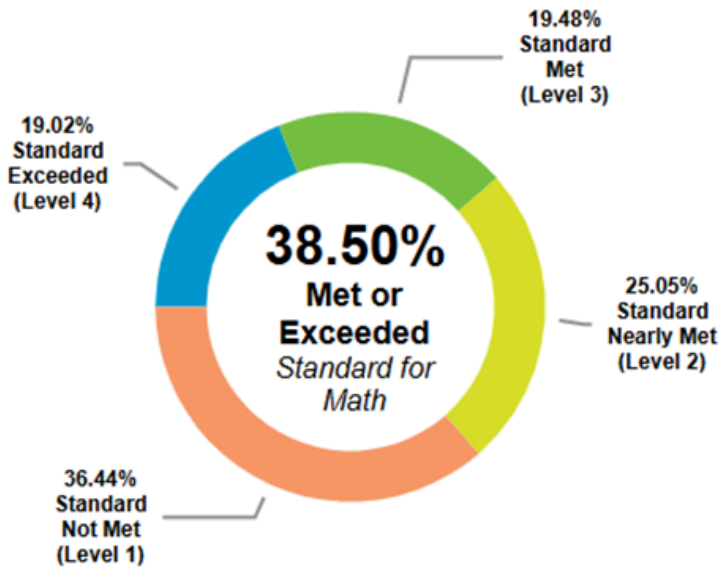
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



LBUSD's results show the following improvement:

English Language Arts results improved 2.20% from last year (51.72% met or exceeded standards from 49.52%)

Math results improved 2.15% from last year (38.50% met or exceeded standards from 36.35%)

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	4,548	4,504	4,535	4,643	4,622	4,598	4,902	32,352
Number of Students Tested	4,458	4,428	4,461	4,526	4,489	4,452	4,606	31,420
Number of Students With Scores	4,455	4,427	4,460	4,523	4,480	4,443	4,591	31,379
Mean Scale Score	2424.4	2467.0	2510.0	2522.2	2555.5	2568.1	2586.8	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	27.45 %	27.38 %	26.10 %	20.38 %	21.09 %	19.67 %	25.35 %	23.91 %
Standard Met (Level 3) Percentage of students by grade for level	20.81 %	22.07 %	28.52 %	28.12 %	33.01 %	33.51 %	28.53 %	27.81 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	21.62 %	19.47 %	19.48 %	23.86 %	21.56 %	23.23 %	21.46 %	21.53 %
Standard Not Met (Level 1) Percentage of students by grade for level	30.12 %	31.08 %	25.90 %	27.64 %	24.33 %	23.59 %	24.66 %	26.75 %

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	19.28 %	20.26 %	19.26 %	18.30 %	19.46 %	20.14 %	25.65 %	20.36 %
Near Standard Percentage of students by grade for level	57.35 %	60.58 %	61.01 %	52.72 %	60.60 %	55.14 %	53.14 %	57.20 %
Below Standard Percentage of students by grade for level	23.37 %	19.16 %	19.73 %	28.97 %	19.93 %	24.72 %	21.20 %	22.45 %

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	20.93 %	18.06 %	22.81 %	19.34 %	28.26 %	24.83 %	26.60 %	22.99 %
Near Standard Percentage of students by grade for level	52.84 %	56.16 %	56.86 %	52.68 %	48.56 %	50.74 %	45.64 %	51.90 %
Below Standard Percentage of students by grade for level	26.23 %	25.79 %	20.32 %	27.98 %	23.18 %	24.43 %	27.76 %	25.11 %

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	11.92 %	12.67 %	13.59 %	12.95 %	12.29 %	14.37 %	15.25 %	13.30 %
Near Standard Percentage of students by grade for level	70.35 %	71.13 %	73.34 %	71.62 %	73.19 %	72.18 %	70.60 %	71.77 %
Below Standard Percentage of students by grade for level	17.73 %	16.20 %	13.07 %	15.43 %	14.52 %	13.45 %	14.15 %	14.93 %

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	17.22 %	15.81 %	19.73 %	19.22 %	22.22 %	22.97 %	23.38 %	20.09 %
Near Standard Percentage of students by grade for level	60.76 %	65.24 %	62.00 %	61.78 %	60.65 %	62.14 %	60.05 %	61.79 %
Below Standard Percentage of students by grade for level	22.02 %	18.95 %	18.27 %	19.00 %	17.13 %	14.89 %	16.57 %	18.11 %

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	4,549	4,504	4,537	4,644	4,624	4,599	4,903	32,360
Number of Students Tested	4,484	4,444	4,478	4,537	4,495	4,445	4,590	31,473
Number of Students With Scores	4,483	4,444	4,476	4,526	4,482	4,433	4,581	31,425
Mean Scale Score	2430.3	2472.3	2498.2	2504.3	2522.4	2534.6	2546.8	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	23.49 %	20.72 %	22.52 %	18.65 %	18.21 %	18.79 %	10.96 %	19.02 %
Standard Met (Level 3) Percentage of students by grade for level	25.88 %	24.68 %	18.52 %	16.79 %	19.03 %	15.99 %	15.61 %	19.48 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	21.46 %	30.06 %	26.39 %	25.83 %	24.97 %	23.91 %	22.83 %	25.05 %
Standard Not Met (Level 1) Percentage of students by grade for level	29.18 %	24.53 %	32.57 %	38.73 %	37.80 %	41.30 %	50.60 %	36.44 %

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	27.99 %	26.35 %	21.00 %	19.14 %	19.31 %	17.20 %	13.47 %	20.61 %
Near Standard Percentage of students by grade for level	44.55 %	46.20 %	47.74 %	39.73 %	43.35 %	46.41 %	36.99 %	43.53 %
Below Standard Percentage of students by grade for level	27.46 %	27.45 %	31.26 %	41.13 %	37.34 %	36.39 %	49.54 %	35.86 %

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	22.55 %	18.18 %	18.12 %	13.15 %	16.27 %	15.12 %	12.27 %	16.50 %
Near Standard Percentage of students by grade for level	48.67 %	52.43 %	51.92 %	51.59 %	50.87 %	53.09 %	55.62 %	52.04 %
Below Standard Percentage of students by grade for level	28.78 %	29.39 %	29.96 %	35.26 %	32.86 %	31.79 %	32.11 %	31.46 %

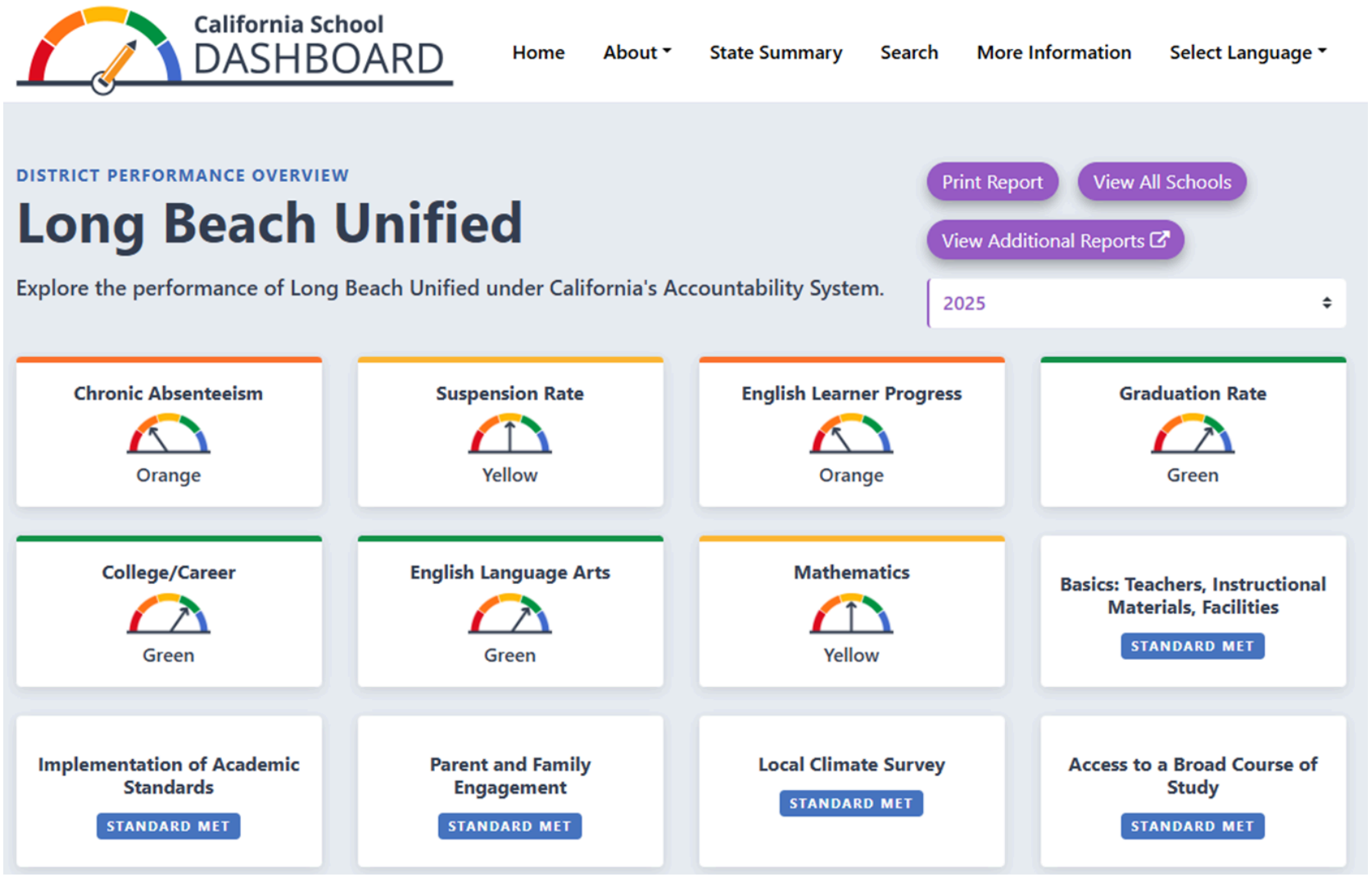
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

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	24.02 %	21.65 %	16.22 %	14.76 %	15.10 %	14.37 %	10.91 %	16.70 %
Near Standard Percentage of students by grade for level	54.67 %	56.23 %	55.59 %	56.76 %	57.45 %	59.51 %	59.72 %	57.14 %
Below Standard Percentage of students by grade for level	21.30 %	22.12 %	28.19 %	28.48 %	27.44 %	26.12 %	29.36 %	26.16 %

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 2025 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	5 LBUSD subgroups are in the lowest rating: Black students, Foster Youth, Homeless Youth, Economically Disadvantaged students, and Students with Disabilities.
Suspension Rate	3 LBUSD subgroups are in the lowest rating: Black students, Foster Youth, and Homeless Youth.
Graduation Rate	No LBUSD subgroups are in the lowest rating.
College and Career	No LBUSD subgroups were in the lowest rating.
English Language Arts	1 LBUSD subgroup is in the lowest rating: Foster Youth
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.

The district-level student groups that received the Red performance level on one or more 2025 Dashboard state indicators are addressed through the following LCAP actions: Black student chronic absenteeism and suspension rate are addressed through Action 2.1; Foster Youth chronic absenteeism, suspension, ELA, and mathematics are addressed through Action 5.1 and aligned academic supports in Actions 1.6, 1.7, 7.2, and 7.6; Homeless Youth chronic absenteeism and suspension are addressed through Action 5.1; economically disadvantaged/low-income student chronic absenteeism is addressed through Action 1.4; and Students with Disabilities chronic absenteeism, ELA, and mathematics are addressed through Goal 4 Actions 4.1–4.4. Additional school-level red indicators are addressed through Action 7.2 and each school's SPSA process, which requires sites to identify student group needs and select appropriate supports, interventions, materials, and professional development.

Dashboard Low (Red) Area	LCAP Goal	LCAP Action Examples of Support	LCAP Metric
Chronic Absenteeism: Black Students	**Goal 2** High Quality Learning - Black students	Action 2.1 - Black Student Achievement Initiative Example: *Social-emotional Health & Wellness of Black Youth.* Study, identify root causes, and pursue solutions for the disparity in attendance rates, including the disparity in sense of belonging.	M2.4- Black LBUSD students' sense of personal identity, belonging and agency will be equal to or greater than non-Black students. (Superintendent Goal 2.2)
Chronic Absenteeism: Foster Youth	**Goal 5** High Quality Learning - Foster and Homeless Youth	Action 5.1 - Homeless and Foster Youth Services Example: Additional social workers will provide academic and attendance monitoring, intensive case management, and referrals for students identified as foster and homeless youth.	M5.7- Reduce by 50% the gap in AttendanceRate for Foster and Homeless students and all other students.
Chronic Absenteeism: Homeless Youth	**Goal 5** High Quality Learning - Foster and Homeless Youth	Action 5.1 - Homeless and Foster Youth Services Example: Additional social workers will provide academic and attendance monitoring, intensive case management, and referrals for students identified as foster and homeless youth.	M5.7- Reduce by 50% the gap in AttendanceRate for Foster and Homeless students and all other students.
Chronic Absenteeism: Economically Disadvantaged Students	**Goal 1** High Quality Learning for All students	Action 1.4 - Counseling Support Example: 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 disengaged families who are experiencing trauma like never before, which contributes to chronic absenteeism.	M7.02- Chronic Absenteeism rates between the district and state for Low income students.
Chronic Absenteeism: Students with Disabilities	**Goal 4** High Quality Learning - Students with Disabilities	Action 4.3 - Instructional Aides Example: Instructional Aides provide care support for pupils. This involves supporting pupils with routines, transitions and self management. These aides also help students feel a sense of belonging, inclusion, and growth mindset, which often is a source of apathy or even disillusionment with school leading to chronic absenteeism.	M4.5- Reduce the gap by 50% in favorable rating on the CORE Survey- Growth Mindset for students with IEPs and all other students.

Dashboard Low (Red) Area	LCAP Goal	LCAP Action Examples of Support	LCAP Metric
Suspension Rate: Black Students	**Goal 2** High Quality Learning - Black students	Action 2.1 - Black Student Achievement Initiative Example: Cohorts of Black students participate in enrichment-centered programs in an assets-based study of black excellence to promote positive identity development. Action 2.1 promotes evidenced-based alternatives to suspensions that are culturally relevant and developmentally appropriate for Black youth. This includes intentionally implementing preventative measures for youth susceptible to suspension and is added to clarify our approach to equitable and restorative practices addressing outcome disparities related to Black student suspensions.	M2.6.- Reduce the gap by 50% the suspension rate between Black students and non-Black students.
Suspension Rate: Homeless Youth	**Goal 5** High Quality Learning - Foster and Homeless Youth	Action 5.1- Homeless and Foster Youth Services Example: The Foster/Homeless Unit provides support through Multi-Discipline Meetings (SEL Support), Assistance with participation in school programs, and Individual Counseling.	M5.5 - Reduce the gap in Suspension Rate for Foster and Homeless students and all other students.
Suspension Rate: Foster Youth	**Goal 5** High Quality Learning - Foster and Homeless Youth	Action 5.1- Homeless and Foster Youth Services Example: The Foster/Homeless Unit provides support through Multi-Discipline Meetings (SEL Support)	M5.5 - Reduce the gap in Suspension Rate for Foster and Homeless students and all other students.
English Lang. Arts: Foster Youth	**Goal 5** High Quality Learning - Foster and Homeless Youth	Action 5.1- Homeless and Foster Youth Services Example: Case management, school-site coordination, academic progress monitoring, attendance support, and referrals to tutoring and intervention services to support Foster Youth access to instruction and progress in ELA.	M5.1 - Measures Foster Youth ELA performance and the gap between Foster Youth and non-Foster students.
Math: Foster Youth	**Goal 5** High Quality Learning - Foster and Homeless Youth	Action 5.1 - Homeless and Foster Youth Services Example: Additional social workers will provide academic tracking, intensive case management, and referrals for students identified as foster youth.	M5.8 Reduce the gap by 50% in SBAC Math Met/Exceeded Rate for Foster youth and non-Foster students

Dashboard Low (Red) Area	LCAP Goal	LCAP Action Examples of Support	LCAP Metric
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

Continuing Support for Past Red Areas

The 2023 & 2024 Dashboard had the following areas in the lowest performance category but are not in the lowest category in the current Dashboard. Despite the improvement out of the red category, LBUSD continues to monitor the achievement and provide support in the 2026-27 school year, as described below.

Suspension Rate: Long Term English Learners (2024 Dashboard): Addressed in Goal 3. An example of support is 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. Suspension rate monitoring is found in M3.7.

Graduation Rate: Foster Youth and Homeless Youth (2023 Dashboard): Addressed in Goal 5. An example of support can be found in Action 5.1, which engages the Foster/Homeless Unit to provide support through Partial Credit advocacy and assistance with participation in school programs. This support assists in the grad rate of foster and homeless youth. Graduation Rate monitoring is measured in Metric 5.6.

Graduation Rate: English Learners (2024 Dashboard): Addressed in Goal 3. Supports include EL coaches and curricula specialists who 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 specifically measures EL Graduation Rate.

Graduation Rate: Students with Disabilities (2024 Dashboard): Goal 4 addresses this red area. Special Education support includes highly-qualified and specially certified classroom teachers who work with students with disabilities. Classroom aides are also included. M4.3 measures progress for this area.

Math: ELs (2023 Dashboard): Addressed in Goal 3. An example of support can be found in Action 3.2, which includes hiring experts in English Learners (EL Coaches and Specialists) and programs and services, such as professional learning under the supervision of a Director who collaborates with English learner specialists to provide targeted support and address disparities in EL student achievement. EL coaches and curricula specialists provide on-site training for school sites to address school-specific needs related to ELs, notably math achievement. This is measured in Metric 3.5.

English Language Arts: Students with Disabilities (2024 Dashboard): Addressed in Goal 4. An example of support are Speech teachers. These 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 is the measurement used to monitor progress.

This table displays the lowest (red) rating for LBUSD schools for the subgroup ‘all students’ on the 2025 California School Dashboard.

School	Red Indicator for "All Students" Subgroup
Addams	Chronic Absenteeism, English Learner (EL) Progress
Avalon	Chronic Absenteeism, English Language Arts (ELA), Math
Bancroft	EL Progress
Barton	EL Progress
Birney	Chronic Absenteeism, EL Progress
Browning	EL Progress, Suspensions
Bryant	Chronic Absenteeism
Burbank	Chronic Absenteeism, EL Progress
Cabrillo	EL Progress
Carver	Chronic Absenteeism
Chavez	EL Progress
Cleveland	Chronic Absenteeism
Edison	Chronic Absenteeism, EL Progress
Educational Partnership	College/Career Indicator, ELA, EL Progress, Graduation Rate, Math
Franklin	Suspensions
Garfield	Chronic Absenteeism, EL Progress
Gompers	Chronic Absenteeism
Grant	Chronic Absenteeism, EL Progress
Hamilton	Chronic Absenteeism, Math
Herrera	EL Progress
Holmes	Chronic Absenteeism
Hoover	Chronic Absenteeism
Hudson	Chronic Absenteeism, EL Progress
Jordan	ELA, EL Progress
King	Chronic Absenteeism
Lafayette	Chronic Absenteeism, EL Progress
Muir	Chronic Absenteeism, EL Progress
Nelson	Chronic Absenteeism, Suspensions
Oropeza	Chronic Absenteeism, EL Progress
Polytechnic	EL Progress

School	Red Indicator for "All Students" Subgroup
Reid	College/Career Indicator, Graduation Rate
Robinson	Suspension
Smith	Chronic Absenteeism, EL Progress
Stevenson	Chronic Absenteeism, EL Progress
Washington	Chronic Absenteeism, Math
Webster	Chronic Absenteeism
Whittier	Chronic Absenteeism
Willard	Chronic Absenteeism

The following table identifies schools from the **2025 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 LBUSD schools that do not have any subgroups identified in the red category: CAMS, Henry, Keller, McBride, Renaissance, and Sato.

Please note that the 2023 Dashboard results appear after the 2025 table for reference.

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
LBUSD	**Chronic Absenteeism**		AA				FOS		HOM			SED	SWD	
	English Language Arts						FOS							
	Graduation Rate													
	Math						FOS						SWD	
	Suspension		AA				FOS		HOM					
Addams Elementary	**Chronic Absenteeism**	ALL			EL			HI	HOM			SED	SWD	
	English Learner Progress	ALL			EL									
	Suspension		AA										SWD	
Alvarado Elementary	**Chronic Absenteeism**			AS	EL							SED		
	Suspension		AA						HOM					
Avalon K-12	**Chronic Absenteeism**	ALL			EL			HI				SED	SWD	
	English Language Arts	ALL			EL			HI		LTEL		SED	SWD	

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Math	ALL			EL			HI		LTEL		SED	SWD	
Bancroft Middle	**Chronic Absenteeism**		AA						HOM		MR	SED		
	English Learner Progress	ALL			EL									
	Math												SWD	
	Suspension		AA						HOM	LTEL		SED		
Barton Elementary	**Chronic Absenteeism**			AS										
	English Language Arts		AA											
	English Learner Progress	ALL			EL									
	Math													
	Suspension	ALL	AA									SED	SWD	
Birney Elementary	**Chronic Absenteeism**	ALL	AA		EL	FI					MR			
	English Language Arts													
	English Learner Progress	ALL			EL									
	Math													
Bixby Elementary	**Chronic Absenteeism**		AA									SED	SWD	
	Suspension											SED	SWD	
Browning High	**English Language Arts**													
	English Learner Progress	ALL			EL									
	Math													
	Suspension	ALL			EL			HI		LTEL		SED	SWD	
Bryant Elementary	**Chronic Absenteeism**	ALL	AA		EL			HI				SED	SWD	
	English Language Arts													
	English Learner Progress													
	Math												SWD	
	Suspension													
Burbank Elementary	**Chronic Absenteeism**	ALL	AA		EL			HI				SED	SWD	
	English Language Arts												SWD	

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	English Learner Progress	ALL			EL									
	Math												SWD	
Burcham Elementary	**Chronic Absenteeism**							HI				SED	SWD	
Cabrillo High	**English Language Arts**													
	English Learner Progress	ALL			EL									
	Graduation Rate													
	Math													
	Suspension		AA		EL				HOM	LTEL				
Carver Elementary	**Chronic Absenteeism**	ALL	AA					HI				SED	SWD	
Chavez Elementary	**Chronic Absenteeism**		AA											
	English Language Arts				EL								SWD	
	English Learner Progress	ALL			EL									
	Math												SWD	
Cleveland Elementary	**Chronic Absenteeism**	ALL						HI				SED	SWD	WH
	English Language Arts												SWD	
Cubberley K-8	**Chronic Absenteeism**		AA									SED	SWD	
	English Language Arts												SWD	
	Math												SWD	
	Suspension		AA						HOM			SED		
Dooley Elementary	**Chronic Absenteeism**		AA										SWD	
	Suspension		AA											
Edison Elementary	**Chronic Absenteeism**	ALL	AA		EL			HI	HOM			SED	SWD	
	English Language Arts	ALL			EL			HI				SED	SWD	
	Math												SWD	
	Suspension		AA											
Educational Partnership High	**College/Career Indicator**	ALL			EL			HI		LTEL		SED	SWD	
	English Language Arts	ALL						HI				SED		

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	English Learner Progress	ALL			EL					LTEL				
	Graduation Rate	ALL	AA		EL			HI	HOM	LTEL		SED	SWD	
	Math	ALL						HI				SED		
Emerson Parkside Academy	**Chronic Absenteeism**											SED		
Franklin Classical Middle	**Chronic Absenteeism**				EL				HOM	LTEL				
	English Language Arts								HOM				SWD	
	Math													
	Suspension	ALL	AA		EL			HI	HOM	LTEL		SED	SWD	
Fremont Elementary	**Chronic Absenteeism**												SWD	
	Suspension													
Gant Elementary	**Chronic Absenteeism**													WH
Garfield Elementary	**Chronic Absenteeism**	ALL	AA		EL			HI	HOM			SED	SWD	
	English Language Arts												SWD	
	English Learner Progress	ALL			EL									
	Math												SWD	
Gompers Elementary	**Chronic Absenteeism**	ALL	AA					HI				SED		
Grant Elementary	**Chronic Absenteeism**	ALL	AA					HI	HOM			SED	SWD	
	English Language Arts												SWD	
	English Learner Progress	ALL			EL									
	Math												SWD	
	Suspension													
Hamilton Middle	**Chronic Absenteeism**	ALL	AA					HI				SED	SWD	
	English Language Arts													
	Math	ALL						HI	HOM				SWD	
	Suspension													
Harte Elementary	**Chronic Absenteeism**		AA											

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	English Language Arts								HOM					
	English Learner Progress													
	Math								HOM					
	Suspension		AA											
Herrera Elementary	**Chronic Absenteeism**							HI	HOM				SWD	
	English Learner Progress	ALL			EL									
	Suspension		AA											
Holmes Elementary	**Chronic Absenteeism**	ALL			EL			HI				SED		
	Suspension							HI						
Hoover Middle	**Chronic Absenteeism**	ALL			EL			HI	HOM			SED	SWD	
	English Language Arts		AA										SWD	
	English Learner Progress													
	Math		AA										SWD	
	Suspension		AA						HOM			SED		
Hudson Elementary	**Chronic Absenteeism**	ALL	AA					HI				SED	SWD	
	English Language Arts							HI						
	English Learner Progress	ALL			EL									
	Math													
Hughes Middle	**Chronic Absenteeism**		AA		EL			HI	HOM		MR	SED	SWD	
	English Language Arts													
	Math									LTEL				
	Suspension										MR	SED	SWD	
Jefferson Leadership Academies	**Math**		AA											
	Suspension		AA											
Jordan High	**English Language Arts**	ALL						HI				SED		
	English Learner Progress	ALL			EL					LTEL				
	Graduation Rate													

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Math													
	Suspension		AA										SWD	
Kettering Elementary	**Chronic Absenteeism**											SED	SWD	
	English Language Arts												SWD	
King Elementary	**Chronic Absenteeism**	ALL	AA					HI	HOM			SED	SWD	
	English Language Arts												SWD	
	Math												SWD	
Lafayette Elementary	**Chronic Absenteeism**	ALL	AA		EL			HI	HOM			SED		
	English Language Arts													
	English Learner Progress	ALL			EL									
	Math													
	Suspension		AA						HOM					
Lakewood High	**English Language Arts**													
	Math								HOM					
	Suspension		AA							LTEL				
Lincoln Elementary	**English Language Arts**													
Lindbergh STEM Academy	**English Language Arts**		AA						HOM	LTEL			SWD	
	Math								HOM				SWD	
	Suspension													
Lindsey Academy	**English Language Arts**		AA							LTEL				
	Math				EL					LTEL			SWD	
	Suspension									LTEL				
Longfellow Elementary	**Chronic Absenteeism**								HOM			SED	SWD	
	Suspension													
Los Cerritos	**Chronic Absenteeism**							HI				SED		
Lowell Elementary	**Chronic Absenteeism**											SED		
MacArthur Elementary	**Chronic Absenteeism**											SED	SWD	

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Suspension											SED		
Madison Elementary	**Chronic Absenteeism**				EL									
Mann Elementary	**Chronic Absenteeism**				EL									
	English Language Arts												SWD	
	Suspension													
Marshall Academy of the Arts	**Chronic Absenteeism**		AA										SWD	
	English Language Arts												SWD	
	Math												SWD	
	Suspension								HOM					
McKinley Elementary	**Chronic Absenteeism**			AS										
	English Language Arts													
	Math													
Millikan High	**English Learner Progress**													
Muir K-8	**Chronic Absenteeism**	ALL	AA					HI			MR	SED	SWD	
	English Language Arts													
	English Learner Progress	ALL			EL									
	Math												SWD	
	Suspension													
Naples Elementary	**Chronic Absenteeism**							HI			MR	SED	SWD	
Nelson Academy	**Chronic Absenteeism**	ALL	AA		EL				HOM			SED	SWD	
	English Language Arts								HOM					
	Math		AA						HOM	LTEL			SWD	
	Suspension	ALL	AA					HI	HOM			SED	SWD	
Newcomb Academy	**Chronic Absenteeism**													
	Suspension		AA											
Oropeza Elementary	**Chronic Absenteeism**	ALL	AA						HOM					
	English Language Arts												SWD	

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	English Learner Progress	ALL			EL									
	Math												SWD	
Polytechnic High	**College/Career Indicator**													
	English Language Arts								HOM					
	English Learner Progress	ALL			EL					LTEL				
	Graduation Rate													
	Math								HOM					
	Suspension		AA											
Powell Academy for Success	**Chronic Absenteeism**		AA										SWD	
	English Language Arts									LTEL			SWD	
	Math												SWD	
	Suspension		AA						HOM	LTEL				
Prisk Elementary	**Chronic Absenteeism**		AA									SED		
Reid High	**College/Career Indicator**	ALL						HI				SED		
	Graduation Rate	ALL						HI				SED		
	Suspension													
Riley Elementary	**Chronic Absenteeism**		AA	AS	EL								SWD	
	English Language Arts													
Robinson Academy	**Chronic Absenteeism**				EL			HI					SWD	
	English Language Arts													
	Math								HOM					
	Suspension	ALL	AA		EL			HI	HOM				SWD	
Rogers Middle	**Chronic Absenteeism**													
	English Language Arts												SWD	
	Math												SWD	
	Suspension		AA											
Roosevelt Elementary	**Chronic Absenteeism**		AA	AS					HOM					

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Math												SWD	
Signal Hill Elementary	**Chronic Absenteeism**		AA											
	English Language Arts												SWD	
Smith Elementary	**Chronic Absenteeism**	ALL		AS				HI	HOM			SED		
	English Language Arts								HOM				SWD	
	English Learner Progress	ALL			EL									
	Math												SWD	
	Suspension												SWD	
Stanford Middle	**Chronic Absenteeism**		AA											
	English Language Arts								HOM					
	Math								HOM					
	Suspension								HOM					
Stephens Middle	**Chronic Absenteeism**												SWD	
	English Language Arts												SWD	
	Math		AA											
	Suspension		AA									SED	SWD	
Stevenson Elementary	**Chronic Absenteeism**	ALL						HI	HOM			SED	SWD	
	English Language Arts													
	English Learner Progress	ALL			EL									
	Math												SWD	
	Suspension		AA						HOM					
Tincher Preparatory	**Chronic Absenteeism**													
	Suspension								HOM			SED	SWD	
Twain Elementary	**Suspension**		AA									SED		
Washington Middle	**Chronic Absenteeism**	ALL	AA		EL			HI	HOM			SED	SWD	
	English Language Arts		AA						HOM				SWD	
	Math	ALL	AA						HOM	LTEL		SED	SWD	

2025 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	LTEL Long Term English Learner	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Suspension		AA						HOM			SED	SWD	
Webster Elementary	**Chronic Absenteeism**	ALL						HI	HOM			SED	SWD	
	English Language Arts				EL									
	English Learner Progress													
	Math												SWD	
Whittier Elementary	**Chronic Absenteeism**	ALL			EL			HI	HOM			SED	SWD	
	English Language Arts													
	English Learner Progress													
	Math													
Willard Elementary	**Chronic Absenteeism**	ALL			EL			HI	HOM			SED	SWD	
Wilson High	**English Language Arts**		AA											
	English Learner Progress													
	Graduation Rate				EL				HOM				SWD	
	Math		AA							LTEL			SWD	
	Suspension		AA				FOS		HOM				SWD	

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

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
LBUSD	**Chronic Absenteeism**												
	English Language Arts											SWD	
	Graduation Rate				EL		FOS		HOM			SWD	
	Math				EL								
	Suspension		AA				FOS						
Addams Elementary	**Chronic Absenteeism**												

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	English Learner Progress												
	Suspension		AA										
Alvarado Elementary	**Chronic Absenteeism**												
	Suspension												
Avalon K-12	**Chronic Absenteeism**												WH
	English Language Arts				EL			HI			SED	SWD	
	Math	ALL			EL			HI			SED	SWD	
Bancroft Middle	**Chronic Absenteeism**												
	English Learner Progress												
	Math				EL								
	Suspension												
Barton Elementary	**Chronic Absenteeism**				EL								
	English Language Arts	ALL	AA		EL						SED	SWD	
	English Learner Progress												
	Math				EL							SWD	
	Suspension										SED	SWD	
Birney Elementary	**Chronic Absenteeism**												
	English Language Arts											SWD	
	English Learner Progress												
	Math											SWD	
Bixby Elementary	**Chronic Absenteeism**												
	Suspension												
Browning High	**English Language Arts**	ALL						HI			SED		
	English Learner Progress												
	Math	ALL						HI			SED		
	Suspension	ALL	AA						HOM		SED	SWD	
Bryant Elementary	**Chronic Absenteeism**		AA	AS								SWD	

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	English Language Arts											SWD	
	English Learner Progress	ALL			EL								
	Math												
	Suspension		AA										
Burbank Elementary	**Chronic Absenteeism**												
	English Language Arts											SWD	
	English Learner Progress												
	Math											SWD	
Burcham Elementary	**Chronic Absenteeism**	ALL						HI			SED		
Cabrillo High	**English Language Arts**								HOM				
	English Learner Progress												
	Graduation Rate				EL							SWD	
	Math								HOM				
	Suspension				EL							SWD	
Carver Elementary	**Chronic Absenteeism**												
Chavez Elementary	**Chronic Absenteeism**												
	English Language Arts				EL								
	English Learner Progress												
	Math				EL			HI					
Cleveland Elementary	**Chronic Absenteeism**												
	English Language Arts												
Cubberley K-8	**Chronic Absenteeism**											SWD	
	English Language Arts												
	Math												
	Suspension								HOM				
Dooley Elementary	**Chronic Absenteeism**												
	Suspension		AA										

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
Edison Elementary	**Chronic Absenteeism**		AA						HOM			SWD	
	English Language Arts												
	Math												
	Suspension		AA										
Educational Partnership High	**College/Career Indicator**	ALL	AA		EL			HI	HOM		SED	SWD	WH
	English Language Arts		AA										
	English Learner Progress	ALL			EL								
	Graduation Rate	ALL	AA		EL			HI	HOM		SED	SWD	WH
	Math		AA										
Emerson Parkside Academy	**Chronic Absenteeism**	ALL											
Franklin Classical Middle	**Chronic Absenteeism**												
	English Language Arts				EL							SWD	
	Math		AA		EL							SWD	
	Suspension		AA									SWD	
Fremont Elementary	**Chronic Absenteeism**									MR		SWD	
	Suspension											SWD	
Gant Elementary	**Chronic Absenteeism**												
Garfield Elementary	**Chronic Absenteeism**								HOM				
	English Language Arts												
	English Learner Progress												
	Math												
Gompers Elementary	**Chronic Absenteeism**												
Grant Elementary	**Chronic Absenteeism**			AS					HOM				
	English Language Arts											SWD	
	English Learner Progress												
	Math								HOM				

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Suspension		AA						HOM		SED		
Hamilton Middle	**Chronic Absenteeism**	ALL			EL			HI			SED	SWD	
	English Language Arts				EL							SWD	
	Math	ALL	AA		EL			HI	HOM		SED	SWD	
	Suspension	ALL	AA						HOM		SED	SWD	
Harte Elementary	**Chronic Absenteeism**												
	English Language Arts		AA										
	English Learner Progress	ALL			EL								
	Math		AA										
	Suspension									MR			
Herrera Elementary	**Chronic Absenteeism**			AS									
	English Learner Progress												
	Suspension												
Holmes Elementary	**Chronic Absenteeism**												
	Suspension												
Hoover Middle	**Chronic Absenteeism**		AA						HOM				
	English Language Arts				EL							SWD	
	English Learner Progress	ALL			EL								
	Math	ALL	AA		EL			HI	HOM		SED		
	Suspension												
Hudson Elementary	**Chronic Absenteeism**												
	English Language Arts		AA									SWD	
	English Learner Progress												
	Math											SWD	
Hughes Middle	**Chronic Absenteeism**												
	English Language Arts				EL							SWD	
	Math				EL							SWD	

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Suspension	ALL	AA		EL			HI	HOM		SED	SWD	
Jefferson Leadership Academies	**Math**				EL				HOM				
	Suspension											SWD	
Jordan High	**English Language Arts**		AA		EL								
	English Learner Progress												
	Graduation Rate											SWD	
	Math		AA		EL							SWD	
	Suspension												
Kettering Elementary	**Chronic Absenteeism**			AS									
	English Language Arts												
King Elementary	**Chronic Absenteeism**												
	English Language Arts											SWD	
	Math												
Lafayette Elementary	**Chronic Absenteeism**												
	English Language Arts											SWD	
	English Learner Progress												
	Math											SWD	
	Suspension		AA						HOM				
Lakewood High	**English Language Arts**		AA									SWD	
	Math				EL				HOM		SED		
	Suspension												
Lincoln Elementary	**English Language Arts**											SWD	
Lindbergh STEM Academy	**English Language Arts**		AA		EL								
	Math												
	Suspension				EL								
Lindsey Academy	**English Language Arts**		AA		EL							SWD	
	Math	ALL	AA		EL			HI			SED		

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Suspension	ALL	AA		EL			HI	HOM		SED	SWD	
Longfellow Elementary	**Chronic Absenteeism**				EL			HI			SED	SWD	
	Suspension		AA						HOM				
Los Cerritos	**Chronic Absenteeism**									MR			
Lowell Elementary	**Chronic Absenteeism**	ALL						HI					
MacArthur Elementary	**Chronic Absenteeism**												
	Suspension												
Madison Elementary	**Chronic Absenteeism**												WH
Mann Elementary	**Chronic Absenteeism**				EL							SWD	
	English Language Arts												
	Suspension	ALL	AA								SED		
Marshall Academy of the Arts	**Chronic Absenteeism**	ALL	AA						HOM	MR	SED	SWD	WH
	English Language Arts				EL							SWD	
	Math				EL							SWD	
	Suspension												
McKinley Elementary	**Chronic Absenteeism**												
	English Language Arts											SWD	
	Math											SWD	
Millikan High	**English Learner Progress**	ALL			EL								
Muir K-8	**Chronic Absenteeism**												
	English Language Arts											SWD	
	English Learner Progress	ALL			EL								
	Math											SWD	
	Suspension							HI	HOM		SED	SWD	
Naples Elementary	**Chronic Absenteeism**												
Nelson Academy	**Chronic Absenteeism**				EL				HOM				
	English Language Arts		AA		EL							SWD	

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Math		AA		EL			HI					
	Suspension	ALL	AA	AS	EL			HI		MR	SED	SWD	
Newcomb Academy	**Chronic Absenteeism**							HI		MR	SED	SWD	
	Suspension												
Oropeza Elementary	**Chronic Absenteeism**			AS								SWD	
	English Language Arts												
	English Learner Progress												
	Math											SWD	
Polytechnic High	**College/Career Indicator**				EL								
	English Language Arts				EL							SWD	
	English Learner Progress												
	Graduation Rate				EL							SWD	
	Math				EL			HI			SED	SWD	
	Suspension												
Powell Academy for Success	**Chronic Absenteeism**				EL				HOM			SWD	
	English Language Arts											SWD	
	Math												
	Suspension												
Prisk Elementary	**Chronic Absenteeism**											SWD	
Reid High	**College/Career Indicator**	ALL						HI			SED		
	Graduation Rate	ALL						HI			SED		
	Suspension	ALL	AA		EL			HI	HOM		SED		
Riley Elementary	**Chronic Absenteeism**			AS									
	English Language Arts											SWD	
Robinson Academy	**Chronic Absenteeism**												
	English Language Arts											SWD	
	Math		AA									SWD	

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
	Suspension											SWD	
Rogers Middle	**Chronic Absenteeism**	ALL	AA					HI	HOM		SED		
	English Language Arts		AA									SWD	
	Math		AA									SWD	
	Suspension		AA					HI			SED		
Roosevelt Elementary	**Chronic Absenteeism**												
	Math								HOM				
Signal Hill Elementary	**Chronic Absenteeism**												
	English Language Arts												
Smith Elementary	**Chronic Absenteeism**		AA										
	English Language Arts											SWD	
	English Learner Progress												
	Math		AA										
	Suspension		AA									SWD	
Stanford Middle	**Chronic Absenteeism**								HOM				
	English Language Arts											SWD	
	Math				EL							SWD	
	Suspension												
Stephens Middle	**Chronic Absenteeism**												
	English Language Arts												
	Math												
	Suspension												
Stevenson Elementary	**Chronic Absenteeism**												
	English Language Arts											SWD	
	English Learner Progress												
	Math												
	Suspension											SWD	

2023 Dashboard School	Indicator	All	AA African American	AS Asian	EL English Learner	FI Filipino	FOS Foster Youth	HI Hispanic	HOM Homeless Youth	MR Multiple Race	SED Socio-economically Disadvantaged	SWD Students with Disabilities	WH White
Tincher Preparatory	**Chronic Absenteeism**											SWD	
	Suspension											SWD	
Twain Elementary	**Suspension**									MR			
Washington Middle	**Chronic Absenteeism**								HOM				
	English Language Arts				EL				HOM			SWD	
	Math	ALL			EL				HOM			SWD	
	Suspension								HOM				
Webster Elementary	**Chronic Absenteeism**					FI							
	English Language Arts		**AA**										
	English Learner Progress	**ALL**			**EL**								
	Math											**SWD**	
Whittier Elementary	**Chronic Absenteeism**			**AS**									
	English Language Arts				**EL**							**SWD**	
	English Learner Progress	**ALL**			**EL**								
	Math				**EL**							**SWD**	
Willard Elementary	**Chronic Absenteeism**								**HOM**				
Wilson High	**English Language Arts**				**EL**							**SWD**	
	English Learner Progress	**ALL**			**EL**								
	Graduation Rate												
	Math												
	Suspension		**AA**				**FOS**		**HOM**				

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: Alvarado, Avalon, Addams, Barton, Birney, Bixby, Bryant, Burbank, Burcham, Carver, Chavez, Cleveland, Cubberley, Dooley, Edison, Emerson, Fremont, Garfield, Gant, Gompers, Grant, Harte, Hamilton, Herrera, Holmes,Hoover, Hudson, Kettering, King, Lafayette, Longfellow, Los Cerritos, Lowell, MacArthur, Madison, Mann, Marshall, McKinley, Muir, Naples, Nelson, Oropeza, Powell, Prisk, Riley, Robinson, Roosevelt, Signal Hill, Smith, Stephens, Stevenson, Webster, Whittier, Washington, and Willard.

Although the following schools were <u>not</u> identified in the lowest performing band in 2025, the schools identified as red in the 2023 and/or 2024 Dashboard will continue to be served by the aforementioned Actions: Bancroft, Franklin, Henry, Hughes, Lincoln, Lindsey, Smith, Stanford, Newcomb, Rogers, Tincher, and Twain.

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: Nelson, Franklin, and Robinson.

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 and high schools: Addams, Alvarado, Bancroft, Barton, Bixby, Browning, Cabrillo, Cubberley, Dooley, Edison, Franklin, Harte, Herrera, Holmes, Hoover, Hughes, Jefferson, Jordan, Lafayette, Lakewood, Lindsey, MacArthur, Marshall, Newcomb, Nelson, Poly, Powell, Robinson, Rogers, Smith, Stanford, Stephens, Stevenson, Tincher, Twain,Washington and Wilson.

Although the following schools were not identified in the lowest performing band in 2025, the schools identified as red in the 2023 and/or 2024 Dashboard will continue to be served by the aforementioned Actions: Millikan, and Reid (High Schools); Bryant, Fremont, Gompers, Grant, Longfellow, Mann, Muir, and Robinson (Elementary Schools); Hamilton, and Lindbergh (Middle Schools).

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: Adams, Barton, Bancroft, Birney, Browning, Burbank, Cabrillo, Chavez, EPHS, Garfield, Grant, Herrera, Hudson, Jordan, Lafayette, Muir, Oropeza, Poly, Smith, and Stevenson.

Although the following schools were not identified in the lowest performing band in 2025, the schools identified as red in the 2023 and/or 2024 Dashboard will continue to be served by the aforementioned Actions: Avalon, Bryant, Dooley, Hamilton, Harte, Hoover, Hughes, Jefferson,, King, Lakewood, Lindsey, Mann, Millikan, Powell, Robinson, Signal Hill, 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. These actions, both quality instruction and interventions, are implemented for the Dashboard-identified schools: EPHS, Reid and Wilson.

Although the following schools were not identified in the lowest performing band in 2025, the school identified as red in the 2023 and/or 2024 Dashboard will continue to be served by the aforementioned Actions: Cabrillo, Jordan, and Poly.

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.

Although the following school was not identified in the lowest performing band in 2025, the school identified as red in the 2023 and/or 2024 Dashboard will continue to be served by the aforementioned Actions: Poly High School.

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: Avalon, Barton, Burbank, Chavez, Cleveland, Cubberley, Edison, Franklin, Garfield, Grant, Harte, Hoover, Hudson, Kettering, King, Lindsey, Lindbergh, Mann, Marshall, Oropeza, Nelson, Powell, Rogers, Signal Hill, Smith, Stephens, Stanford, Washington, and Webster

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: EPHS, Jordan, Poly, and Wilson

Although the following schools were not identified in the lowest performing band in 2025, the schools identified as red in the 2023 and/or 2024 Dashboard will continue to be served by the aforementioned Actions: Addams, Bancroft, Birney, Browning, Bryant, Cabrillo, Dooley, Gompers, Herrera, Hughes, Hamilton, Jefferson, Lakewood, Lafayette, Lincoln, McKinley, Muir, Riley, Robinson, Roosevelt, Stevenson, Twain, Whittier, and Willard.

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. Action 1.7, specifically Khan Academy is used at all levels to assist students in developing context and other mathematics concepts. The Dashboard identified schools that benefit are:

Avalon, Bancroft, Bryant, Burbank, Chavez, Lindsey, Cubberley, Edison, Garfield, Grant, Harte, Hamilton, Hoover, Hughes, Jefferson, King, Lindbergh, Marshall, Muir, Nelson, Oropeza, Robinson, Rogers, Roosevelt, Powell, Smith, Stanford, Stephens, Stevenson, Webster, and Washington.

For high schools, Action 1.7 includes the following to help students in mathematics: Edgenuity 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: EPHS, Lakewood, Poly, and Wilson.

Although the following schools were not identified in the lowest performing band in 2025, the schools identified as red in the 2023 and/or 2024 Dashboard will continue to be served by the aforementioned Actions: Addams, Avalon, Barton, Birney, Browning, Cabrillo, Dooley, Franklin, Hudson, Jordan, Lafayette, McKinley, Millikan and Whittier.

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 identifying 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/4o3rK6v. (Find the same resource for 2023 and 2024 in tabs within the same spreadsheet).

Learning Recovery Emergency Block Grant (LREBG) Funds:

The District plans to utilize unexpended Learning Recovery Emergency Block Grant (LREBG) funds during the 2026–27 school year to support instructional coaching and implementation of the English Language Arts and mathematics frameworks (Action 7.6- Instructional Intervention Coordinators). Current student outcome data, including SBAC results (M.1.01 & M.1.02), i-Ready data (M.1.10c), and local literacy measures (M.1.10a & M.1.10b), demonstrate continued achievement disparities among English Learners, particularly at schools with higher concentrations of these student groups.

These data trends indicate a continued need to strengthen instructional practices, increase responsiveness to student learning needs, and provide more targeted academic support for student groups demonstrating lower achievement outcomes. The District has identified a need to strengthen differentiated instructional support and student-centered coaching practices in order to improve instructional responsiveness and accelerate student outcomes.

The planned use of LREBG resources aligns with the purpose of the grant by building the capacity of site-based instructional leaders, strengthening coaching and professional learning systems, and supporting implementation of effective English Language Arts and mathematics instructional frameworks.

Based on Local Data- Successes and Challenges

Review of local data shows both encouraging progress and persistent challenges.

In support of Board Goals, beginning in the fall of 2025, interim goals were established in order to create more formative student learning data points to evaluate progress at specific intervals. The interim goals with measures are monitored by the Board each month, with a Progress Monitoring Report on each. The following narrative gives information about the monitoring of local data, as well as an analysis of what is working (successes) and challenges (what needs more attention).

Interim Goal 1a: Measure: Spring Foundational Reading Skills Assessment (FRSA)

Analysis: This year's results show lower performance compared to last year's Cycle 2 data, however, the data were collected earlier in the instructional calendar. In addition, the district shifted from three assessment cycles to four quarterly checkpoints, which limits direct year-over-year comparisons. Even with these considerations, too few K-2 students are meeting FRSA expectations. This points to the need for stronger Tier 1 core instruction and more consistent use of formative data to guide teaching. Quarter 1 and Quarter 2 results highlight challenges with start-of-year readiness and variability in implementation fidelity. Although phonemic awareness shows improvement, word reading and fluency remain priority areas requiring intensified instructional focus and clearer progress-monitoring systems.

What's Working ● Ongoing professional development for principals and staff has evolved from general capacity building to focused calibration on the Daily Decoding Routines (DDR) success criteria, deepening professional learning and strengthening implementation of the literacy routines. ● Principals continue to transition from a general Quality Core Instruction (QCI) tool to an ELA-specific "look-for" tool to enhance instructional precision and alignment with literacy priorities.

What Needs More Attention ● Tier 1 instruction needs to be systemized and consistently high-quality across all Grade K–2 settings. Staff need clear, structured expectations and ongoing feedback on lesson design, pacing, and practice opportunities. ● Increase data-driven instruction with more intentional analysis and site-level data use remains a need. A specific area that requires prioritization is the use of daily formative assessment and Quarter 2 data interpretation. ● Implement regular assessment checkpoints to deliver timely, actionable data for mid-year review and instructional adjustments prioritizing targeted support in the highest-need skill areas for each grade level.

Interim Goal 1b: Measure: Spring fluency assessment.

Analysis: In 2025-26, the percent of students "At" or "Above" grade level in fluency has remained stable at 64% from Quarter 1 to Quarter 2, reflecting consistent Tier 1 fluency implementation but limited acceleration. While nearly two-thirds of students are meeting grade-level expectations, growth has plateaued rather than increased quarter over quarter. A high concentration of students in the "At" band, with fewer moving into "Above," suggests that instruction is supporting grade-level proficiency but not consistently advancing students toward stronger automaticity. Additionally, persistent percentages in the "Nearly" and "Below" bands indicate a need for more timely and targeted Tier 2 instruction to accelerate student performance into meeting grade-levels expectations.

What's Working ● Classrooms have been observed dedicating more time to reading complete passages rather than isolated skill assessments, indicating that students are engaging in authentic, meaningful reading practice. ● Consistent Tier 1 fluency routines across

classrooms have contributed to stable performance from Quarter 1 to Quarter 2, preventing regression and maintaining instructional momentum.

What Needs More Attention ● Ensure the Daily Decoding Routines are leading to clear instructional actions and adjustments based on student data. ● Implement mid-quarter progress checks to measure the impact of interventions before district common assessments. ● Fluency data should be used diagnostically to determine whether student challenges stem from accuracy, stamina, or phrasing. When we know the exact problem, the help we give can be targeted to student needs which can accelerate student progress.

Interim Goal 1c: Measure: i-Ready Reading Diagnostic

Analysis: The district has made a significant investment in professional learning and has established a clear structured literacy framework. Variability in implementation of this framework persists, with elements of balanced literacy or whole-language approaches still present, reducing the effectiveness of Tier 1 instruction. To strengthen the impact of this framework, greater consistency in classroom implementation will be important, particularly in pacing, alignment to the scope and sequence, use of connected text and formative assessment practices. While diagnostic data are available across multiple measures, there is an opportunity to more consistently connect data to daily instructional decisions to support sustained instructional improvement. Increasing the coherence and frequency of feedback from Instructional and Intervention Coordinators, Curriculum Coaches, Literacy Leads, Principals, and Principal Supervisors, aligned to instructional expectations and student outcomes, will further support effective Tier 1 instruction and continued gains in student outcomes.

What's Working ● Daily Decoding Routines, classroom observation tools and feedback templates give concrete guidance and keep improvement focused on a small set of high-leverage practices. ● New collaboration systems among Principals, Literacy Leads, Curriculum Coaches, and Principal Supervisors establish shared expectations and success criteria, supporting clearer conversations about instructional practice and next steps.

What Needs More Attention ● Greater consistency and fidelity of Tier 1 literacy instruction ● Differentiated support based on teacher readiness and need ● Stronger connection between instruction and student data

Interim Goal 2a: Measure: i-Ready Reading

Analysis: Increased accountability with site and district leaders has improved assessment participation, ensuring that students complete assessments within the testing window. This has strengthened the district's ability to review data and identify instructional next steps for Quarter 3. At the same time, school site efforts have largely focused on strengthening Tier 1 instruction, with less attention given to clear classroom actions for students who are "Not Met" in the prior year. As a result, targeted instructional responses for these students have not been consistently implemented. In addition, Tier 2 and Tier 3 interventions are not consistently in place across all sites and are not always intentionally aligned to the specific skill needs of students who previously scored "Not Met," limiting the overall impact of intervention efforts.

What's Working ● Over 95% i-Ready completion (Grades 4-8, Reading & Math), providing strong coverage for instructional planning and progress monitoring. ● Fewer Grade 5 students scored Not Met on 2025 SBAC (4% fewer), along with slightly fewer Grade 4 students (2% fewer) likely reflects intentional primary-grade work in fluency and decoding. Middle school students also saw a decrease (Grade 6: 1% & Grade 7: 3%).

What Needs More Attention ● Intentional and timely data monitoring for students who scored “Not Met” in the previous years ● A district wide approach to validate quantitative positive outlier data for students scoring “Not Met” with observational qualitative data such as effective implementation of instructional practice ● Identify and support the implementation of effective strategies to support students who are “Not Met” (in class and extended day options).

Interim Goal 2b: Measure: Fluency Assessment.

Analysis: Teachers in grades 4 and 5 are in their first year of district-wide professional learning in structured literacy, including the use of Daily Linguistic Routines (DLR) to support language and literacy development. The majority of these instructional practices have focused on high quality, Tier I instruction for all students. For the current 4th and 5th grade students who scored at the Not Met level on last year’s SBAC ELA assessment, they will need more targeted and differentiated support delivered as Tier II and/or Tier III intervention in addition to the Tier I instruction. This specific intervention must address deficits in foundational reading skills, including phonological awareness, advanced decoding, and fluency development. Ongoing teacher support for small group instruction will be essential to ensuring that these students who are furthest from reading proficiency receive the specific skills necessary to be fluent readers, which will include guided practice on diagnostic assessment analysis and robust progress monitoring protocols.

What’s Working ● Grades 4-5 teachers received Getting Reading Right training through the Los Angeles County Office of Education, introducing shared protocols for diagnosing and addressing phonics/fluency skill gaps. ● Daily Linguistic Routine (DLR): OCIPD ELA training for grades 4-5 supports routine, explicit practice in phonics, fluency, morphology, and vocabulary. ● Grades 4-5 Special Day Class (SDC) teachers received Getting Reading Right and DLR training. ● School sites are participating in cycles of data analysis to enable more precise planning and progress monitoring.

What Needs More Attention ● Increase repeated reading and fluency practice with complex, grade-level texts using scaffolds and feedback. ● Short pull-outs are insufficient; Tier 1 must provide structured access to complex text and robust practice opportunities especially for Grade 4-5 students who scored Not Met on the prior year SBAC ELA assessment. ● Establish consistent Tier 1 instruction & intervention model to promote central guidance in Tier 2. ● Building stronger foundational reading skills in grades K–2 phonics/fluency so fewer students enter grade 3 as non-fluent decoders. Targeted support will be provided for students who are not yet reading at grade level to accelerate progress and close early literacy gaps. ● Expand staff skill in remediating foundational skills in older students, as the foundational skills instruction and learning for older students differ from initial K–2 skill acquisition.

Interim Goal 3a: Measure: i-Ready

Analysis: In Math 6 and Math 6 Accelerated, much of the instruction related to Algebraic Thinking occurs later in the school year, after Diagnostic Window 2. As a result, students have limited early exposure to key concepts that are assessed earlier in the year. Additionally, many students practice activities focused primarily on procedures rather than on applying mathematics to real-world or meaningful situations. This limits opportunities for students to solve complex problems, explain their thinking, and demonstrate a deeper understanding of mathematical ideas. Consequently, students are not consistently engaging with the full rigor of the standards, which impacts their overall readiness and performance

What's Working ● Ongoing and consistent professional learning is supporting implementation of the California Math Framework, including a focus on instructional shifts, number sense routines, use of the Math Look For Tool, and structured co-planning time. ● Administrators and Instructional and Intervention Coordinators are developing a shared language and common understanding of the instructional shifts. ● Algebra teachers, including middle school Algebra educators, engaged in collaborative analysis of released SBAC Interim Assessment Block (IAB) items, examining both the mathematical skills and the broader content demands in order to better align instruction to the rigor and application required by the assessments

What Needs More Attention ● Classroom observations and data from the Math Look for Tool indicate a need for stronger alignment between instructional tasks and the rigor of the standards, particularly in supporting the level of mathematical thinking and reasoning expected of students. ● The system requires continued learning and shared understanding of the instructional shifts outlined in the California Math Framework to ensure consistent, high-quality implementation across classrooms. ● Intentional and timely progress monitoring is needed to analyze data and inform instructional practices for Black/African American particularly in Algebra and Algebraic Thinking.

Interim Goal 3b: Measure: Mathematics course grades

Analysis: Over the past two school years (2023-24 & 2024-25), middle school Algebra teachers have taken part in six days of professional learning, with sessions designed to strengthen instructional practices and improve student learning. Additionally, Grade 6 teachers were engaged in professional development leading to more shifts in instruction, strengthening foundational preparation for Algebra. The implementation of the equitable grading policy and aligned practices, including common syllabi within departments, has increased focus on the consistency of grading practices. In addition, stronger accountability and progress-monitoring systems have provided clearer insight into student performance, though consistent implementation of the equitable grading policy remains an area of need. While these system efforts are building stronger instructional alignment, continued monitoring is needed to ensure that these shifts translate into accelerated and equitable gains for students.

What's Working ● Grade 6 teachers participated in lab experiences within Grade 4 and 5 classrooms, allowing them to observe firsthand the mathematical thinking and instructional approaches students experience prior to entering middle school. ● Principals regularly monitor and supervise Algebra classrooms using a math-focused walkthrough tool that builds on elements of Quality Core Instruction. ● At monthly Principal Meetings, site leaders continue to receive training on the implementation of equitable grading policy and syllabus monitoring as part of their systems of accountability.

What Needs More Attention ● Analysis of quarter and semester grades by sites to inform actionable steps such as interventions, with alignment to the equitable grading policy. ● Continue to deepen training on daily math routines and culturally relevant math tasks to support with putting them into practice; put more emphasis on teaching strategies that encourage students to actively use the Standards for Mathematical Practice.

Interim Goal 4a: Measure: English Language Arts (ELA) A-G course grades

Analysis: Many factors appear to contribute to persistent and increasing gaps in course success for Black/African American students. While we continue to observe strong relationships, high expectations, and student-centered instruction support improved outcomes, inconsistent implementation of rigorous instructional practices continues to limit access to deeper thinking, discourse, and writing. Grade-level patterns

reflect this variability: Grade 9 outcomes are stronger, likely due to structured supports such as Link Crew and Breakthrough Success Community (BTSC), while Grade 10 remains the most challenging year due to increased course demands and reduced support.

What's Working ● Grade 9 on-track efforts through BTSC and targeted initiatives, such as the Student Success Initiative, have contributed to increased percentages of students, including Black students, earning a C or higher in ELA through focused supports and early intervention. ● Principals are strengthening their ability to support high quality instructional practices through consistent use of the ELA walkthrough tool, leading data-driven conversations with teachers, sharing disaggregated data, and calibrating expectations through joint classroom visits. ● Systems for monitoring student progress have improved, including regular A-G data reviews by counselors using platforms such as the State of California's comprehensive college and career planning platform College & Career Guidance Initiative (CCGI) and internal systems to monitor graduation and A-G on-track statuses, along with expanded access to credit recovery options and student-centered supports to improve course completion.

What Needs More Attention ● Ensure teachers clearly identify the standards-aligned skill being taught, define the observable actions that demonstrate student mastery of the skill, and communicate to students what proficiency looks like. ● A-G awareness and understanding needs to be improved, given the four year English requirement. A-G is not consistently introduced during middle school and reinforced in high school to make sure students and families have clear knowledge of A-G requirements.

Interim Goal 4b: Measure: 11th grade A-G On Track

Analysis: Student outcomes are being driven by increased alignment in grading practices through teacher collaboration, resulting in greater consistency and clarity for students. Access to credit recovery during the school day and consistent counselor monitoring and quarterly check-ins have also contributed to maintaining on-track rates for Black/African American students in the high 30% range. However, while these practices are supporting stability, they have not yet produced the level of acceleration needed to meet the 62% goal.

What's Working ● Implementation of the Equitable Grading Policy has strengthened consistency across teachers departments through common grading scales, clearer syllabi, and increased collaboration and calibration. These shifts have contributed to a reduction in failure rates and fostered a culture of more intentional and reflective grading practices. ● Credit recovery classes, offered during the school day, have expanded access to support for students who do not earn a C or higher, increasing opportunities for course completion. ● Counselors have diligently worked to monitor student progress and have held check-ins with students after each quarter. Follow-up supports have been offered for students who have not earned a C or higher.

What Needs More Attention ● Consistent implementation of High School Counselor Expectations, which were introduced and shared with counselors in January 2026, with increasing prioritization of Black/African American students off track for A-G completion through regular monitoring, referrals, family communication, and coordinated staff support.● While a plan has been established to support student use of the California Colleges Guidance Initiative (CCGI), implementation has been inconsistent.

Reflections: Technical Assistance

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

Differentiated Assistance is provided by county offices of education to districts identified through Dashboard data. The goal is to support districts in improving outcomes for student groups that have been identified across two or more Dashboard indicators connected to State Priority Areas under LCFF. Based on the Dashboard results, LBUSD continues to meet the criteria for Differentiated Assistance. Specifically, eligibility is connected to the following areas:

Foster Youth:	English Language Arts *(Eligibility: 2024-26 and 2025-27)* Math *(Eligibility: 2024-26 and 2025-27)* Suspension Rate *(Eligibility: 2024-26 and 2025-27)* Chronic Absenteeism *(Eligibility: 2025-27)*
Students with Disabilities:	English Language Arts *(Eligibility: 2024-26 and 2025-27)* Math *(Eligibility: 2024-26 and 2025-27)* Graduation Rate *(Eligibility: 2024-26)* Chronic Absenteeism *(Eligibility: 2025-27)*
African-American Students:	Chronic Absenteeism *(Eligibility: 2025-27)* Suspension Rate *(Eligibility: 2025-27)*
Homeless Youth:	Chronic Absenteeism *(Eligibility: 2025-27)* Suspension Rate *(Eligibility: 2025-27)*

LACOE has supported LBUSD's improvement work in the following ways during the 2025-26 school year:

- Inclusive Practices to Support Students Professional Development
- State and Federal Programs Meetings
- LCAP Meetings
- Extensive Support Needs (ESN) Embrace-Abilities Professional Development
- Multi-Tiered, Multi-Domain Systems of Support (MTMDSS) Hatching Results Professional Development
- CALPADS Network (California Longitudinal Pupil Achievement Data System)

- Positive Behavioral Interventions & Supports (PBIS) Professional Development

- Consult and Support for Federal Program Monitoring (FPM) requirements

- Academic Supports for Multilingual/English Learners (EL) and Dually Identified Students

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:

• 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. M4.7 measures factors that can cause Chronic Absenteeism.

• Foster/Homeless 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 and homeless attendance and suspension rates. Metrics M5.1 and M5.2 measures ELA and Math Achievement.

• African American students- LCAP Goal 2 (Action 2.1)- High Quality Learning Black Student Achievement. Chronic Absenteeism is monitored through M2.4, which is a cause of chronic absenteeism. M2.6 is a metric that measures Suspension Rate.

Both LACOE and CORE will continue supporting LBUSD with technical assistance in system change and with attention to coherence of initiatives, including the identified Students with Disabilities, Foster & Homeless Youth, and African-American student subgroups.

Comprehensive Support and Improvement

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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 Quality Core Instruction framework. In an effort to better support sites, the Principal Supervision Initiative has sought to enhance supervisor 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.

• Both Reid and EPHS have access to a Wellness Center with a full time social worker. Students have a safe space where they can be before and after school. Counseling sessions are available to continue working on social emotional needs. Additionally students and families are offered free food, clothing & resources.

• 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) provided background for the visit by sharing their CSI plans. They highlight their site data, professional development activities, and key interventions. They helped 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.

Whole Group Debriefing: School team members facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They 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 engage in further discussion regarding next steps. This dialogue was folded into the regular coaching work described in the previous section.

This cycle is part of an ongoing coaching relationship between the central office administration (level offices and principal supervisors) and the school staff, including the principal, who has the ultimate responsibility to monitor student progress.

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

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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.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	DELAC engagement activities included Amplifying Budgetary Updates (12/2/25), LCAP 101 and review of the LCAP Summary Document and budget “right sizing” (1/6/26), continued LCAP 101 and Goal 3 priority discussions (2/3/26), ThoughtExchange preliminary results and priority activities (3/3/26), preliminary ThoughtExchange results and LCAP components (5/5/26), and review of the LCAP Draft with feedback opportunities (6/2/26). Engagement efforts focused on building understanding of the LCAP process while elevating the voices and priorities of multilingual families.
District Community Advisory Committee (DCAC)	DCAC engagement included Amplifying Budgetary Updates (11/20/25), LCAP 101 and review of the LCAP Summary Document and budget “right sizing” (1/29/26), ThoughtExchange participation and summary of actions (2/26/26), review of ThoughtExchange results and LCAP input opportunities (4/23/26), preliminary ThoughtExchange results and LCAP components (5/14/26), and review of the LCAP Draft with feedback opportunities (6/4/26). Discussions focused on community priorities, district actions, and recommendations connected to the LCAP development process.
Educational Opportunities for Native Americans (EONA)	EONA Parent and Student Group engagement included Amplifying Budgetary Updates and LCAP 101 (1/20/26), followed by a ThoughtExchange invitation and participation outreach (2/17/26). Engagement opportunities were designed to ensure Native American family and student perspectives informed district priorities and LCAP development along with an opportunity to provide feedback on the LCAP Draft
Raising Student Voices and Participation (RSVP) (student group)	RSVP: Superintendent Student Advisory Committee participated in LCAP 101 and ThoughtExchange engagement activities on 3/20/26. Students reviewed district priorities and discussed connections between student voice, equity, and the LCAP process. Students were encouraged to participate in the ThoughtExchange process and elevate perspectives from their school communities.
SANKOFA Parent Village	Sankofa Parent Village participated in LCAP 101 and ThoughtExchange engagement activities on 3/16/26. Conversations centered on culturally responsive engagement, community priorities, and opportunities to elevate family voice in the development of the LCAP.

Community Advisory Committee (CAC)	CAC Parent Group participated in LCAP 101 and ThoughtExchange engagement activities on 3/11/26. Engagement efforts focused on ensuring families connected to special education programs had opportunities to learn about and contribute feedback to the LCAP process.
LBUSD Families: Elementary, Middle and High School Families	Districtwide family engagement included a Budgetary Update Video shared with the All LBUSD Community (12/25), Monthly EEP Newsletters with Budget Updates (1/13/26, 2/10/26, 3/10/26), LCAP Newsletter #1 with ThoughtExchange and engagement opportunities (3/2/26), Monthly EEP Newsletter and LCAP Newsletter #2 (4/17/26), and Draft LCAP feedback opportunities and LCAP Newsletter #3 (5/15/26). Families were also encouraged to participate in the ThoughtExchange process, which opened on 2/19/26 and closed on 3/31/26, through district communications, flyers with QR codes, and school-site outreach supported by Parent Community Facilitators (PCFs).
Labor Partners- TALB and CSEA	Labor partners were invited to participate in the ThoughtExchange process through district communications, LCAP Newsletters with QR codes, and access to LCAP draft feedback opportunities on the LCAP district website. Engagement efforts supported opportunities for certificated and classified staff perspectives to inform district priorities and actions.
Family Leadership Institute Cohort	Members of the Family Leadership Institute Cohort participated in LCAP 101 and ThoughtExchange engagement activities through C.A.F.E. (2/20/26). The engagement process focused on building understanding of the LCAP while gathering family leadership perspectives on district priorities and student supports
LBUSD Staff, including teachers, principals, administrators and other school and district staff.	Staff engagement opportunities included Principal TK–12 Operational Meetings, Facilitator Meetings, the LCAP webpage, LCAP newsletters and participation in the ThoughtExchange process. Engagement activities provided opportunities for staff to review district priorities, share recommendations, and contribute feedback throughout LCAP development
Board of Education	The Board of Education received ongoing updates throughout the LCAP development process, including the Mid-Year Report, ThoughtExchange update, and timeline review (2/18/26), sharing of Initial Draft 1 (5/18/26), LCAP and Budget Public Hearing (6/3/26), and final LCAP and Budget Approval (6/17/26). These meetings supported governance oversight, transparency, and opportunities for public review and input.

Equity Multiplier Schools (EPHS and Reid)	Educational partners were engaged through LCAP informational meetings, staff collaboration sessions, and family/community input opportunities conducted during the 2025–26 LCAP development cycle. Engagement Activities of Equity Multiplier Schools Included: - Site-level engagement sessions at EPHS held on: May 7, 2026 - Site-level engagement sessions at Reid High School held on: May 7, 2026 - Advisory/committee input sessions: SSC on May 12, 2026. Summary of Input Use: Input from educational partners informed the continued focus on strengthening graduation outcomes, improving college and career readiness, and expanding targeted academic supports for student groups identified in the California Dashboard red performance levels. 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.

LBUSD engaged a broad range of educational partners in the development of the 2026–27 Local Control and Accountability Plan (LCAP), including students, families, teachers, principals, administrators, classified staff, local bargaining units, advisory committees, and community organizations. Throughout the year, educational partners participated in a variety of engagement opportunities designed to gather perspectives on student needs, evaluate the effectiveness of existing programs and services, and identify priorities for continued improvement. As the third year of the current LCAP cycle, engagement efforts emphasized reflection on implementation progress, review of available data, and discussion of ongoing opportunities to support student success.

The district's engagement process included outreach and communication activities to increase awareness of the LCAP and district budget, opportunities to provide input through meetings, surveys, ThoughtExchange, advisory committees, workshops, newsletters, and public hearings, as well as opportunities to review preliminary findings and draft LCAP components. Feedback gathered throughout the process informed district planning and helped ensure that the adopted LCAP reflects the priorities, experiences, and recommendations shared by educational partners.

LBUSD engaged educational partners throughout the annual update process for the 2026–27 LCAP to review progress toward existing goals, gather feedback on implementation of actions and services, and identify areas for continued refinement and emphasis during the third year of the current three-year LCAP cycle.

As this is Year 3 of the adopted LCAP, the district's engagement process focused primarily on reviewing implementation progress, analyzing available data, and gathering input regarding ongoing needs, effectiveness of current actions, and priorities for continued support rather than developing new goals.

Educational partners engaged during the process included teachers, principals, administrators, other school personnel, local bargaining units, parents/caregivers, students, advisory committees, and community partners. Consultation occurred through district and school-site meetings, advisory committee presentations, surveys, workshops, newsletters, listening sessions, and ongoing engagement opportunities throughout the school year.

The district utilized a phased engagement process that included budget updates, LCAP education and awareness-building, community voice gathering, review of preliminary findings, draft feedback opportunities, and public hearings.

The district utilized a multi-phase process to review and apply educational partner feedback throughout the development of the 2026–27 LCAP.

Phase 1: Gathering Community Voice and Identifying Priorities
Through ThoughtExchange, advisory committee meetings, family engagement opportunities, student engagement groups, staff discussions, and districtwide communications, educational partners identified key priorities including academic support, mental health and wellness services, parent engagement, multilingual communication, literacy intervention, college and career readiness, and equitable access to programs and services. These themes provided the foundation for analyzing community needs and reviewing the effectiveness of existing actions and services.

Phase 2: Reviewing Feedback and Refining Priorities
During the development of the LCAP, preliminary findings and community themes were reviewed with educational partners, including DELAC, DCAC, students, families, staff, and community groups. Feedback reinforced the importance of strengthening school-family partnerships, expanding access to multilingual communication, supporting student well-being, increasing student connectedness and belonging, and maintaining targeted supports for historically underserved student groups. This input informed refinements to implementation strategies and areas of emphasis within existing LCAP actions.

Phase 3: Final Review and Validation of Proposed Actions
As draft versions of the LCAP were shared with educational partners and the public, additional feedback opportunities were provided to validate priorities and ensure alignment between community input, district goals, and planned actions. Educational partner feedback confirmed continued support for investments in academic acceleration, student wellness, family engagement, culturally affirming educational practices, and targeted supports for student groups requiring additional assistance. This feedback helped finalize the actions, services, and resource allocations reflected in the adopted LCAP.

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.

ThoughtExchange Results

The ThoughtExchange asked specifically, “In alignment with our current LCAP goals and actions, what programs and services are essential to support student success with existing resources?” It also included rating others’ responses.

Here are the results

Measure	**Total**
Participants	2,860
Thoughts	1,801
Ratings	43,337

Table 1. Participant Role Demographic (Self-Selected)

Participant Group	Percent
Parents/Guardians	62%
LBUSD Certificated Staff	17%
LBUSD Students	9%
LBUSD Classified Staff	7%
Community Members	3%
LBUSD Administrators	3%

Table 2. Participant Race/Ethnicity Demographics (Self-Selected)

Race/Ethnicity	Percent
Latino/a	34%
White	26%
Decline to State	14%
Two or More Races	9%
African American/Black	8%
Asian	4%
Cambodian	2%
Filipino	2%
Pacific Islander	1%

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
Mental Health & Wellness Centers	Strong emphasis on expanding mental health supports, wellness centers, counseling services, and social-emotional supports to improve student well-being and school connectedness.	Goal 1, Goal 7, Goal 9	Priority 6

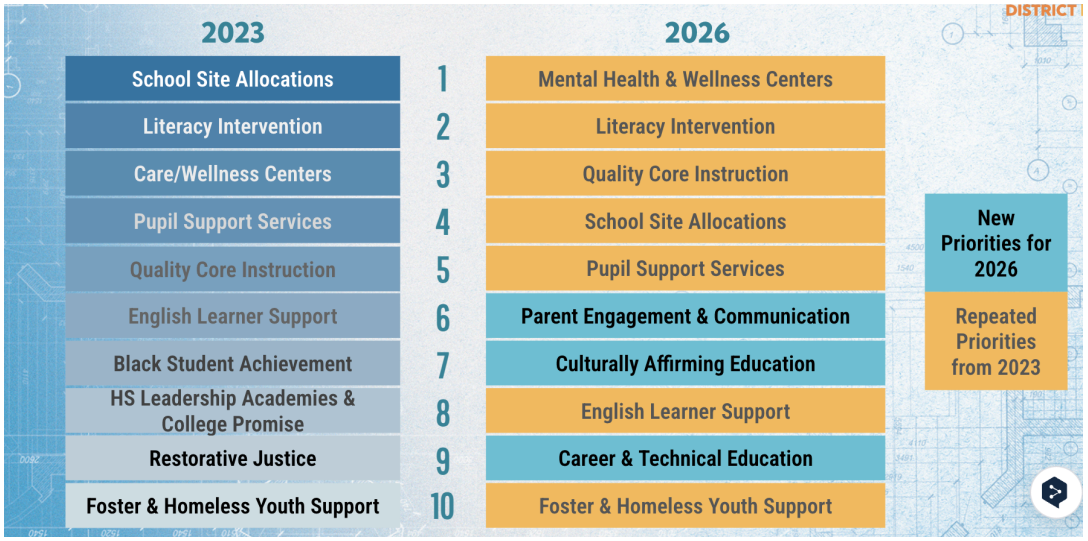
Community Theme	Sentiment	LCAP Goals	State Priorities
Literacy Intervention	Continued demand for targeted literacy intervention and accelerated reading support to ensure students meet grade-level standards and improve academic achievement.	Goal 1	Priority 4 Priority 8
Quality Core Instruction	Community members emphasized the importance of strong first instruction, high-quality teaching practices, and equitable access to rigorous academic learning experiences.	Goal 1 Goal 8	Priority 1, Priority 4
School Site Allocations	Stakeholders expressed the importance of maintaining site-based resources and flexibility so schools can respond directly to student and community needs.	Goal 7 Goal 8	Priority 1
Pupil Support Services	Strong support emerged for expanded student supports including counseling, behavioral supports, intervention services, and wraparound supports that address student needs beyond academics.	Goal 1, Goal 5 Goal 9	Priority 6, Priority 8
Parent Engagement & Communication	Families continued to prioritize authentic communication, meaningful engagement opportunities, and stronger school-family partnerships to support student success.	Goal 6	Priority 3
Culturally Affirming Education	Community members emphasized the importance of inclusive, culturally responsive, and affirming educational environments where students see themselves reflected in curriculum, programs, and school culture	Goal 2 Goal 7	Priority 5 Priority 6
English Learner Support	Continued emphasis was placed on supports for English Learners and Long-Term English Learners, including language acquisition, multilingual services, and newcomer support.	Goal 3	Priority 4 Priority 8
Career & Technical Education	Community feedback reflected interest in preparing students for college and careers through leadership pathways, career technical education, and future-ready learning opportunities.	Goal 8, Goal 9	Priority 7, Priority 8

Community Theme	Sentiment	LCAP Goals	State Priorities
Foster & Homeless Youth Support	Stakeholders continued to prioritize services and targeted supports for foster and homeless youth to ensure stability, engagement, and equitable access to learning opportunities.	Goal 5	Priority 4 Priority 8
Special Education Support	Community responses highlighted the need for stronger special education supports, inclusive services, and interventions to better meet the needs of students with disabilities.	Goal 4	Priority 4 Priority 8
Arts, Technology, and After-School Programs	Stakeholders emphasized the importance of enrichment opportunities including arts education, technology access, and after-school programming to support whole-child development and engagement.	Goal 1 Goal 8	Priority 5, Priority 7
Smaller Class Sizes	Community members continued to advocate for smaller class sizes to increase individualized support, stronger relationships, and improved learning conditions for students.	Goal 1	Priority 1
Equity and Inclusion Initiatives	Community feedback reinforced the importance of equity-focused programs and services that promote belonging, inclusion, and equitable outcomes across student groups.	Goal 2 Goal 7	Priority 5 Priority 6
Dual Immersion Programs	Stakeholders expressed interest in expanding and strengthening dual immersion opportunities to support multilingualism, cultural appreciation, and academic achievement.	Goal 3 Goal 7	Priority 4 Priority 8

Goal 9 in the LCAP details the community engagement of the Equity Multiplier schools, including notes and recommendations generated during school community meetings. Actions connected to Equity Multiplier funding priorities were informed directly by stakeholder engagement at both Educational Partnership High School (EPHS) and Reid High School through meetings with families, students, staff on May 7, 2026, and School Site Council representatives on May 12, 2026.

Based on three years of community input collected through ThoughtExchange and in-person engagement opportunities, staff ensured that community priorities continued to be reflected throughout the LCAP. While several priorities remained consistent from previous years, new themes also emerged, including culturally affirming education, expanded pupil support services, and career and technical education pathways.

Community feedback demonstrated a continued emphasis on student wellness, academic acceleration, equitable access to programs and services, and meaningful family engagement.

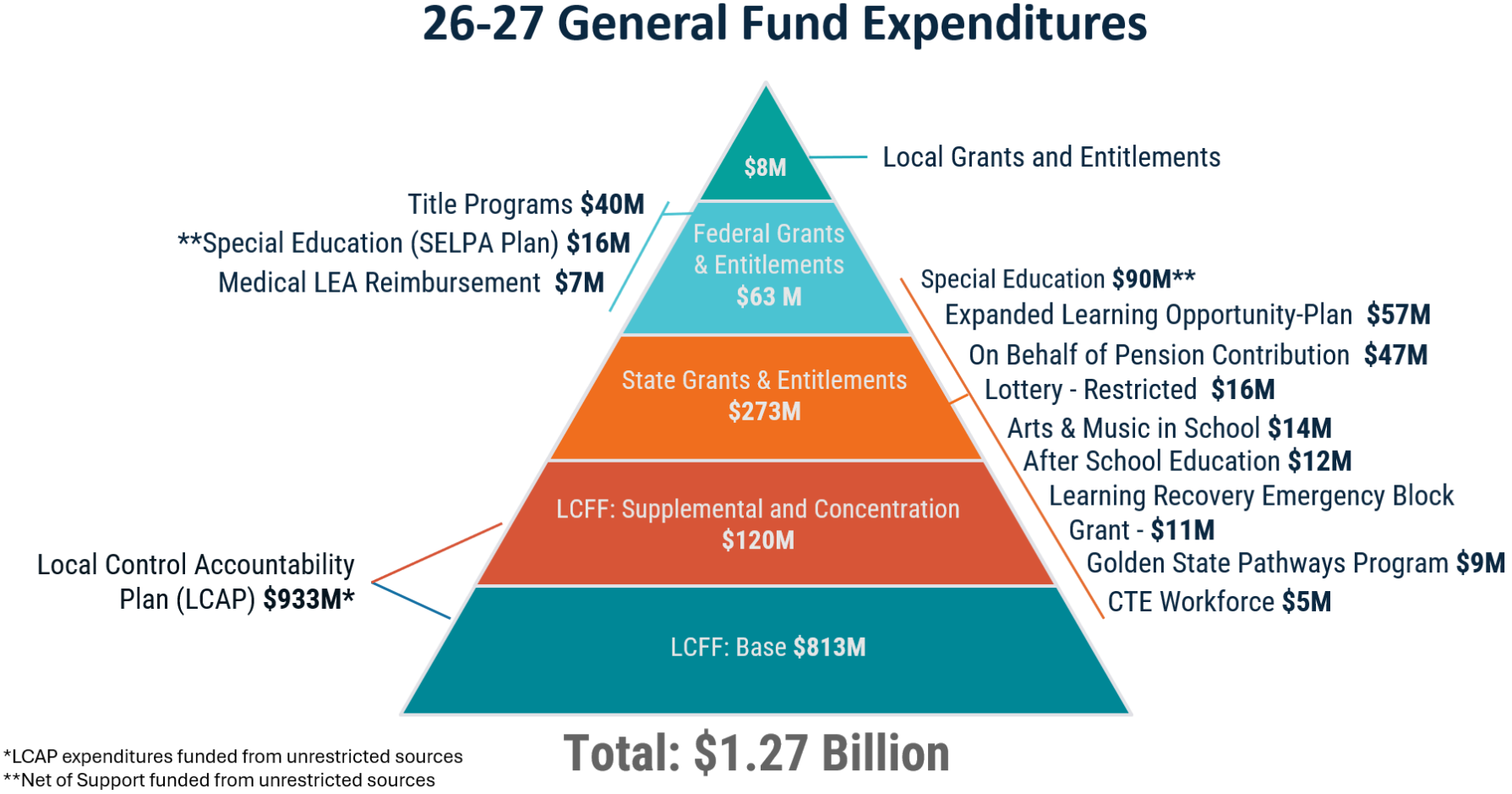


As a result of robust engagement, the following community priorities are reflected throughout the LCAP actions and services:

- School Site Allocations — reflected in Goal 7 and school-based allocation actions
- Literacy Intervention — reflected in Goal 1 literacy acceleration and intervention actions
- Care/Wellness Centers — reflected in student wellness and social-emotional support actions
- Pupil Support Services — reflected in counseling, intervention, and wraparound support actions
- Quality Core Instruction — reflected in instructional improvement and professional learning actions
- English Learner Support — reflected in Goal 3 multilingual learner services and supports
- Black Student Achievement — reflected in Goal 2 targeted student achievement initiatives
- Career & Technical Education/College & Career Pathways — reflected in future-ready learning and leadership pathway actions
- Restorative Justice and Culturally Affirming Education — reflected in Goal 7 culturally responsive school climate actions
- Foster & Homeless Youth Support — reflected in Goal 5 targeted support services
- Parent Engagement & Communication — reflected in Goal 6 authentic family partnership actions
- Special Education Support — reflected in Goal 4 services and supports for students with disabilities
- Arts, Technology, and After-School Programs — reflected in enrichment and expanded learning opportunities across multiple goals

<u>General Budget</u>

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:



Goals and Actions

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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)

Here are the most recent results:

2025 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 areas and subgroups designated in the lowest rating:

• **English Language Arts**	Foster Youth
• **Mathematics**	Foster Youth, Students with Disabilities
• **Chronic Absenteeism**	African Americans, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities
• **Suspension Rate**	African Americans, Foster Youth, Homeless Youth

2024-25 SBAC:

English Language Arts: 51.7% met or exceeded standard, an increase of 2% from the previous year (all students).

Math: 38.5% met or exceeded standard, an increase of 2% from the previous year (all students).

Board Goals 1 & 2:

• 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)

• 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)

2025-26 Board Goals, Interim Goals and Board Updates

In support of Board Goals, beginning in November 2025, interim goals were established in order to create more formative student learning data points to evaluate progress at specific intervals. Specifically to LCAP Goal 1, the Board was presented with interim goal data in November and December 2025 and February and March of 2026. Here are some data points that were shared as part of the updates:

Interim Goal 1a*: By June 2028, 85% of students in grades K-2 will meet or exceed on the Spring foundational reading skills assessment, from 69% in June 2023.

● For Quarter 2, 51% of students in Grades K-2 were On-track for All Skills on the Foundational Reading Skills Assessment (FRSA). Given that the second FRSA was administered this year approximately 40 instructional days earlier (~two instructional months) as compared to prior years.
● In the prior two years the percentage of students on-track for all skills at Quarter 2 was 2-3% lower than Quarter 1. Increasing 2% in 2025-26 from Quarter 1 to Quarter 2 is a highlight.
● Despite having approximately 40 fewer instructional days than prior years, 51% of Grade 1 students are On-Track for All Skills on the Foundational Reading Skills Assessment in 2025-26, up 1% from last year.

Interim Goal 1b*: By June 2028, 80% of students in grade 3 will meet or exceed on the Spring fluency assessment from 56% in June 2024.

● For Quarter 2, 64% of students in Grades 1-3 have scored At or Above grade level on the fluency assessment. Given that the second fluency assessment was administered this year approximately 40 instructional days earlier (~2 instructional months) as compared to prior years.

● In prior years the percentage of students At or Above at Quarter 2 was lower than Quarter 1. Holding steady at 64% in 2025-26 from Quarter 1 to Quarter 2 is a highlight.

● Although all grade levels have fewer students At and Above grade level on the Quarter 2 fluency assessment in 2025-26 than in previous years, 76% (Gr 1), 59% (Gr 2), and 59% (Gr 3) after only 89 days suggests fluency skill development is still progressing. With comparable instructional time, outcomes may align more closely to prior years.

Interim Goal 1c**: By June 2028, 75% of students in grades 1-3 will be on or above grade Level on i-Ready Reading Diagnostic 3 assessment, from 56% in March 2025.

● For the 2025-2026 academic year, Grade 3 had the highest rate of students on or above grade level at 53%. Grades 1 and 2 were at 31% and 42%, respectively.

● Overall performance is similar year over year, however, with a slight but steady decline.

● Improvement across all grades will be necessary to increase the overall rates of students on and above grade level.

● During the 2025-26 academic year, 59% of Grade 1 students placed one grade level below in Diagnostic 2, indicating an opportunity to strengthen Tier 1 instructional strategies to move a sizable portion of students to on grade level. Grade 1 annually has the largest proportion of students scoring one grade level below, with 2-3 times as many students at that level as compared to all other grade levels.

Interim Goal 2a**: By June 2028, 36% of students in grades 4-8 who were “Not Met” achievement level on the prior year SBAC ELA will meet their stretch growth target on i-Ready Reading, up from 15% in June 2023.

● The rate of students who were “Not Met” on the prior year SBAC who met the stretch growth target on Diagnostic 2 has remained at or just greater than 33% of students the past 4 years.

● We observed 2% fewer students scoring in the “Not Met” achievement level in 2024-25 (28%) as compared to 2023-24 (30%); students who repeatedly score in the “Not Met” achievement level repeated years may be less likely to reach stretch growth goals.

● Although Grades 4 and 5 had the highest number of students “Not Met” in the prior year SBAC, they have the highest rate of students meeting the target with 37% in 2025-26.

Interim Goal 2b***: By June 2028, 43% of students in grades 4 & 5 who were “Not Met” achievement level on the prior year SBAC ELA will meet or exceed on the fluency assessment, up from 21% in June 2023.

● For Quarter 1, 25% of students in Grades 4-5 who scored “Not Met” on the prior year SBAC ELA Met or Exceeded on the Q1 Fluency Assessment. Given that the initial Fluency Assessment was administered this year at approximately half the number of instructional days compared to prior years, a new baseline was created this school year.

● To align with Board Goal monitoring and provide Q1 data to school sites, we administered the Fluency Assessment earlier this year (approx. 40 instructional days into the year vs. >70 days in prior years after Cycle 1 units). The earlier window enables sites to adjust instruction sooner and get more students on track by Quarter 2.

● To meet our end-of-year target of 32% of students meeting proficiency targets, schools would need to focus on Tier 2 and small group instruction to ensure students are learning the necessary skills.

Overall, the targets included in this three-year LCAP through June 2027 are designed to serve as interim goals toward achieving the Board’s longer-term Goals and Guardrails.

* Update shared with the Board of Education in March 2026

** Update shared with the Board of Education in February 2026

*** Update shared with the Board of Education in December 2025

Measuring and Reporting Results

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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						
M1.01	Source: Smarter Balanced Assessments *updated to align with state-reported outcomes	Category	2022-23 SBAC ELA	2023-24 SBAC ELA	2024-25 SBAC ELA	Target (Year 3)	
M1.01	Percentage of students who meet or exceed standards on **SBAC ELA**	All Students	48.2%	49.5%	51.7%	61.0%	3.5%
		Economically Disadvantaged	39.5%	41.6%	41.9%	59.0%	2.4%
		African Americans	32.9%	34.3%	36.1%	55.0%	3.2%
		Hispanic	41.6%	42.8%	44.9%	59.0%	3.3%
		English Learners	14.4%	14.0%	12.3%	48.0%	-2.1%
		Students with Disabilities	17.0%	17.6%	21.1%	49.0%	4.1%
M1.02	Source: Smarter Balanced Assessments *updated to align with state-reported outcomes	Category	2022-23 SBAC Math	2023-24 SBAC Math	2024-25 SBAC Math	Target (Year 3)	
M1.02	Percentage of students who meet or exceed standards on **SBAC Math**	All Students	34.5%	36.4%	38.5%	50.0%	4.0%
		Economically Disadvantaged	25.8%	28.9%	29.1%	47.0%	3.3%
		African Americans	18.5%	20.1%	22.2%	43.0%	3.7%
		Hispanic	27.7%	29.5%	31.6%	47.0%	3.9%

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners	10.5%	11.4%	11.1%	40.0%	0.6%
		Students with Disabilities	13.1%	14.3%	17.1%	41.0%	4.0%
M1.03	Source: Smarter Balanced Assessments: CAST	Category	2022-23 CAST Science	2023-24 CAST Science	2024-25 CAST Science	Target (Year 3)	
M1.03	Percentage of students who meet or exceed standards on CAST (**Science**)	Grade 5	30.1%	30.0%	32.5%	62.0%	2.4%
		Grade 8	22.9%	25.3%	28.6%	50.0%	5.7%
		Grade 12	24.4%	23.4%	23.8%	50.0%	-0.6%
M1.04	Source: DataQuest	Category	2022-23	2023-24	2024-25	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%	58.5%	66.0%	1.6%
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%
M1.07	Source: College Board	Category	2022-23	2023-24	2024-25	Target (Year 3)	

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.07	Passing rate of 11th and 12th grade **Advanced Placement exams** (3 or higher)	Grades 11 and 12	40.1%	45.2%	48.3%	52.0%	8.2%
M1.08	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	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%	25.4%	31.0%	1.9%
M1.09	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	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%	11.0%	27.0%	0.3%
M1.10	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	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%	48.3%	61.0%	0.6%
M1.10a	Source: Foundational Reading Skills Assessment	Category	25-26 EOY			Target (Year 3: 26-27)	
M1.10a	Percentage of students who meet or exceed on the Spring **FRSA** (Interim Board Goal 1a)	Grades K-2	73%	n/a	n/a	84%	n/a
M1.10b	Source: Spring Fluency Assessment	Category	25-26 EOY			Target (Year 3: 26-27)	

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.10b	Percentage of students who meet or exceed on the Spring **Fluency Assessment** (Interim Board Goal 1b)	Grade 1-3	60%	n/a	n/a	73%	n/a
M1.10c	Source: iReady Reading Diagnostic 3	Category	March 2026 (Diag. 3)			Target (Year 3: 26-27)	
M1.10c	Percentage of students on or above grade level on the **iReady Reading Diagnostic 3 Assessment** (Interim Board Goal 1c)	Grades 1-3	55%	n/a	n/a	70%	n/a
M1.11	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	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%	31.6%	60.0%	3.6%
M1.11a	Source: iReady Reading Diagnostic	Category	25-26 D1-D3 Growth			Target (Year 3: 26-27)	
M1.11a	Percentage of students scoring "Not Met" in prior year of SBAC - English Language Arts who meet **iReady Reading stretch growth target** (Interim Board Goal 2a)	Grades 4 - 8 who scored "Not Met" in previous year and now meeting stretch growth target on iReady Reading	23%	n/a	n/a	31%	n/a
M1.11b	Source: Spring Fluency Assessment	Category	25-26 EOY			Target (Year 3: 26-27)	
M1.11b	Percentage of students who meet or exceed on the **Fluency Assessment** (Interim Board Goal 2b)	Grades 4 - 5 who scored "Not Met" in previous year on SBAC who meet or exceed on the end-of-year fluency assessment	20%	n/a	n/a	37%	n/a

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.11c	Source: Local data	Category	25-26 Q3 as of 4/28/26			Target Year 3: 26-27	
M1.11c	Percentage of students who meet or exceed grade-level standards on the District quarterly ELA exams (Interim Board Goal 2c)	Grades 6-8	69.4%	n/a	n/a	72.0%	n/a
M1.12	Source: Local data	Category	2022-23	2023-24	2024-25	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) *FRSA- Foundational Reading Skills Assessment **Diagnostic Test Administration comparing results from administration #1 with administration #3.	A. Grade K (FRSA)	64%	77%	76%	75%	12%
		B. Grades 1-8 (i-Ready Reading)	59%	58%	59%	70%	0%
		C. Grades 1-8 (i-Ready Math)	58%	56%	57%	70%	-1%
		D. Grades 9-12 (English ABC Rates)	83%	84%	86%	85%	3%
		E. Grades 9-12 (Math ABC Rates)	74%	72%	75%	80%	1%
M1.13	Source: Local data	Category	D1-D3, 2023-24	D1-D3, 2024-25	D1-D3, 2025-26	Target (Year 3)	

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	36.5%	33.0%	50.0%	-3.0%
		B. Students ≥1 grade levels below at D1 on track for Accelerated i-Ready Math Growth	32.0%	31.4%	29.9%	48.0%	-2.1%
M1.14	Sources: CA State Dashboard	Category	June 2023	June 2024	June 2025	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%	59.2%	65.0%	13.1%
M1.15	Source: Local data	Category	2024-25	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	16 units	n/a	9	n/a
		Middle School Level	3	1 unit	n/a	9	n/a
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%
M1.17	Source: Local data (QCV Findings)	Category	2023-24	2024-25 *Rating 2-4/3-4*	2025-26	Target (Year 3)	

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	n/a	59.0%	n/a
		Area 2: Clear and Explicit Learning Intention and Success Criteria	61.0%	83%/58%	n/a	70.0%	n/a
		Area 3: Standards-aligned Rigorous Task	73.0%	86%/57%	n/a	82.0%	n/a
		Area 4: Intentional and Consistent Engagement	64.0%	76%/52%	n/a	73.0%	n/a
M1.18	Source: Smarter Balanced Assessments **updated to align with state-reported outcomes*	Category	2022-23	2023-24	2024-25	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	39.5%	41.6%	41.9%		2.4%
		Not Low SES - ELA	64.1%	66.1%	68.7%		4.6%
		Gap - SBAC ELA	**24.6%**	**24.5%**	**26.8%**	2.0%	**2.2%**
		Low SES - Math	25.8%	28.9%	**29.1%**		3.3%
		Not Low SES - Math	50.4%	52.0%	54.8%		4.4%
		Gap - SBAC Math	**24.6%**	**23.2%**	**25.7%**	3.0%	**1.1%**
M1.19	Source: Local data (4-year cohort graduation rate)	Category	2022-23	2023-24	2024-25	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%	86.4%		6.0%
		Not Low SES Rate	85.5%	85.2%	89.2%		3.7%
		Graduate Gap	**5.1%**	**3.7%**	**2.8%**	2.5%	**-2.3%**

Goal Analysis for 2025-26

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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 effective. During the implementation year, counselors, school psychologists, and nurses played a critical role in advancing Long Beach Unified School District's Vision 2035 commitment to equity, access, and excellence by addressing barriers to learning related to social-emotional well-being, attendance, and student health. Actions 1.1 outlined in the LCAP were substantially implemented, with a focus on ensuring that all students—particularly African American, Foster Youth, and Socioeconomically Disadvantaged (SED) students—were supported to graduate college and career ready.

School counselors advanced equitable outcomes by supporting academic planning, monitoring student progress toward A–G completion, and expanding access to college and career pathways. Targeted efforts were made to monitor and support the graduation rates of African American, Foster Youth, and SED students, aligning with the district's commitment to closing opportunity and outcome gaps. Counselors also provided direct services through classroom instruction, small groups, and individual counseling to address social-emotional and behavioral barriers impacting achievement.

School psychologists strengthened Multi-Tiered System of Supports (MTSS) implementation through comprehensive assessments, consultation, and collaboration with site teams to design targeted and intensive interventions. Their work supported early identification and intervention, particularly for student groups experiencing disparities in outcomes.
School nurses contributed to student success by addressing health-related barriers, managing chronic conditions, and promoting wellness. By supporting student health, nurses played a key role in improving attendance and engagement, which are critical factors influencing graduation outcomes.

These adjustments ensured alignment with LBUSD's Core Values of equity, collaboration, and continuous improvement, while maintaining focus on the articulated goals. Challenges that were encountered are Increased social-emotional and mental health needs among students. Competing site priorities and limited time for consistent MTSS collaboration. And, staffing changes and varying levels of experience among team members required additional support and onboarding. These challenges required ongoing adaptation while maintaining a focus on equitable student outcomes.

Overall, the LEA substantially implemented the actions described in the LCAP, with necessary adaptations to address staffing challenges and increased student needs. While some actions differed from the original plan in delivery and scope, these adjustments reflected LBUSD's commitment to equity-focused continuous improvement. The progress made, particularly in supporting the graduation outcomes of African American, Foster Youth, and SED students, provides a strong foundation for continued growth and refinement in the coming year.

Action 1.2 – Instruction:

Action 1.2 (Instruction – Quality Core Instruction) was largely implemented across all sites, with all TK–12 teachers receiving training in Quality Core Instruction (QCI) aligned to the district's Understandings framework.

In addition to initial training, the district operationalized implementation through multiple accountability and feedback structures, including Internal Learning Walks (ILW), Collaborative Data Study (CDS), and Quality Core Visits (QCV), which provided ongoing monitoring of instructional practices.
A key success in implementation was the shift from theory to practice through site-based application. Principals and instructional leaders engaged in:

- Instructional walks focused on student tasks and evidence of learning
- Principal lab days in both ELA and math classrooms to build instructional leadership capacity
- Ongoing calibration during principal meetings to unpack expectations and align observations

However, the original implementation tool was too generic to drive meaningful instructional change. Because it lacked specificity, sites struggled to translate expectations into observable classroom practice. In response, LBUSD made a substantive mid-course adjustment:

- Developed content-specific walkthrough and feedback tools (all content areas)
- Focused data collection on content specific instructional practices, not just teacher moves
- Used these tools to guide real-time feedback to teachers and departments

This shift represents a material difference from the original plan, moving from a compliance-oriented tool to a discipline-specific, evidence-based feedback system.

Additional challenges included:

- Variability in implementation fidelity across sites, depending on principal capacity
- Need for deeper calibration to ensure consistent understanding of QCI expectations
- Balancing initiative overload with sustained focus on Tier 1 instruction

Overall, the action was implemented, but effectiveness depended heavily on the shift from generic tools to targeted, content-specific practices.

Action 1.3 – Instruction-Related Services:

The district implemented this action to support progress toward LCAP goals focused on improving student outcomes in English Language Arts and Mathematics. Implementation included staffing elementary, middle, and TK–8 schools with Instructional Intervention Coordinators (IICs) to strengthen Tier 1 instruction. The action was carried out through targeted professional development and site-based support, with a focus on Quality Core Instruction in ELA and Mathematics, including math inquiry and the Three-Part Lesson Structure, as well as foundational reading skills, fluency, student-centered coaching, and data analysis and progress monitoring.

These supports were designed to prioritize the needs of unduplicated pupils, including English Learners, low-income students, and foster youth, as well as schools with student groups identified in red on the 2023 California Dashboard. Successful elements of implementation

included expanded access to instructional coaching, increased collaboration through lesson study and instructional learning walks, and improved coordination of support for teachers through structured protocols for analyzing student work and providing targeted feedback. IICs also supported co-teaching models and modeled Tier 2 push-in supports. These efforts strengthened alignment between instructional practices, student support structures, and district priorities, and contributed to improved instructional coherence and data-informed decision-making across sites.

Implementation challenges included variation in how IICs were utilized across sites. At some schools, IICs were primarily assigned to Tier 3 direct student support, limiting their impact on Tier 1 instruction. At other sites, IICs served in coaching roles but required additional development to provide consistent, high-quality feedback aligned to observation tools. Despite these challenges, the district continued to prioritize strengthening Tier 1 instruction and made ongoing adjustments to clarify expectations, refine coaching practices, and ensure supports remained focused on students experiencing the greatest disparities.

The action was implemented largely as described in the adopted LCAP. Adjustments were made throughout the year to address site-specific needs, including refining the role of IICs and strengthening professional learning supports. These adjustments did not change the overall intent of the action but allowed the district to respond to implementation variability and student data.

Action 1.4 – Counseling Support:
During the 2025–26 school year, Long Beach Unified School District (LBUSD) expanded counseling services and support to promote student mental health and social-emotional learning (SEL), with an emphasis on historically underserved student groups. Implementation included the addition of counseling staff beyond school site counselors to support students with elevated needs related to coping skills, emotional regulation, and social development. Planned actions were implemented largely as intended, with the district successfully expanding the accessibility of SEL and wellness supports across school sites. Counselors delivered wellness lessons focused on bullying prevention, suicide prevention, and sexual harassment prevention, helping strengthen students' awareness and overall well-being. At several high-need sites, early indicators suggested improvements in student engagement and reductions in chronic absenteeism.

A key success during implementation was LBUSD's collaboration with the Los Angeles County Office of Education (LACOE) to provide all counselors with training in a Multi-Tiered System of Supports (MTSS) approach to school counseling. Through this training, counselors strengthened their ability to analyze student data and develop targeted interventions and supports. Implementation efforts focused particularly on English Learners, Foster Youth, and Homeless Youth, with the goal of decreasing chronic absenteeism, minimizing suspensions, and increasing students' sense of belonging.

While implementation was successful overall, the district also experienced challenges related to the growing mental health and social-emotional needs of students, which increased demand for counseling and intervention services at several sites. In response, LBUSD adjusted supports and prioritized targeted interventions for students with the highest levels of need. Despite these challenges, the district was able to expand services, strengthen staff capacity through professional learning, and improve access to wellness and SEL supports for students across the district.

Action 1.5 – Library Education Program:

Action 1.5 (Library Education Program) was fully implemented to enhance the library education program across all sites, with a focus on Title I sites and schools with high concentrations of unduplicated students (English Learners, low-income students, and foster youth). Library services continue to support students' unique identities by ensuring access to inclusive and representative library collections, creating safe and welcoming environments, and supporting core literacy practices. Increasing diversified collections and access to research databases supports all our students, but most importantly, our unduplicated students (English Learners, low-income students, and foster youth).

Key successes were the adoption of 10,994 books added to the overall district libraries, with diversity being prioritized within the reading material to explain the library collections. Additional successes were Librarian Curriculum Leader professional development provided to both Teacher Librarians and Library Media Assistants on the following topics 1. Promoting connections between the core curriculum and library resources, 2. Supporting the use of the Titlewave database to aid in diversity collection development 3. Motivating reluctant readers who need extra support, most often our English Learners, low-income students, and foster youth, and 4. Providing access to ProQuest Central, which includes college-level content, for all students.

Notable challenges were instructional minutes for students in library classrooms, especially at non-Title 1 sites that may have fewer TL and LMA FTE. Teacher Librarians continue to report to the Librarian Curriculum leader the need for increased funding to adequately update collections.

Action 1.6 – Literacy Support:

Action 1.6 (Literacy Support) was fully implemented to expand literacy support in elementary and K–8 schools, with a focus on Title I sites and schools with high concentrations of unduplicated students (English Learners, low-income students, and foster youth).

Implementation prioritized the deployment of literacy teachers at high-need sites and Curriculum TOSA support, rather than the purchase of intervention materials. Literacy teachers worked directly with classroom teachers to implement research-based, skills-based small group instruction aligned to Tier 1 core instruction, using student data from the Foundational Reading Skills Assessment (FRSA) to identify specific skill gaps. This reflects a shift from a pull-out, program-based intervention model to an in-class, data-driven approach that strengthens Tier 1 instruction and accelerates student progress on targeted subskills.

Curriculum TOSAs and central OCIPD coaches supported implementation through professional learning, coaching, and the development of aligned instructional materials, building the capacity of teachers and site Literacy Leads to deliver effective small group instruction. TOSAs also implemented coaching cycles to strengthen the ability of literacy teachers to lead and sustain this work at the site level.

Key refinements included clearer guidance for site leaders on literacy teacher roles and expectations, supported through principal professional learning, lab classroom experiences, and the use of instructional look-for tools to observe and calibrate small group instruction practices. Additionally, cross-departmental collaboration between OCIPD, Research, and the Elementary Office strengthened coherence, ensuring alignment between assessment, instruction, and support systems.

A key success was the increased alignment between intervention and core instruction, with literacy teachers, principals, and Literacy

Leads working together to use data to group students and target instruction. Sites with strong implementation demonstrated greater coherence in instructional practices and more consistent use of data to inform teaching.

A notable challenge was variability in implementation across sites, particularly in the consistency of small group instruction and the effective use of literacy teachers' time, which impacted the level of fidelity and overall impact.
Overall, services and supports included literacy teachers providing job-embedded coaching and support for small group instruction, ongoing professional learning and coaching cycles led by TOSAs, and centrally developed materials and tools, all designed to improve literacy outcomes for unduplicated students at high-need schools.

Action 1.7 – Learning Acceleration Supports:

Implementation included credit recovery, math tutoring, dual enrollment and targeted small group instruction provided across middle schools and high schools.

The action was implemented through providing access to an online platform, Apex and Edgenuity, to high school students who were credit deficient and/or missing coursework to fulfill A-G requirements. Students were also provided Tutor.com to supplement tutoring needs in math so that students are able to maintain their grades in their math classes to remain eligible for graduation and to meet college entrance requirements. We continued our efforts to expand Dual Enrollment so that all students would have access to acceleration for graduation, A-G completion and general college and career readiness. These supports were designed to prioritize the needs of unduplicated pupils, including English Learners, low-income students, and foster youth, as well as schools with student groups identified in red on the 2025 California Dashboard, such as Wilson's ELL, Homeless and Student with Disabilities.

Successful elements of implementation included:
• The pilot of the online program Edgenuity during the 2025-2026 school year proved successful based on embedded scaffolds to support ELL students and students with disabilities, so we expanded the use to additional high school sites and programs. In the 2026-2027, we will transition all of our high school sites to using the Edgenuity platform.
• Usage of Tutor.com proved to be beneficial, Math students in high school and middle school used the resource to log 2846 tutoring sessions, which was 80,400 tutoring minutes.

These efforts strengthened alignment between instructional practices, student support services, and district priorities.
Implementation challenges including comprehensive implementation of programs continues to be an issue in a district our size.

Training of staff on best practices continues to be an area of growth as we implement Edgenuity, Tutor.com and co-teaching models.

Despite these challenges, the district continued to prioritize the delivery of services aligned to the action description.

Adjustments were made throughout the year to ensure that supports remained focused on students experiencing the greatest disparities in outcomes.

The action was implemented largely as described in the adopted LCAP. However, moving forward we have decided to shift the entirety of our credit recovery program to Edgenuity in the 2026-2027 school year as we found that student learning was more accessible due to embedded scaffolds for our students.

These adjustments did not change the overall intent of the action but allowed the district to adapt implementation based on program needs and student data.

- While we piloted Edgenuity at a few sites in the 24-25 school year, we found that the platform allowed for our students to be more successful with their grades and GPA when the program was implemented with fidelity compared to our previous Apex credit recovery program. Therefore we expanded use of the Edgenuity program to additional sites and programs that have historically needed additional support to get students to meet graduation and A-G requirements during the 25-26 school year.
- Considering the success of the program during these pilot years, we have decided to move to full districtwide implementation of Edgenuity. With this program, embedded supports and a commitment to standard aligned instruction this is a more valuable experience for our struggling students.
- This new credit recovery program will be implemented at all of our high schools next year, but with an added focus on Wilson High School's ELL, Homeless and Students with Disabilities populations to ensure that we are able to show gains with these identified subgroups.

Action 1.8 – CTE/Linked Learning:

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 was fully implemented at all high school sites throughout the district with data showing equitable participation across all subgroups mirroring district population and as indicated as no subgroups performing in the red on the California Dashboard in the areas of College and Career Readiness. These models are central to the district's strategy for improving student achievement and preparing students for postsecondary success. All pathway students engaged in rigorous A-G aligned coursework, work-based learning opportunities, and related student services to connect high school to college and career after high school. Challenges arose in providing all students access to CTE coursework, with 86.7% of pathways incorporating high quality CTE coursework.

Additional support for this goal was provided through braided funding sources coming from grants. These supports included dedicated resources in support of Dual Enrollment and Work-based learning.

Action 1.9 – Wellness Centers:

Action 1.9 (Wellness Centers) was largely implemented as planned across middle and high school sites, providing social-emotional learning (SEL), individual and group counseling, conflict resolution, and access to structured support spaces. Services prioritized students with the greatest needs, including English Learners, foster youth, and students experiencing homelessness.
Wellness Centers created safe, supportive environments where students could access counseling, develop emotional regulation skills, and remain engaged in learning. Services included individual and small-group counseling, SEL programming (e.g., Second Step), and flexible "brain break" opportunities to support student self-regulation. Social workers also connected students and families to external resources through case management when additional support was needed.

A key success was the expansion of targeted supports for English Learners at secondary sites such as Jefferson Middle School, Cabrillo High School, and Hamilton Middle School. These supports included specialized student groups, caregiver workshops, and staff training to address immigration-related stressors, strengthening culturally responsive practices and student engagement.

Implementation challenges included increasing student mental health needs and variability in access across grade spans, as Wellness Centers are primarily available at secondary schools. Additionally, staffing capacity limited the intensity and frequency of services for students requiring more sustained intervention. Despite these challenges, Wellness Centers were implemented with fidelity overall and adapted to meet emerging student needs.

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.

For 2025-26 there is no material difference between planned expenditures and estimated actual expenditures.

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

Action 1.1 – Pupil Services:
Action 1.1 advanced LBUSD's Vision 2035 goal of college and career readiness through improved student outcomes. The percentage of students graduating A–G ready increased by 1.6%, and participation in Career Technical Education (CTE) pathways increased by 14.4%, reflecting expanded access to career-focused opportunities. These gains reflect coordinated support from counselors, school psychologists, and nurses addressing academic, social-emotional, and health-related barriers. Targeted monitoring of African American, Foster Youth, and Socioeconomically Disadvantaged students supported an increase in systematic graduation rates removing all groups out of the Red group marker.

Action 1.2 – Instruction:

The effectiveness of Action 1.2 is mixed but trending positively, with stronger evidence in instructional practice than in accelerated student outcomes. From a student achievement perspective (SBAC):

- ELA increased from 49.5% to 51.7% (+2.2%)
- Math increased from 36.4% to 38.5% (+2.1%)

These gains indicate incremental improvement, but not at the pace required to meet long-term targets. That means instruction is improving, but not yet at scale or depth. From an instructional quality perspective, there is stronger evidence of impact:

- Quality Core Visit (QCV) data shows improvement in key instructional areas such as:
  - Clear learning intentions
  - Student-centered instruction

Standards-aligned tasks
- Internal Learning Walks and site-based walkthroughs confirmed:
  - Increased alignment to standards
  - More consistent use of learning intentions and success criteria
  - Greater attention to student engagement and task design
- The introduction of content-specific walkthrough tools improved the district's ability to:
  - Identify gaps in rigor and task quality
  - Provide targeted feedback to teachers
  - Use evidence of student work (not just teacher actions) to guide next steps

However, the data also makes something clear: Instructional shifts have not yet translated into significant acceleration for all student groups, particularly:
- English Learners
- Students with Disabilities

These groups remain overrepresented in lower performance bands and Dashboard red indicators.

Bottom line:
- Effective in building adult practice and instructional systems
- Partially effective in impacting student outcomes at scale

Action 1.3 – Instruction-Related Services:
The effectiveness of this action was evaluated using LCAP metrics aligned to SBAC performance in English Language Arts and Mathematics, as well as local literacy measures including FRSA and fluency data. Outcome data from the CA Dashboard and local assessments indicates overall positive progress toward target outcomes. From 2022–2023 to 2024–2025, SBAC performance increased by 3.5% in ELA (M.1.01) and 4.0% in Mathematics (M1.02) for all students. Gains were also observed among key student groups, including Economically Disadvantaged students, African American students, Hispanic students, and Students with Disabilities. Local data further reflects improvement in early literacy, with FRSA (M. 1.10a) increasing by 6% (69% to 75%) and fluency (M. 1.10b) by 5% (58% to 63%).

Because this action is designed to increase or improve services for unduplicated pupils, effectiveness was also evaluated by examining outcomes for English Learners, low-income students, and foster youth. While progress is evident, results indicate variation across student groups. Students with Disabilities are no longer identified as a red indicator in ELA, and English Learners are no longer identified as red in Mathematics. However, Foster Youth are now identified as a red indicator in both ELA and Math, and Students with Disabilities are newly identified as red in Math, indicating a need for continued focus.

English Learners represent an area requiring targeted attention. This group experienced a decrease of 2.1% in ELA and only modest growth of 0.7% in Mathematics. These results suggest that, while overall progress has been made, additional refinement of implementation is

needed to strengthen instructional support, improve progress monitoring, and accelerate outcomes for student groups experiencing the greatest disparities.

Action 1.4 – Counseling Support:

The classroom guidance lessons on the topics of bully prevention, sexual harassment retention and suicide prevention proved to effective in connecting counselors to students around subject areas that many children struggle with. The lessons also created an opportunity for students to build a relationship with their school counselor.

Action 1.4 was partially effective in supporting progress toward the goal, particularly for English Learners and low-income students, as measured by M7.02 chronic absenteeism. Counseling supports, including classroom guidance lessons, targeted student check-ins, family outreach, MTSS-aligned interventions, and coordination with attendance and mental health supports, helped strengthen student connection to school and reduce barriers to attendance.

M7.02 shows that chronic absenteeism for English Learners decreased from 28.2% to 27.1%, and chronic absenteeism for low-income students decreased slightly from 30.9% to 30.7%. These results suggest that counseling supports contributed to improved engagement for these student groups, though gaps remain. For Foster Youth, chronic absenteeism increased from 38.0% to 39.3%, indicating that the action was not yet effective enough for this student group. This data shows the need to strengthen coordination between counseling supports, Foster Youth services, case management, attendance monitoring, and family outreach in order to more effectively reduce chronic absenteeism for Foster Youth.

Overall, Action 1.4 has been effective in expanding access to counseling and social-emotional supports for unduplicated students, but continued refinement is needed to ensure the supports are more consistently reducing chronic absenteeism for English Learners, low-income students, and Foster Youth.

Action 1.5 – Library Education Program:

Indicators of effectiveness for Action 1.5 demonstrate alignment between access to research materials and metrics. M1.03 (SBAC Science): All students demonstrated growth in the percentage of students meeting or exceeding standards, except for Grade 12, which indicates the need for more support in access to college-level library resource. Ongoing needs include increasing support for Multilingual Learners.

Action 1.5 was reviewed using M1.01 for overall ELA performance, M3.5 for English Learners, M1.18 for low-income students, and M5.1 for Foster Youth.

The data show mixed results. Overall ELA performance increased from 49.5% to 51.7%, and Foster Youth ELA performance increased from 25.2% to 28.5%. Low-income students showed a slight increase in ELA performance from 41.6% to 41.9%; however, the gap between

low-income and non-low-income students increased. English Learner ELA performance declined from 14.0% to 12.3%.

These results indicate that continued access to library resources, diverse reading materials, and research tools remains important, while additional attention is needed to better support English Learners and reduce outcome gaps for low-income students.

Action 1.6 – Literacy Support:

Indicators of effectiveness for Action 1.6 demonstrate positive growth across multiple literacy metrics, particularly in early literacy and accelerated growth for students below grade level.

● M1.01 (SBAC ELA): All student groups demonstrated growth in the percentage of students meeting or exceeding standards, with the exception of English Learners, indicating continued need for targeted support.

● M1.10 (Grade 3 SBAC ELA): Increased by 0.6%, reflecting modest improvement in overall proficiency.

● M1.10b (Fluency Grades 1–3): Increased by 2%, demonstrating gains in foundational skills and reading fluency aligned to early literacy priorities.

● M1.11 (Accelerated Growth Grades 4–8): Increased by 3.6%, representing the most significant area of growth and reflecting the district's intentional focus on data-driven, skills-based small group instruction. LTEL results showed an increase in English proficiency on the SBAC (+2.3%).

● M1.12 (Kindergarten FRSA): Maintained strong performance at 76%, indicating sustained outcomes in foundational reading skills development.

● M5.1 (SBAC ELA: Foster Youth): The gap in ELA SBAC results decreased and the percent proficient or above increased about 5% for Foster Youth.

These outcomes reflect the impact of integrating small group, skills-based instruction aligned to Tier 1 core instruction, supported by literacy teachers and Curriculum TOSAs. Increased coherence in instructional practices, use of assessment data (FRSA), and job-embedded coaching contributed to improved implementation and student outcomes.

Positive trends were observed for unduplicated student groups, including low-income students, English Learners, and foster youth, particularly at sites with stronger implementation of the literacy model. Access to literacy teachers and aligned coaching support contributed to increased student performance on ELA metrics (M1.01) and accelerated growth outcomes (M1.11).

Ongoing needs include greater consistency in implementation across sites, particularly in the use of small group instruction and literacy teacher roles, as well as continued focus on improving outcomes for English Learners. Strengthening accountability and monitoring systems will be critical to ensuring equitable impact across all student groups.

Action 1.7 – Learning Acceleration Supports:

Expansion of Dual Enrollment opportunities has continued to show impressive results. We have been able to increase participation in previously underserved sub groups, while maintaining high completion rates. With increased site support of our Dual Enrollment Counselors (grant funded), every subgroup, except for one, has increased participation in completing college courses with a C or higher over our 2024

rates. Black student participation up 3.9%, ELL participation up 21.6%, Foster Youth 27.4%, Homeless up 7.6% and Students w/Disabilities up 4.9%. We continue to struggle to get our Hispanic students to participate at the same growth rates, but that is our area of growth that we will continue to focus on.

While the data shows that there are gaps in ELA SBAC achievement (data shown below), the credit recovery for unduplicated students using Edgenuity is promising. Use of Edgenuity for credit recovery, for current year we see that students have already completed 70.5% of all enrolled courses (as of March 2026). This is a higher completion rate compared to our students that are enrolled in our Apex credit recovery program. With an increased completion rates, that should translate into high graduation and A-G rates.
Percentage of students who meet or exceed standards in ELA.
- 51.72% All Students (increase of 2.2% from prev year)
- 41.88% Economically Disadvantaged (10% gap- increased gap of 2% from prev year)
- 12.26% EL (40% gap- increased gap of 5% from prev year)
- 28.45% Foster Youth (23% gap-decreased gap of 2% from prev year)

Use of The Princeton review Tutor.com has been productive as well. Our middle school students are engaging in the use of the support at a higher rate than our high school students with 1310 sessions logged. Peak usage has been between 3pm and 9pm so that indicates that students are using the tutoring to help with homework and after school learning.

Action 1.8 – CTE/Linked Learning:

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. These models are central to the district's strategy for improving student achievement and preparing students for postsecondary success. This strategy was effective at all high school sites throughout the district with data showing equitable participation across all subgroups mirroring district population and as indicated as no subgroups performing in the red on the California Dashboard in the areas of College and Career Readiness. All subgroups either maintained or increased their preparedness rates. Identified subgroups showing growth include EL students with a 4.2% increase, Foster youth increasing by 3.3%, African American increasing 2.8%, and Socio-Economically Disadvantaged students increasing by 4.6%.
There was no disparity of outcomes indicated on the College and Career Readiness indication of the California Schools Dashboard for any subgroups and overall data shows a 4% increase with a total prepared percentage of 59.2.

The gap in graduation rate between unduplicated pupils has improved.
- 6.4% Foster (a decrease in gap of 3%)
- 7.3% Homeless (a decrease in gap of 0.8%)
- 14.1% EL (a decrease in gap of 2%)
- 0.9% Low Income (a decrease in gap of 1.2%)

Action 1.9 – Wellness Centers

Overall, Action 1.9 has been effective in supporting student well-being and engagement, with the strongest impact observed among secondary English Learners, foster youth, and students experiencing homelessness.

Evidence of effectiveness includes improvements in student perception and attendance data. The M7.10 Winter Pulse Survey showed increases in identity (82% to 82.8%), agency (80% to 80.9%), and belonging (72% to 73.6%) among secondary students with access to Wellness Centers, indicating improved school connectedness. Additionally, chronic absenteeism for English Learners decreased from 34.8% in 2023 to 28.2% in 2024, suggesting that targeted social-emotional supports and relationship-building contributed to improved attendance.

Targeted interventions, including specialized SEL groups, caregiver engagement, and culturally responsive supports, were particularly effective for English Learners at high-need sites. Individual and small-group counseling also supported foster youth and students experiencing homelessness in developing coping strategies and maintaining engagement in school.

However, effectiveness varied across sites and student groups. Limited staffing capacity (typically one social worker per site, supplemented by part-time interns) reduced the ability to provide intensive or sustained support for high-need students. Participation also varied due to scheduling constraints and competing academic demands.

While outcomes such as improved attendance and engagement are influenced by multiple factors, the data indicates that Wellness Centers are a meaningful contributor to improved student connectedness and reduced barriers to learning.

Action 1.9 was reviewed using M7.10 for English Learners and Foster Youth, and M7.02 for low-income students because M7.10 is not disaggregated by low-income status.

Wellness Centers provided counseling, social-emotional supports, conflict resolution, and referrals to help reduce barriers to learning and strengthen student connectedness. The data show mixed results. For Foster Youth, M7.10 showed reduced gaps in identity, agency, and belonging, indicating positive progress. For English Learners, M7.10 showed declines in favorable responses, indicating a need for more targeted supports. For low-income students, M7.02 showed a slight decrease in chronic absenteeism from 30.9% to 30.7%; however, the gap compared with the state widened.

Overall, Wellness Centers remain an important support for unduplicated students, but implementation will be strengthened through more targeted outreach, improved subgroup monitoring, and closer coordination with counseling, attendance, English Learner, Foster Youth, and family support services.

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:

Based on reflection of prior implementation of Action 1.1, the LEA will refine and strengthen actions to further advance LBUSD's Vision 2035 commitment to equity, access, and college and career readiness.

Key changes include expanding the use of the CCGI platform in middle and high schools to improve academic planning and A–G tracking. The LEA will also strengthen Culture and Climate Leadership Teams (CCLT) and expand Social-Emotional Learning (SEL) and PBIS to support positive school environments and student well-being.

In addition, communication with families about graduation requirements and college/career pathways will be increased to support student success. These changes are intended to improve consistency across schools and ensure all students—especially African American, Foster Youth, and Socioeconomically Disadvantaged students—have access to the supports needed to graduate prepared for college and career. This shift strengthens data monitoring and ensures more consistent access to planning tools for all students. Additionally, the LEA is formalizing and expanding Culture and Climate Leadership Teams (CCLT) which include counselors, and psychologists as part of that team, at both elementary and secondary levels to promote safe, inclusive, and supportive school environments.

Implementation of Positive Behavioral Interventions and Supports (PBIS) in the elementary school sites will be further strengthened to improve consistency across sites and enhance tiered supports for student behavior and engagement. The LEA will also increase communication with families regarding graduation requirements, including A–G completion and college/career pathways, to ensure families are informed partners in supporting student success.

These refinements reflect a continued focus on improving systems, increasing consistency across sites, and expanding equitable access to the supports necessary for all students,particularly African American, Foster Youth, and Socioeconomically Disadvantaged students to graduate prepared for college and career.

Action 1.2 – Instruction:

Based on analysis of implementation and outcome data, the district will make a strategic shift in Action 1.2 for the upcoming LCAP year. The primary change is the transition from the current QCI implementation framing to the newly revised California Standards for the Teaching Profession (CSTPs) as the district's instructional vision and coherence framework.
This shift is necessary because:

- The prior implementation tool lacked specificity and clarity.
- There was inconsistency in how instructional expectations were interpreted across sites.
- Stronger alignment is needed between instructional expectations, observation tools, and professional learning.

The revised approach will:

- Anchor instruction in a common, research-based framework (CSTPs)
- Provide clearer, more observable indicators of effective teaching practice
- Strengthen alignment between:
    - Classroom instruction
    - Coaching and feedback
    - Evaluation and professional learning

Additionally, the district will:

- Continue using content-specific walkthrough tools to maintain focus on student tasks and rigor
- Strengthen principal calibration and instructional leadership development
- Ensure tighter alignment between instructional practice and student outcome data (SBAC, i-Ready, QCV)

Action 1.3 – Instruction-Related Services:
Based on analysis of implementation and outcome data, the district will refine this action to strengthen its impact on student learning. Refinements will focus on improving coordination of services, strengthening professional learning for IICs, and enhancing progress monitoring of both instruction and student outcomes.

The district will prioritize supports for schools and student groups identified in the red performance levels on the California Dashboard, including Foster Youth, Students with Disabilities in Mathematics, and English Learners. These adjustments will ensure services are more strategically aligned to areas of greatest need.

The district will strengthen implementation by clarifying expectations for the IIC role, emphasizing Tier 1 instructional improvement, strengthening collaboration, and improving the use of data to guide next steps. These changes are intended to increase consistency and effectiveness across sites.

These refinements aim to accelerate progress for student groups experiencing disparities, particularly English Learners, low-income students, and foster youth. The district will continue to use Dashboard and local data to monitor progress and inform ongoing improvements.

Action 1.4 – Counseling Support:
We will continue to measure effectiveness through our Panorama Pulse Survey data on students' sense of belonging. We have learned that when schools intentionally create a welcoming environment for students to feel included and valued, they attend school regularly and are more likely to follow the school rules. Counselors will begin implementing classroom lessons to support the transition from elementary school to middle school and middle school to high school. Counselors at the elementary and middle school levels will communicate with the next year's school site staff regarding the needs of incoming students.

Action 1.5 – Library Education Program:

Planned Improvements
- Provide additional TL and LMA professional development on supporting multilingual students, as well as other unduplicated populations, ensuring access to materials that reflect all identities, and in support of core content. This would include research and access to college-level resources, as seen in library databases to ensure all students are prepared for college or careers.

Action 1.6 – Literacy Support:

Planned Improvements

- Provide clearer guidance and expectations for literacy teacher roles and use of time, including defined structures for supporting Tier 1 through small group instruction.
- Strengthen consistency of implementation across sites through increased monitoring, calibrated walkthrough tools, and principal accountability.
- Expand and refine coaching cycles led by Curriculum TOSAs to build site-level capacity of literacy teachers and Literacy Leads.
- Deepen data-driven grouping and instructional planning, with a continued focus on FRSA and alignment to Board Goal 2 (accelerated growth).
- Enhance cross-departmental collaboration (OCIPD, Research, Elementary Office) to ensure coherence across assessment, instruction, and intervention systems, with targeted attention to improving outcomes for English Learners and other unduplicated student groups

Action 1.7 – Learning Acceleration Supports:

Based on implementation and results thus far, Apex credit recovery will no longer be implemented at any of our sites. Our credit recovery program will be solely Edgenuity starting with the 2026-2027 school year.

Action 1.8 – CTE/Linked Learning:

Based on implementation and results thus far, no changes are planned for the coming year. Due to campus upgrade at Poly High Schools, the students from PAAL have been relocated to the main Poly campus.

Action 1.9 – Wellness Centers:

Based on analysis of implementation and outcome data, the core goal of supporting student social-emotional well-being will remain unchanged; however, adjustments to service delivery will be made due to fiscal constraints and the need to prioritize high-need students. The Wellness Center staffing model will shift to a more targeted approach:

- Middle schools will transition from full-time to part-time Wellness Center support at Title I sites, and non–Title I middle schools will no longer operate Wellness Centers.
- Small high schools will move to a part-time model, while comprehensive high schools will maintain full-time Wellness Center services.

These changes are not due to ineffectiveness, but rather to budget constraints and a need to prioritize resources where data shows the greatest impact—particularly for English Learners, foster youth, and students experiencing homelessness.

To mitigate reduced access, the district will strengthen complementary supports by:

- Expanding partnerships with community-based mental health providers (e.g., Care Solace, School-Based Mental Health Collaborative)
- Increasing referral pathways and case management coordination
- Monitoring participation rates, attendance, and student perception data to assess impact under the revised model

Additionally, the district will continue to prioritize targeted supports for high-need student groups and refine service delivery to ensure that available resources are used strategically to maintain equitable access to care. These changes aim to sustain the positive impact of Wellness Centers while adapting to fiscal realities and maintaining a coordinated system of support for students and families.

Goal explanation was updated to include most recent data. Baseline and/or Year 1 outcomes were updated for the following metrics: 1.01, 1.02, 1.13, and 1.18
Metrics 1.15 and 1.17 are no longer being measured by the district; therefore, Year 2 outcome data is not available for these metrics. Metrics 1.10a, 1.10b, 1.10c, 1.11a, 1.11b, and 1.11c were added to align the LCAP with the newly adopted Board Goals and Guardrails and to strengthen monitoring of district progress toward these priorities.

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

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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. 2026-27 Key refinements: ● Expanding the use of the CCGI platform in middle and high schools to improve academic planning and A–G tracking. ● Strengthen Culture and Climate Leadership Teams (CCLT) and expand Social-Emotional Learning (SEL) and PBIS to support safe, inclusive, positive school environments and student well-being. ● Communication with families about graduation requirements and college/career pathways will be increased to support student success. This shift strengthens data monitoring and ensures more consistent access to planning tools for all students.	36,969,181	No

1.2	Instruction (Base)	The programs and services in this section include: ● Classroom Teachers ● School & Classroom Materials & Supplies Classroom instruction is vital to student achievement. At LBUSD, it is anchored in the Understandings and Expectations Framework, a planning tool that helps educators to integrate key teacher practices as part of daily instruction, builds collective efficacy, promotes caring relationships with students, and inspires reflection throughout the instructional process. The Understandings include: U1. A thorough understanding of standards provides a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach. U2. Providing all learners with cognitively demanding tasks and complex text with the goal of making meaning is essential in order for students to build conceptual understanding of content and transfer their learning to new contexts. U3. Orchestrating opportunities for technical and academic discourse including collaborative conversations allows students to develop a deeper understanding of content and support a point of view in varied contexts. U4. The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps. U5. Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) embody a culture of collective efficacy leading to a focus on improving common instructional practice resulting in increased student achievement for all. U6. Cultivating a classroom atmosphere, where teachers deliberately balance caring relationships with high expectations and supports for student success, provides a foundation for a safe learning environment that values diversity, trust, and respectful communication. 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.	352,267,023	No

Action #	Title	Description	Total Funds	Contributing
		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. When development is complete, school sites will use the Quality Core implementation tool to quantify implementation and identify next steps. 2026-27 Key Refinements: -Transition from the current QCI implementation framing to the newly revised California Standards for the Teaching Profession (CSTPs) as the district's instructional vision and coherence framework.The revised approach will: ● Anchor instruction in a common, research-based framework (CSTPs) ● Provide clearer, more observable indicators of effective teaching practice ● Strengthen alignment between: ○ Classroom instruction ○ Coaching and feedback ○ Evaluation and professional learning Additionally, the district will: ● Continue using content-specific walkthrough tools to maintain focus on student tasks and rigor ● Strengthen principal calibration and instructional leadership development ● Ensure tighter alignment between instructional practice and student outcome data (SBAC, i-Ready, QCV)		

Action #	Title	Description	Total Funds	Contributing
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 Excellence and Equity 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. 2026-27 Key refinements: ● Improving coordination of services ● Strengthening professional learning for IICs ● Enhancing progress monitoring of both instruction and student outcomes. The district will strengthen implementation by clarifying expectations for the IIC role, emphasizing Tier 1 instructional improvement, strengthening collaboration, and improving the use of data to guide next steps. These changes are intended to increase consistency and effectiveness across sites.	66,110,215	No

Action #	Title	Description	Total Funds	Contributing
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, which contributes to chronic absenteeism. 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 environment. 2026-27 Key Refinements: Counselors will begin implementing classroom lessons to support the transition from elementary school to middle school and middle school to high school. Counselors at the elementary and middle school levels will communicate with the next year's school site staff regarding the needs of incoming students.	13,389,687	Yes

Action #	Title	Description	Total Funds	Contributing
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 Elementary - $1,000 per library Middle/K8 - $1,500 per library High - $2,000 per library 2026-27 Key Refinements: Provide additional TL and LMA professional development on supporting multilingual students, as well as other unduplicated populations, ensuring access to materials that reflect all identities, and in support of core content. This would include research and access to college-level resources, as seen in library databases to ensure all students are prepared for college or careers.	3,244,105	Yes

Action #	Title	Description	Total Funds	Contributing
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. The following are key refinements to this action, beginning in 2025-26: -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. 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. 2026-27 Key Refinements: ● Provide clearer guidance and expectations for literacy teacher roles and use of time, including defined structures for supporting Tier 1 through small group instruction. ● Strengthen consistency of implementation across sites through increased monitoring, calibrated walkthrough tools, and principal accountability. ● Expand and refine coaching cycles led by Curriculum TOSAs to build site-level capacity of literacy teachers and Literacy Leads. ● Deepen data-driven grouping and instructional planning, with a continued focus on FRSA and alignment to Board Goal 2 (accelerated growth). ● Enhance cross-departmental collaboration (OCIPD, Research, Elementary Office) to ensure coherence across assessment, instruction, and intervention systems, with targeted attention to improving outcomes for English Learners and other unduplicated student groups	14,122,072	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Learning Acceleration Supports	The programs and services in this section include: ● High School Tutors ● CORE ● Edgenuity ● 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. Edgenuity is the 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. 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.	12,031,665	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	CTE/Linked Learning	The programs and services in this section include: ● College/Career Specialists/Admin ● Student Interns ● HS Pathways Allocations 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	1,808,299	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 2026-27 Key Changes: ● Middle schools will transition from full-time to part-time Wellness Center support at Title I sites, and non–Title I middle schools will no longer operate Wellness Centers. ● Small high schools will move to a part-time model, while comprehensive high schools will maintain full-time Wellness Center services.	3,254,831	Yes

Goal

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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.

Here are the most recent results (2025-26)**:**

SBAC: Black students had a 2% increase in SBAC results for both English Language Arts (from 34.3% who met or exceeded standard in 2024 to 36.1% in 2025) and Math (from 20.1% who met or exceeded standard in 2024 to 22.2% in 2025). However, there are still significant gaps in achievement, including a slightly increased gap in both ELA and Math from the gap last year. The gap in achievement is currently 15.62% in ELA (increasing from 15.25% in 2024) and 16.29% (increasing from 16.25% 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, but increased to 10% in 2025, matching the 2023 level. Black students appear in the lowest red category for LBUSD in the following areas: Chronic Absenteeism and Suspension Rate.

2025-26 Board Goals, Interim Goals and Board Updates

In support of Board Goals, beginning in November 2025, interim goals were established in order to create more formative student learning data points to evaluate progress at specific intervals. Specifically to LCAP Goal 2, the Board was presented with interim goal data in January, February, March and April of 2026. Here are some data points that were shared as part of the updates:

Interim Goal 3a*: By March 2028, 60% of Black/African American students 6th-8th grade will be on or above grade level in the "Algebra and Algebraic Thinking" domain on i-Ready at Diagnostic 3, from 25% in June 2023.

● The Diagnostic 2 On/Above Grade Level rates remain the same overall in 2025-26 as in 2024-25 for Black/African American (22-23%) and All Other (37%) students.

● Grade 7 increased 4% while Grades 6 and 8 rates fell 2-3% for Black/African American students.

● Persistent gaps between Black/African American students and All Other students across Grades 6–8 reinforce the need for targeted instructional supports and point to systemic instructional patterns rather than a single-grade issue.

Interim Goal 3b**: By June 2028, 80% of Black/African American students in 6th-8th grade will receive a C or better in their mathematics course, from 66% in June 2023.

● In Semester 1 of 2025-26, the A-B-C rate for Black/African American students in grades 6-8 was 71% compared to 80% for All Other students, resulting in a 9 percentage point equity gap.

● Although results have remained fairly steady since 2022-23, Semester 1 of 2025-26 shows improvement, with the largest gains across school years seen for both student groups.

● In Semester 1 of 2025-26, 75% of Grade 6 Black/African American students received a C or better in their mathematics course, exceeding the average, however the gap was largest (11%) for this grade level. Grade 7 students were below the average at 67%, and also had a 10% gap.

Interim Goal 4a***: By June 2028, 85% of 9th-12th grade Black/African American students will receive a C or better in their English Language Arts (ELA) A-G courses, up from 77% in June 2023.

● In 2025-26, the gap between Black/African American and All Other students is at 5%, which is the largest within the last four academic years. However, outcomes are relatively steady.

● In 2025-26, Grade 12 had the highest rates of students receiving a C or higher and the smallest gap at 1%. Grade 11 had the largest gap at 7%.

● Grade 10 had the lowest rates of students who received a C or better in Semester 1 ELA courses for both Black/African American (76%) and All Other (81%) student groups.

Interim Goal 4b***: By June 2028, 62% of 11th grade Black/African American students will be on-track to complete A-G requirements, up from 34% in June 2023.

● Black/African American student on-track for A-G in Semester 1 has remained relatively stable in the high 30% range, with slight increases in 2025-26 following a dip for 2024-25.

● In 2025-26, All Other students reached their highest Semester 1 on-track rates (52%); although there is continued improvement, rates need to rise in Grade 11 to achieve 66% for Grade 12.

● As growth for All Other students has outpaced that of Black/African American students, the gap has increased.

Overall, the targets included in this three-year LCAP through June 2027 are designed to serve as interim goals toward achieving the Board's longer-term Goals and Guardrails.

* Update shared with the Board of Education in February 2026

** Update shared with the Board of Education in March 2026

*** Update shared with the Board of Education in April 2026

Measuring and Reporting Results

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 2: High Quality Learning: Black Student Achievement						
M2.1	Source: Local data (Algebra completion rate)	Category	June 2023	June 2024	June 2025	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	58.4%	59.5%	63.6%	80.0%	5.2%
		Non-Black students	65.4%	65.0%	69.0%	80.0%	3.6%
		Algebra A-G Gap	**7.0%**	**5.5%**	**5.4%**	0.0%	**-1.6%**
M2.2	Sources: 4-year Cohort A-G Graduation Calculation, CALPADS	Category	June 2023	June 2024	June 2025	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%	50.1%	66.0%	6.3%
		Other graduating seniors	58.7%	59.4%	59.7%	66.0%	1.0%
		A-G Eligible Gap	**14.9%**	**9.2%**	**9.6%**	0.0%	**-5.3%**
M2.3	Source: Local data	Category				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	2024-25 EOY	Target (Year 3)	
		Black Kindergarten Students	59.2%	70.1%	73.0%		13.8%
		Non-Black Kindergarten Students	65.2%	78.3%	76.4%		11.2%
		FRSA Proficiency Gap	**6.0%**	**8.2%**	**3.4%**	0.0%	**-2.6%**
		B. Annual growth target on i-Ready Reading Diagnostic	D1-D3, 2023-24	D1-D3, 2024-25	D1-D3, 2025-26	Target (Year 3)	
		Black Grade 1-8 Students	56.0%	55.6%	52.60%		-3.4%
		Non-Black Grade 1-8 Students	59.0%	59.7%	56.50%		-2.5%
		Reading Growth Target Gap	**3.0%**	**4.1%**	**3.9%**	0.0%	**0.9%**
		C. Annual growth target on i-Ready Math Diagnostic	D1-D3, 2023-24	D1-D3, 2024-25	D1-D3, 2025-26	Target (Year 3)	
		Black Grade 1-8 Students	54.0%	53.8%	48.80%		-5.2%
		Non-Black Grade 1-8 Students	58.0%	57.3%	55.50%		-2.5%
		Math Growth Target Gap	**4.0%**	**3.5%**	**6.7%**	0.0%	**2.7%**

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		D. A, B, or C in their English courses	2023 semestre 1	2024 semestre 1	2025 semestre 1	Target (Year 3)	
		Black Grade 9-12 Students	81.0%	81.0%	82.5%		1.5%
		Non-Black Grade 9-12 Students	83.0%	84.0%	86.5%		3.5%
		English A-B-C Gap	**2.0%**	**3.0%**	**4.0%**	0.0%	**2.0%**
		E. A, B, or C in their Math courses	2023 semestre 1	2024 semestre 1	2025 semestre 1	Target (Year 3)	
		Black Grade 9-12 Students	69.0%	64.0%	67.6%		-1.4%
		Non-Black Grade 9-12 Students	75.0%	73.0%	75.7%		0.7%
		Math A-B-C Gap	**6.0%**	**9.0%**	**8.1%**	0.0%	**2.1%**
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	Spring 2025	Spring 2026	Target (Year 3)	
		Black Students	78.4%	80.3%	67.40%		-11.0%
		Non-Black Students	80.7%	81.8%	69.50%		-11.2%
		Agency Response Gap	**2.3%**	**1.5%**	**2.1%**	0.0%	**-0.2%**
		B. Belonging	Spring 2024	Spring 2025	Spring 2026	Target (Year 3)	
		Black Students	71.4%	74.2%	62.1%		-9.3%
		Non-Black Students	75.5%	77.1%	69.5%		-6.0%
		Belonging Response Gap	**4.1%**	**2.9%**	**7.4%**	0.0%	**3.3%**
		C. Identity	Spring 2024	Spring 2025	Spring 2026	Target (Year 3)	
		Black Students	81.7%	83.4%	75.5%		-6.2%
		Non-Black Students	82.7%	84.4%	76.9%		-5.8%
		Identity Response Gap	**1.0%**	**1.0%**	**1.4%**	0.0%	**0.4%**
M2.5	Source: Cohort Graduation, CALPADS	Category	2022-23	2023-24	2024-25	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%	50.2%		15.1%
		Non-Black Students	49.1%	49.7%	52.3%		3.2%
		A-G Access/Success Gap	**14.0%**	**8.8%**	**2.1%**	0.0%	**-11.9%**
M2.6	Source: Local data	Category	2023-24 *as of 08.04.24*	2024-25 *as of 05.01.25*	2025-26	Target (Year 3)	
M2.6	Black and non-Black student **suspension rates**	Black Students	9.1%	9.3%	9.9%		0.8%
		Non-Black Students	3.2%	2.7%	2.7%		-0.5%
		Suspension Rate Gap	**5.9%**	**6.6%**	**7.3%**	3.6%	**1.4%**

Goal Analysis

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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.

Describing Overall Implementation

The district implemented Action 2.1 to support progress toward Goal 2, focusing on improving outcomes related to Black student achievement.

In conjunction with continuing to strengthen partnerships with Black parents and caregivers through the expansion of the Sankofa Parent Village and providing culturally sustaining, Sankofa focused, out-of-school learning spaces for Black youth, overall implementation included providing superintendent-sponsored, job embedded professional learning opportunities at the Center of Black Student Excellence, a pioneering initiative designed to enhance the education of Black youth. The professional learning experience was offered to school sites and departments. A year-long learning series was provided for a cohort of seven schools and two central office departments, along with a one-day training option that was offered to introduce new approaches to developing innovative solutions to longstanding challenges to Black student achievement for non-cohort site teams. The cohort option included an application process, which required teams to share their problems related to Black student achievement that they would commit to studying for the 25 - 26 school year with the goal of implementing unique solutions in partnership with their Black students and families.

The action was implemented by conducting training that integrated the core components of Liberatory Design and Black emancipatory educational traditions, with teams committing to learning about equity-driven practices that honor the lived experiences, cultural wealth, and aspirations of Black communities to produce more positive outcomes. The Liberatory Design Lab cohort engaged in four full-day professional development sessions across the school year, and participated in on-site, job-embedded coaching sessions focused on their school or department's unique challenge. Two additional training days were offered, one per semester, for non-cohort staff to learn the foundational elements of Liberatory Design and emancipatory education to innovate and address challenges at their sites related to Black student achievement according to indicators on the California Dashboard.

Describing Who Was Served:

Participation in the Liberatory Design Labs was prioritized for site teams whose schools are identified in red for Black student outcomes on the California Dashboard. Implementation focused particularly on sites identified with disparities for Black students on assessments of identity, agency or belonging, chronic absenteeism, suspension, graduation rates, and/or lower performance in English Language Arts and/or Math.

Describing Successes:

Successful elements of implementation included:

Increased Black parent and caregiver participation in the Sankofa Parent Village (SPV) through the establishment of site-based SPV's from 12 to 21 schools.

Targeted outreach and enrollment of red sites according to the California Dashboard resulting in their majority in the Liberatory Design Lab professional learning series, in particular sites that increased in the number of indicators in the areas of chronic absenteeism, suspensions, and/or achievement in English Language Arts or Mathematics from 2023 to 2025 according to California Dashboard data

Increased collaboration between the Center of Black Student Excellence, the Superintendent's Office, site administrators, and intervention teams at school sites focused on addressing challenges related to increasing Black student achievement aligned to the District's Strategic Plan

More humanizing approaches to data collection, incorporating Black parent and student voice in collaborative inquiry processes designed to develop innovations to barriers to Black student achievement and belonging related to areas on the California Dashboard.

These efforts increased authentic community engagement with Black families and strengthened Liberatory Design Cohort sites' ability to innovate to improve their ability to problem solve issues related to instructional practices, supports to students, and/or alignment to district priorities focused on Black Student achievement and the Strategic Plan

Describing Challenges:

Challenges to implementation included:

Staffing shortages in providing out-of-school learning spaces in the implementation of Sankofa student programs ie. Sankofa Saturdays and Sankofa After School

Capacity to expand the Liberatory Design professional learning series to include more site teams that applied to participate

Despite these challenges, the district continued to prioritize the delivery of services aligned to the action description.

Adjustments were made throughout the year to ensure that supports remained focused on students experiencing the greatest disparities in outcomes via services offered through the Liberatory Design Cohort and 1-day training option.

Describing Differences from the Original Plan

The action was implemented largely as described in the adopted LCAP. However, there was increased focus on providing professional learning on Liberatory Design and emancipatory education as innovations to address educator's mental models that shape the ways that

sites engage with Black families and students as partners in creating Black student achievement. Providing professional learning at the Center of Black Student Excellence was an educational enhancement for staff to improve Black student's academic and/or social-emotional outcomes. Funding was provided to incorporate job-embedded professional learning for administrators and their support teams, which included teachers, to ensure red sites especially had opportunities to engage in asset focused problem solving practices to accelerate Black student achievement and attainment of the district's Student Portraits.

These adjustments did not change the overall intent of the action but allowed the district to adapt implementation based on program needs, student data and site's responsiveness to Black families.

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.

There is no material difference between the budgeted expenditure and the estimated actual expenditure. The variance is approximately 2.5%, which is not significant enough to impact the implementation of planned actions and services within the goal.

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

Connecting to Metrics

The effectiveness of this action was evaluated using LCAP Metric M2.4, which measures the percentage of favorable student responses on identity, agency and belonging for Black students using the Spring Pulse Survey. Based on 2025-26 results on the Pulse survey, M2.4 indicates that sense of belonging continues to have a gap between Black and non-Black students since 23-24.Funding for this metric continues to be prioritized in support of addressing the district's overall gaps in the areas of chronic absenteeism and suspension rates for Black students. According to the California Dashboard, Black students' suspension rates moved from orange in 2024 to red in 2025 and chronic absenteeism moved from yellow in 2024 to red in 2025. Funds were allocated in 25 - 26 in the form of Liberatory Design Labs for staff to engage in professional learning to explore ways to address longstanding gaps in student experiences that impact well-being and academic engagement in addition to continuing to provide direct services to students and families.

Describing Positive Trends

Although the CORE SEL Survey indicates positive progress toward the target outcome for Black students as a 0% gap in sense of belonging between Black students and other groups by 2026, a sense of belonging continues to have the largest gap in across measures on identity, agency and belonging. There must be continued actions to support closing this gap.

For example, students and families have expressed the desire for culturally affirming opportunities for Black students and families to promote school connectedness. The district's Sankofa programming, which expanded in 2023 has evolved to support students and families through the development of meetings, programs and identity affirming experiences that have positively impacted a sense of belonging for Black families. The Pulse surveys suggest that the services implemented through Action 2.1 are contributing to an increased sense of belonging and overall school connectedness.

Describing Mixed Results

While some progress is evident, results indicate variation across student groups and school sites.

Data suggests that additional refinement of implementation may be needed to accelerate improvement for student groups experiencing the greatest disparities.

Describing Limited Impact

Data analysis indicates that progress toward the desired outcome has been limited, suggesting that additional adjustments may be needed to strengthen the impact of this action.

The district will continue to evaluate implementation strategies to better support student groups identified in the red performance levels on the Dashboard.

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.

Describing Refinements

Based on analysis of implementation and outcome data, the district will refine action 2.1 by strengthening its impact on student learning and well-being by aligning services and programs across departments to provide targeted supports to sites in red based on the California Dashboard.

These refinements will focus on improving coordination of services with the Elementary and Secondary Offices, expand professional learning opportunities to include lab experiences, and prioritizing red sites when offering direct services to students and families.

Describing Targeted Improvements

Moving forward, the Black Student Achievement Initiative, including the Center of Black Student Excellence will prioritize red sites to ensure that services are more strategically applied to areas of greatest need.

Strengthening Implementation

The district will strengthen implementation by clarifying program expectations, strengthening collaboration among staff, and improving progress monitoring.

These improvements will support greater consistency and effectiveness in delivering services aligned to action 2.1.

Addressing Disparities

Changes to this action are intended to accelerate Black students attainment of the Graduate Portrait and

The district will continue to use Dashboard and local data to monitor progress and inform ongoing improvements.

Goal explanation was updated to include most recent data. Baseline and/or Year 1 outcomes were updated for the following metrics: 2.2, 2.3, 2.4, and 2.6.

Metric 2.4 was revised to include updated survey response options. As a result, Year 2 outcomes may reflect the impact of changes to the response scale and response selection patterns, which could have contributed to lower reported results compared to prior years.

Interim goals were established in order to create more formative student learning data points to evaluate progress at specific intervals. Specifically to LCAP Goal 2, the Board was presented with interim goal data in January, February, March and April of 2026.

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

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Action #	Title	Description	Total Funds	Contributing
2.1	Black Student Achievement Initiative	The Excellence and Equity 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." Here are some of the highlights from current work and future work. A description of 2026-27 planned work is as follows: ● Student Cohorts: Identify cohorts of Black students to participate in Sankofa programs. ● Sankofa Saturdays: Cohorts of students will participate in academic enrichment centered on asset based studies of Black history and culture designed to promote positive identity development and academic achievement. ● Sankofa Afterschool: Students will participate in programming that is an extension of the Sankofa Saturday programming. ● Sankofa Summer Academy of Excellence: Students participate in a Black Studies program designed to cultivate critical consciousness, social emotional wellness, and academic achievement through culturally sustaining and affirming educational experiences. The program focuses on acceleration over remediation engaging students in inquiry and research skills that promote academic success.	2,609,142	No

		● Sankofa Mentorship Program: High School students will participate in a mentorship program where they will engage as mentors and mentees. Program development may be in partnership with outside agencies. ● 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. Incorporating Sankofa Parent Village workshops that prioritize topics related to the goals, guardrails and parent communicated needs is an opportunity to close the gap for underserved students. Parent/caregiver sessions will be added with ideas to create conditions and cultivate routines that will support student success with emphasis on college, career, and community readiness.. ● Continue funding Young Black Scholars and Black Student Unions to enhance student voice, receive culturally relevant coaching and mentorship, transformative social emotional learning skills, and enrichment. ● LBUSD expanded a Black Literary Society program across secondary schools to provide students with opportunities to read, analyze, and interpret texts about Black history and culture. There are many opportunities for student leadership, peer learning, mentorships, innovations in teaching and learning as well as placed-based learning. ● HBCU tours focus on place-based learning to support college and career awareness and readiness for Black youth. ● 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. The Center will take a leadership role in: ● *Professional Learning, rooted in the principles of Liberatory Design, which* includes job embedded options that focus on culturally relevant and sustaining education to promote well-being and achievement for Black youth. Sankofa programs will be used as sites for professional learning, as well as incorporate practitioner expertise and voice. ● *Student Programs and Services for Black Students and Families.* Align all Sankofa student programs to the foundational elements of the Sankofa Summer Academy focusing on Black studies as culturally relevant and sustaining emphasizing positive identity development, agency, belonging, academic enrichment, and acceleration. ● *Social-emotional Health & Wellness of Black Youth.* 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. In addition, study, identify root causes, and pursue solutions for the disparity in attendance rates, including the disparity in sense of belonging.		

		2026-27 Key Refinements: These refinements will focus on improving coordination of services with the Elementary and Secondary Offices, expand professional learning opportunities to include lab experiences, and prioritizing red sites when offering direct services to students and families. The district will strengthen implementation by clarifying program expectations, strengthening collaboration among staff, and improving progress monitoring. 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).		

Goal

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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 10,000 (16%) of its students that are English Learners (EL), with the vast majority of ELs speaking Spanish as their primary language (91%). Khmer speaking students represent approximately 4% of the EL students in LBUSD. In addition, of the EL population, approximately 2,100 are Long Term ELs (LTELs), meaning that these students have been designated as English Learners for over 6 years. LTELs represent 24% of the total EL population. About 7,800 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.

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 guide is included in the English Learner Master Plan, Chapter 3: Interventions and Supports for LTELs, Newcomers and ELs with IEPs.

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

- The creation and implementation 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 provides 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

- 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 (2023):

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.

Here are the most recent results:

SBAC:

EL student results declined by 1.4% in English Language Arts meeting or exceeding standard (12.26% in 2025) and declined by 0.3% in Math (11.13% in 2025).

LTEL results showed an increase in both English (+2.3%) and Math. (+2.1%)

CA Dashboard (2025):

For English Learner Progress, LBUSD is identified in the orange level (2nd to lowest) with 40% making progress. No student groups were in the lowest (red) level. English Learners were in the orange level and Long Term ELs were in the yellow level (middle of 5 levels). English learners maintained their progress from last year, while Long Term ELs increased their progress from 2024.

Here are the levels for English Learners on all of the Dashboard’s categories:

- English Language Arts: Yellow (+7 points)
- Math: Yellow (+3 points)
- College/Career: Yellow (+4%)
- Chronic Absenteeism: Orange (-1%)

- Graduation Rate: Yellow (+6%)
- Suspension Rate: Yellow (+.1%)

Note: Dashboard levels: Red (lowest) Orange (2nd lowest) Yellow (middle) Green (2nd highest) Blue (highest)

ELPAC:

11% of students tested as Proficient on the summative ELPAC, this is an increase of +0.2% from last year.

- Level 4 Well Developed 10.99%
- Level 3 Moderately Developed 30.6%
- Level 2 Somewhat Developed 32.6%
- Level 1 Beginning to Develop 25.8%

For the domain results, the results for the summative ELPAC are as follows:

- Listening: 16% Well Developed, 56% Somewhat Developed, 28% Beginning
- Speaking: 44% Well Developed, 36% Somewhat Developed, 20% Beginning
- Reading: 7% Well Developed, 42% Somewhat Developed, 52% Beginning
- Writing: 9% Well Developed, 66% Somewhat Developed, 25% Beginning

Measuring and Reporting Results

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 3: High Quality Learning: English Learners & Long Term English Learners						
M3.1	Source: California School Dashboard	EL - English Learner	2023	2024	2025	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	45.9%	41.2%	39.8%	58%	-6.1%

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Assessments for California (ELPAC)					
M3.2	Sources: DataQuest, Local data	RFEP - Reclassified Fluent English Proficient	2022-23	2023-24	2024-25	Target (Year 3)	
M3.2	**Redesignation rate**	ELs reclassified to RFEP	7.3%	10.5%	16.2%	10.0%	8.9%
M3.3	Sources: Internal calculation of LTELs	LTELs - long-term English Learners	2023-24	2024-25	2025-26	Target (Year 3)	
M3.3	Percent of **long-term English Learner** students out of total ELs enrolled	LTEL Rate	33.8%	36.7%	35.9%	17.0%	2.1%
M3.4	Sources: Internal calculation of LTELs	ARLTEL - at-risk of becoming LTEL	2023-24	2024-25	2025-26	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%	16.9%	9.0%	0.5%
M3.5	Source: Smarter Balanced Assessments **updated to align with state-reported outcomes*	Category	2022-23	2023-24	2024-25	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	14.4%	14.0%	12.3%		-2.1%
		Non-EL Students	54.2%	55.6%	58.1%		3.9%
		ELA Gap	**39.9%**	**41.6%**	**45.8%**	22.5%	**5.9%**
		SBAC Mathematics					
		EL Students	10.5%	11.4%	11.1%		0.6%
		Non-EL Students	38.9%	40.9%	43.1%		4.2%
		Math Gap	**28.5%**	**29.5%**	**32.0%**	15.0%	**3.5%**
M3.6	Source: DataQuest	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M3.6	**Graduation Rate** of English Learners and non-English Learner students	EL Graduation Rate	59.6%	64.2%	72.6%		13.0%
		Non-EL Graduation Rate	86.2%	85.6%	89.2%		3.0%
		Grade Rate Gap	**26.6%**	**21.4%**	**16.6%**	13.0%	**-10.0%**
M3.7	Source: California Dashboard	Category	2024-25		2025-26	Target (Year 3)	
M3.7	Halve the **suspension rate** of LTELs who were suspended at least one day	LTEL Suspension Rate	8.4%	n/a	7.2%	4.2%	-1.2%

Goal Analysis

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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
During the 2025-2026 school year, LBUSD implemented Actions 3.1 and 3.2 to support English Learners (ELs) through a comprehensive system of Designated and Integrated English Language Development (ELD), targeted academic interventions, and professional learning aligned to the California ELD standards. There was continued effort and focus on the reclassification of ELs, including ongoing support for Newcomer students. On the 2025 CA dashboard, ELs increased 6.7 points in English Language Arts and 3.4 points in math. Currently, 39.8% of ELs are making progress, which was maintained from the 2024 Dashboard. ELs are yellow for College/Career, at 27%, a 4.2% increase.

District-wide Implementation included:
- Utilization of the Ellevation platform to serve both EL annual progress monitoring and instructional supports for teachers and site leaders Instructional Leadership Teams were provided with individualized training and support to analyze student data, including English Learner Progress Indicator (ELPI) data
- The ENLACE Newcomer program continues to offer wraparound supports for newly arrived ELs at four middle schools. This program provides specialized instruction for newcomers in multiple subjects. Additionally, comprehensive support and coaching for teachers in this program was provided by the Office of Curriculum. Due to a decrease in newcomer enrollment from 1000 to 800 students, the ENLACE Newcomer program has been reduced from five to four school sites.
- The Multilingual Office continued to build on its partnerships with the Office of Equity, Engagement, and Partnerships to offer parent workshops and information sessions on reclassification and language support at home.
In partnership with the State and Federal programs office, site leaders were offered additional, site-specific support, with an emphasis on schools previously designated red for ELs on the CA Dashboard.

LBUSD was successful in its monitoring of elementary school sites and recorded 89% completion of EL progress monitoring forms as of Spring 2026.

Action: 3.2 EL Coaches and Specialists
In the 25-26 school year, EL Coaches and Program Specialists worked with the Assistant Superintendent of Curriculum and Professional Development to strengthen designated and integrated ELD instruction, focusing on culturally and linguistically responsive practices grounded in the district's English Learner Master Plan. Professional development was provided to all Designated ELD teachers to build on existing

professional development (Quality Core Instruction Professional Learning), including new practices outlined in the new English Learner Master Plan (publication date December 2025).

Coaching Support included:
- Classroom observation and feedback cycles within the ENLACE and middle school ELD programs
- Co-planning and modeling of lessons and professional development
- Targeted support for Designated ELD teachers
- Collaborative data analysis to help target LTEL reclassification rates
- Professional development and support were provided in the use of the supplemental online ELD program, Lexia English, for teachers in grades 1-8
- Professional development and support in the use of the after-school Language Power 2.0 and ELPAC Essentials supplemental ELD curriculum were provided to select teachers in grades 3-8
- Professional development and support in the implementation of the after-school supplemental ELD online platform, Summit K-12, was provided to select Instruction and Intervention Coordinators in grades 3-5
- Coaching and modeling the use of the Vormor Scan Dictionary Translation pen was provided to select secondary teachers and counselors

Coaches also helped develop and implement the EL Roadmap Principles in practice through professional development connected to the English Learner Master Plan.

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.

There is a 13.4% decrease in the spending for Goal 3 which is attributed to position vacancies. This did not prevent the planned action and services from being provided and it did not impact on the District's ability to meet its proportionality requirement. The staffing vacancies impact both Actions 3.1 and 3.2.

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

Actions 3.1 and 3.2 have been partially effective in advancing progress toward Goal 3, as measured by the California Schools Dashboard and English Learner Progress Indicator (ELPI), reclassification rates and academic outcomes. Districtwide Dashboard data indicate:

<u>English Learner Progress Indicator (ELPI):</u>

For the English Learner Progress Indicator (ELPI), results show mixed effectiveness. English Learners maintained the Orange performance level on the 2025 California School Dashboard, with fewer than 50% of English Learners making progress toward English language proficiency. This indicates that Action 3.1 was not yet effective enough in accelerating language progress for English Learners overall.

For Long-Term English Learners, results showed improvement. LTELs increased to the Yellow performance level and improved by 2.8%, indicating progress toward English language proficiency for this student group. Based on these results, Action 3.1 was partially effective, with stronger evidence of progress for LTELs and continued need to strengthen supports for English Learners overall.

Academic Indicators (ELA and Mathematics):

English Learners continue to perform in the Orange to Red performance levels, with limited or inconsistent improvement. This indicates that while students are progressing in language acquisition, academic achievement is not accelerating at the same rate, particularly in secondary grades. Continued performance gaps in ELA and mathematics, particularly for secondary English Learners

-Elementary vs. Secondary ELPI Analysis:

Elementary level: Actions were more effective, with stronger gains in language acquisition and more consistent ELPI progress. Early literacy, structured ELD, and after-school ELD tutoring support contributed to more favorable outcomes. This reflects a moderate level of effectiveness, as evidenced by stronger gains in language acquisition and ELPI progress, indicating that ELD structures are working, while opportunities for continued growth and refinement remain.

Secondary level: Actions were less effective overall, particularly for LTELs. Many students remain in EL status for extended periods, suggesting that current strategies are insufficiently accelerating language development alongside academic achievement. This reflects an approaching level of effectiveness, as evidenced by the outcomes, indicating that while some structures are in place, they are not yielding the level of language growth needed, especially for LTELs, to support accelerated progress and reclassification.

While the District has established strong systems and structures, outcomes indicate that the pace of improvement remains insufficient to meet long-term targets, particularly for secondary students and LTEL populations.

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.

LBUSD will refine Actions 3.1 and 3.2 for the 2026–2027 LCAP year, including:

Target Focus on Long-Term English Learners

- During the spring of 2027, the EL Services team will partner with course management and the head counselors to ensure that LTELs are scheduled appropriately based on their needs.

- Using the ELLevation Dashboard there has been an increase in LTEL monitoring and progress toward reclassification, which will extend to the 2026-2027 school year.

Action: 3.1 English Learner Support

Planned enhancements for 2026-2027 include:

Increased opportunities for collaboration between the special education department and Multilingual Office to co-plan, strategize, and expand opportunities for professional development for teachers in support of dually identified students.

Rosetta Stone will be phased out for the 26-27 school year as the program is not fully aligned to the California ELD Standards. Additionally, implementation data show inconsistent usage and limited evidence of impact on student outcomes. The district will be sure to continue to

invest in evidence-based English Language Development supports, with a focus on designated ELD curriculum, professional development, and integrated ELD strategies.

Action: 3.2 EL Coaches and Specialists

Based on this year's launch of the EL Master Plan, the following changes are planned for 2026-2027:

The development of a three-part integrated-ELD professional learning plan available to all sites in an effort to provide structured, goal-aligned English learner professional development

Last year's creation of the EL Master Plan included a comprehensive chapter on supports for Newcomers, Dual Identified ELs and Long Term ELs. In the upcoming school year, the district plans to expand professional development and increase communication about the targeted strategies and supports described in the Master Plan.

Goal explanation was updated to include most recent data. Baseline and/or Year 1 outcomes were updated for the following metrics: 3.1 and 3.5.

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

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Action #	Title	Description	Total Funds	Contributing
3.1	EL Support	The programs and services in this section include: ● LBUSD Interpreter Unit ● Research Department Support ● Testing Materials ● Multilingual Office and Staff ● ELLevation ● Newcomer Support ● Lexia ELD ● Sonday System Provide support to English Learners and their families. These efforts include translation/interpretation services, 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. Core instructional staff who provide instruction, including integrated and designated	2,701,570	Yes

		ELD, are funded through Action 1.2. Action 3.1 provides supplemental staff, systems, professional learning, tools, and resources to strengthen language acquisition programs for English Learners and LTELs. 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. Additional professional learning modules and user support will be provided to ensure greater adoption and impact of the platform at the school level, including more formal integration of EL data into schoolwide instructional planning. Regular site-level reviews of progress toward English proficiency and reclassification. 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 4 EL TOSA positions. This position will include a combination of course teaching and coaching and staff. Enlace will be located at 3 sites strategically selected around the city: Washington, Franklin, and Hamilton. The hubs at the 3 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 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 90- which presents the leveraging of other resources to assist LTELs. The following excerpt from page 90, 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. There is a planned expansion of personalized ELPAC video score reports in multiple languages and more targeted outreach efforts for EL families through DELAC and ELAC.		

		● Implementation of an LTEL toolkit for secondary sites, along with increased collaboration between intervention coordinators and Multilingual Office staff to tailor interventions. 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). 2026-27 Key Enhancements: ● Increased opportunities for collaboration between the special education department and Multilingual Office to co-plan, strategize, and expand opportunities for professional development for teachers in support of dually identified students ● Rosetta Stone will be phased out for the 26-27 school year as the program is not fully aligned to the California ELD Standards. The district will be sure to continue to invest in evidence-based English Language Development supports, with a focus on designated ELD curriculum, professional development, and integrated ELD strategies.		
3.2	EL Coaches & Specialists	The programs and services in this section include: ● EL Coaches ● EL Specialists A cohort of school sites with the lowest performance on the California School Dashboard are prioritized for additional professional learning under the supervision of an OCIPD administrator 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.	$3,179,177	Yes

		EL coaches (one of whom is assigned to the schools who appear in red for English Learners on the 2023 and 2024 Dashboard) 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. 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. Site leadership will be more intentionally involved in planning and monitoring coaching cycles. EL Specialists will support implementation of an LTEL Intervention Guide and collaborate with school teams to monitor progress. Professional learning for Designated ELD teachers will include more modeling, student work calibration, and unit internalization using the ELD standards progression. These additional professional learning activities, including the assignment of coaches, are provided as differentiated resources for high need schools. 2026-27 Key Enhancements: ● The development of a three-part integrated-ELD professional learning plan available to all sites in an effort to provide structured, goal-aligned English learner professional development ● Last year's creation of the EL Master Plan included a comprehensive chapter on supports for Newcomers, Dual Identified ELs and Long Term ELs. In the upcoming school year, the district plans to expand professional development and increase communication about the targeted strategies and supports described in the Master Plan.		

Goal

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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.

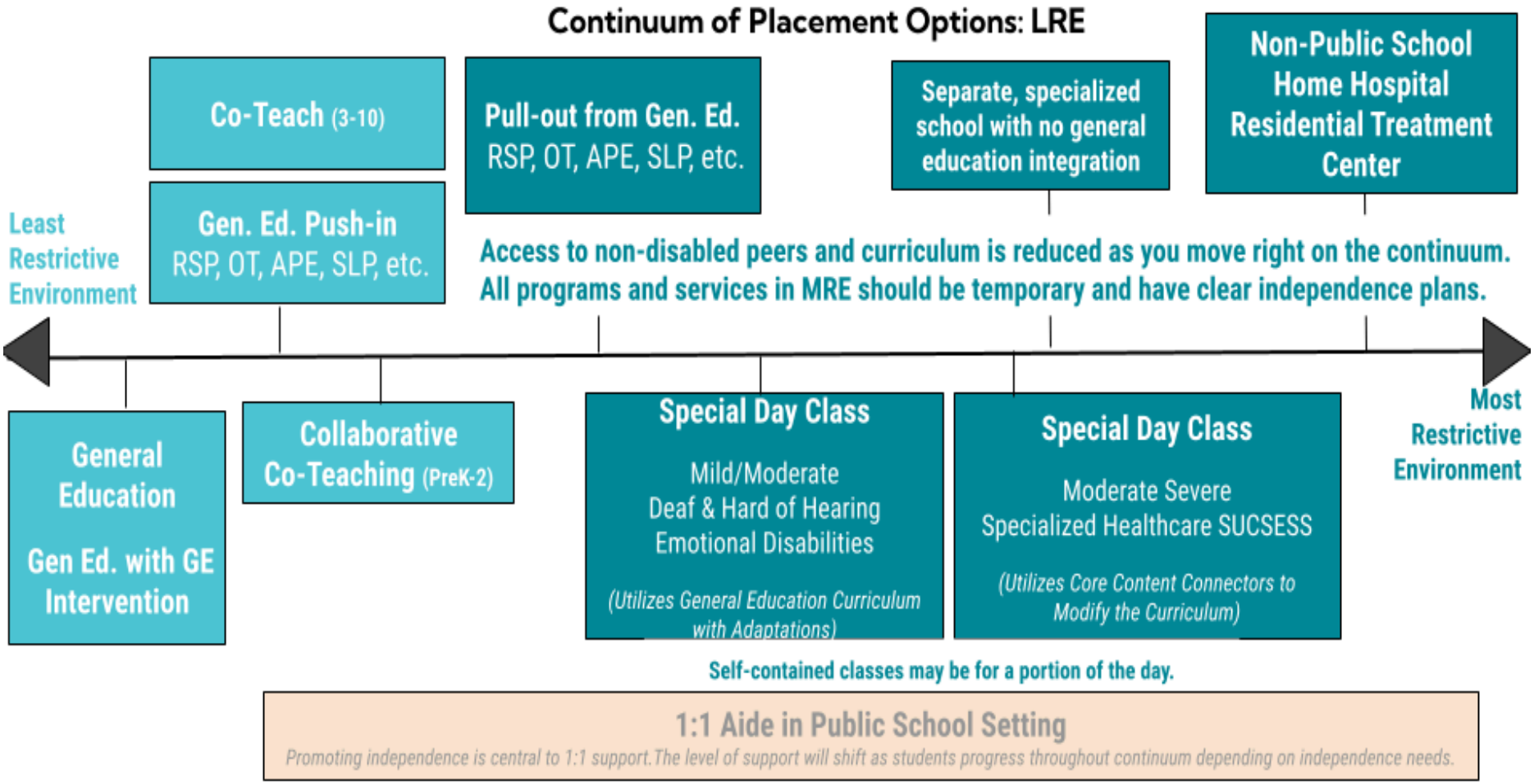
- All students will have the opportunity to participate with same-aged typical peers to the maximum extent that they are able.

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

- 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 **14** Preschool sites participating in CCT and **10** 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%**)

Here are the most recent results:

SBAC:

Students with disabilities showed increases in both SBAC Math and English Language Arts scores. English scores: 21.12% met or exceeded standard, a gain of a +3.5% from 2023-24 results. Math scores: 17.11% met or exceeded standard, an increase of +2.8% from 2024 results.

CA Dashboard (2025):

Here is the 2025 data for students with disabilities in each Dashboard Category:

English Language Arts	Orange (87.2 points from standard- improved rate from last year)
Math	Red (119.2 points from standard- maintained rate from last year)
College/Career	Orange (26.4%- maintained rate from last year)
Chronic Absenteeism	Red (33.7%- maintained rate from last year)
Graduation Rate	Yellow (72.4%- improved rate from last year)
Suspension Rate	Orange (6.3%- maintained rate from last year)

Note: Dashboard levels: Red (lowest) Orange (2nd lowest) Yellow (middle) Green (2nd highest) Blue (highest)

CORE Survey Data (Updated)

Area	Favorable Responses (SWD)	Gap
Identity	71.0%	8.1%
Agency	65.5%	5.3%
Belonging	61.9%	5.8%

Growth Mindset (a subset of Belonging in the survey)

According to the CORE Survey (2025-26), the gap for students with disabilities has decreased from the previous year in the growth mindset rating. Growth mindset refers to a belief that the student's own talents can be cultivated and grow. Last year for elementary students, there was a 10.8% gap between students with disabilities and students without disabilities believing in their own growth mindset. In 2026, the gap was reduced to 3.2%. For secondary students, the gap was decreased from 12.5% (2025) to 6.6% in 2026.

Measuring and Reporting Results

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 4: High Quality Learning: Students with Disabilities						
M4.1	Source: LBUSD IEP Review	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M4.1	Percentage of students placed into a **Least Restrictive Environment** for at least part of a day		61.5%	63.4%	64.9%	75.0%	3.4%
M4.2	Source: Local data	IEP - Individualized Education Program	2023-24	2024-25 *as of 04.28.25*	2025-26	Target (Year 3)	
M4.2	**Suspension Rate** for students with IEPs and all other students	IEP Suspension Rate	6.6%	6.1%	6.5%		-0.1%
		Non-IEP Suspension Rate	3.6%	3.0%	3.0%		-0.6%
		Suspension Rate Gap	**3.0%**	**3.1%**	**3.5%**	2.4%	**0.5%**
M4.3	Source: 4-year Cohort Graduation, CALPADS **updated to align with state-reported outcomes*	Category	2022-23	2023-24	2024-25	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%	73.5%		6.9%
		Non-IEP Graduation Rate	85.5%	85.6%	89.5%		4.0%
		Graduation Rate Gap	**18.9%**	**19.0%**	**16.0%**	9.5%	**-2.9%**

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.4	Source: Smarter Balanced Assessments **updated to align with state-reported outcomes*	Category	2022-23	2023-24	2024-25	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	17.0%	17.6%	21.1%		4.1%
		Students without IEPs	52.6%	54.3%	56.6%		4.0%
		ELA Gap	**35.6%**	**36.7%**	**35.4%**	17.5%	**-0.20%**
		SBAC Mathematics					
		Students with IEPs	13.1%	14.3%	17.1%		4.0%
		Students without IEPs	37.5%	39.7%	41.9%		4.4%
		Math Gap	**24.5%**	**25.4%**	**24.7%**	13.0%	**0.2%**
M4.5	Source: CORE Survey	Category	2023-24	2024-25	2025-26	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%	3.2%	4.5%	-7.2%
		Response Gap - Secondary	11.4%	12.5%	6.6%	5.5%	-4.8%

Goal Analysis

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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 district implemented 4.1 to support progress toward Goal 4, focusing on improving outcomes related to increasing Least Restrictive Environment access for students with disabilities.

Implementation included collaborative co-teaching for grades K-2 and co-teaching for grades 3-10 provided across select school sites for collaborative co-teaching grades K-2 and co-teaching grades 3-5 at the elementary level, and across all middle and high schools in the district for co-teaching grades 6-10.

The action was implemented through either collaborative co-teaching models of one general education teacher paired with an education specialist at the elementary school level, teaching together for the entirety of the school day, or co-teaching consisting of a general education teacher and an ed specialist paired and teaching together for a select portion of the school day. The instructional design of both collaborative co-teaching and co-teaching incorporates principles of Universal Design for Learning in instructional design. The major difference between collaborative co-teaching and co-teaching is the time that the general education teacher and education specialist are paired together to teach; with collaborative co-teaching requiring the paired teachers to teach together for the full length of the school day, while co-teaching models require that the paired general education teacher and educational specialist teach together for a specifically assigned portion of the school day. An example of this in practice would be a collaborative co-taught 2nd grade classroom where a general education teacher and an education specialist teach together for the entire school day, versus a middle school co-taught classroom where a general education math teacher and an ed specialist teach together for an assigned math period prep class.

Successful elements of implementation included:
- Increasing the percentage of students in Least Restrictive environment from 61.5% in 2022-23 to 63.4% in 2023-24.
- Decreasing the suspension rate gap for students with IEPs from 3% in 2023-24 to 2% in 2025-26 (LCAP Metric 4.2)
- Graduation rate gap for students with IEPs went from 19% in 2023-24 to a 15.8% in 2025-26 school year (LCAP Metric 4.3)
- Support for transportation, exceeding State and Federal Resources for Special Education services and non-public agencies were fully implemented as part of this Action.

These efforts strengthened alignment between co-teaching and collaborative co-teaching, access to LRE through universal design for learning, and reducing the equity gap in achievement for students with disabilities..
Implementation challenges included difficulties with assigning credentialed co-teaching pairs of willing and credentialed general education and special education teachers, and scheduling professional development support for assigned pairs during the school day that is adequately funded.

Despite these challenges, the district continued to promote the Least Restrictive Environment through the refinement of collaborative co-teaching and co-teaching offerings across grade levels in elementary and secondary schools.

Action: 4.2 Pupil Services: Health Services

Action 4.2 was implemented as a contributing action to increase and improve services for unduplicated students, including low-income students, English Learners, and foster youth. Implementation included nursing services, health assistants, psychologists, Vision to Learn, coordination with school site teams, family outreach, and referrals to district and community resources. These supports were intended to reduce health, mental health, vision, attendance, and trauma-related barriers that can interfere with student engagement and access to instruction.

Pupil Services: Health Services were fully implemented across school sites, including sites serving high concentrations of unduplicated students and sites with identified needs related to chronic absenteeism, suspension rates, and student engagement. All sites addressed identified needs through their School Plans for Student Achievement, with nursing coverage provided districtwide as well as mental health

services. Low-income students, English Learners, and foster youth were supported through health-related services, mental health supports, and referrals designed to address barriers that may affect consistent attendance and participation in school.

While these services may also support students with disabilities and other students with overlapping high needs, Action 4.2 is analyzed as a contributing action based on how it increased and improved services for low-income students, English Learners, and foster youth. The coordination of targeted social-emotional and mental health resources, particularly through the School-Based Mental Health Collaborative, enhanced assistance to unduplicated pupils. Chronic absenteeism continues to be a challenge and remains an area for continued monitoring and support.

Action: 4.3 Pupil Services: Instructional Aides
Action 4.3 was implemented as a contributing action to increase and improve services for unduplicated students, including low-income students, English Learners, and foster youth. Implementation included additional instructional aide support across school sites, with aides providing classroom support, small group and individual assistance, support with routines and transitions, and reinforcement of learning activities.

Instructional aides supported students who needed additional adult assistance during the school day. For English Learners, this included support with academic language, directions, routines, and classroom participation. For low-income students and foster youth, additional adult support helped provide consistency, encouragement, and targeted assistance during instruction. Implementation also included professional development in trauma-informed practices, positive behavior supports, evidence-based practices, de-escalation, and verbal escalation strategies to better support students with higher levels of need.

While instructional aide support may also benefit students with disabilities and other students with overlapping high needs, Action 4.3 is analyzed as a contributing action based on how it increased and improved services for low-income students, English Learners, and foster youth. A key success was the increased availability of adult support for students needing additional assistance during the school day. Challenges included staff turnover, ongoing training needs, and the need for consistent coordination of aide support across school sites to ensure services are directed toward unduplicated students with the greatest needs.

Action: 4.4 Pupil Services: Early Learning -Speech

The district implemented 4.4 to support progress toward Goal 4, focusing on improving outcomes related to increasing Least Restrictive Environment access for students with disabilities.

Implementation included speech push-in classroom services to support Students with Disabilities participating in LBUSD's Buffum Total Learning Center. Speech-language pathologists at Buffum are integrated into classroom settings and provide early intervention to enhance the communication skills of early learners, aligned with High Quality Learning metric M4.1. At this time, no significant challenges have been identified. For Action 4.4, Early Learning Speech, a non-contributing action, expenditures differ from the original budget due to a program redesign based on the individualized education program (IEP) needs of students receiving speech and language services. The redesign ensured that services were aligned with student needs while maintaining the intended level of support.

This action was implemented by delivering all individualized speech therapy services through a push-in service model. Buffum Total Learning Center was fully staffed with eight speech-language pathologists, enabling service delivery across all academic programs, including Non-Categorical and Systemic Utilization of Comprehensive Strategies for Ensuring Student Success (S.U.C.S.E.S.S.).

Speech and language push-in supports were designed to prioritize the needs of all students, with particular emphasis on English Learners, low-income students, and foster youth, as well as students identified in the red performance level on the 2023 California Dashboard.

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.

For Action 4.4, Early Learning Speech, a non-contributing action, expenditures differ from the original budget due to a program redesign based on the individualized education program (IEP) needs of students receiving speech and language services. The redesign ensured that services were aligned with student needs while maintaining the intended level of support.

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)
Collaborative co-teaching and co-teaching were effective in increasing access to the Least Restrictive Environment (LRE) for students with disabilities, as evident in the California School Dashboard data for LRE access showing an increase of 3.4% access for students with disabilities to LRE from 61.5% in the 2022-23 school year to 64.9% in the 2025-26 school year.

The effectiveness of this action was evaluated using LCAP Metric 4.2, which tracks the suspension rate gap for students with IEPs, from 3% in 2023–24 to 3.5% in 2025–26. Effectiveness was also measured using LCAP metric M4.3, which examines the graduation rate gap for students with IEPs. This gap decreased from 18.9% in 2023–24 to 16% in the 2025–26 school year, reflecting an overall reduction of 2.9 percentage points. Together, these outcomes demonstrate meaningful progress in reducing disparities for students with IEPs in both suspension rates and graduation outcomes.
Outcome data from the Dashboard, as it relates to LRE, graduation rates, and decreases in suspension rates for students with IEPs, were used to determine the degree to which the action contributed to progress toward the goal. Data indicate positive progress toward increasing LRE, particularly for students with disabilities across K-12 school sites.

For example, in the 2023-24 school year, the suspension rate gap for students with IEPs was 3%, and for the current 2025-26 school year, the suspension rate gap for students with IEPs is 3.5%, suggesting that the services implemented through this action need to continue in order to positively improve student outcomes.

While some progress is evident, results indicate variation across student groups, including our African American students, our Foster Youth, and our English learners.

Data suggest that additional implementation refinement may be needed for African American students and Foster Youth. African American students had a suspension rate of 9.6% in the 2023-24 school year in comparison to 10.3% in the 2025-26 school year and Foster Youth had

a suspension rate of 9.4% in the 2023-24 school year compared to 11.4% in the 2025-26 school year. Our English Learner student subgroup had a suspension rate of 3.9% in the 2023-24 school year in comparison to a 4% suspension rate in the 2025-26 school year.

Data analysis indicates that progress has been limited for our African American students, Foster Youth students and English Learner student subgroups with an increase in Dashboard metric data on suspension rate for all three groups being in the red, suggesting that additional adjustments may be needed to strengthen the impact of this action.

The district will continue to evaluate implementation strategies to better support African American students, Foster Youth, and our English Learner student subgroup. Effectiveness was evaluated by examining outcomes also specific to English Learners and Foster Youth students. Progress for these student groups was monitored using the California School Dashboard data.

Action: 4.2 Pupil Services: Health Services
Schools were fully staffed with Nursing and mental health support. Specific LCAP metrics and dashboard data indicate that the overall graduation rate increased by 4.1% in LBUSD compared to the 2023 school year. Suspension rate maintained, but the students with disabilities were not in the Red group.

Chronic Absenteeism remains a concern, although the data suggest much of the rates maintained from the previous year or had nominal changes:
All students: 25% (decreased gap of 0.6% from prev year)
Unduplicated students:
- Foster Youth: 39% (14% gap- gap increased 1%)
- EL: 27% (2% gap- gap decreased 1%)
- Low Income : 31% (6% gap- same gap as prev. year)

M7.02 shows that English Learner and low-income student chronic absenteeism decreased. These results suggest some positive movement for English Learners and low-income students. However, foster youth chronic absenteeism increased, indicating that continued refinement is needed.

Based on these results, Action 4.2 will continue to be strengthened through closer coordination between health services, mental health supports, school site teams, attendance supports, family outreach, and community referrals for English Learners, low-income students, and foster youth.

As a result of support from school nurses and psychologists, outcomes for students with disabilities improved. However, additional attention is needed to address chronic absenteeism and math achievement markers.

Action: 4.3 Pupil Services: Instructional Aides
Chronic Absenteeism remains a concern, although the data suggest much of the rates maintained from the previous year or had nominal changes:

All students: 25% (decreased gap of 0.6% from prev year)
Unduplicated students:
- Foster Youth: 39% (14% gap- gap increased 1%)
- EL: 27% (2% gap- gap decreased 1%)
- Low Income : 31% (6% gap- same gap as prev. year)

M7.02 shows that English Learner and low-income student chronic absenteeism decreased. These results suggest some positive movement for English Learners and low-income students. However, foster youth chronic absenteeism increased, indicating that continued refinement is needed.

Based on these results, Action 4.3 will be strengthened by improving the coordination, training, and deployment of instructional aide support so that additional adult assistance is more intentionally directed toward English Learners, low-income students, and foster youth with the greatest needs.

This data suggests that additional implementation refinement may be needed to accelerate improvement: refinement in the area of professional development, recruitment practices, staff retention activities and school site support for Instructional Aides.

Action: 4.4 Pupil Services: Early Learning -Speech
The effectiveness of this action was evaluated using LCAP Metric 4.1, which measures the percentage of students placed in the Least Restrictive Environment (LRE) for at least part of the school day. Data indicate positive progress toward the target outcome for students with disabilities, as demonstrated by an increase in districtwide placement rates since the 2022–2023 baseline year.

Addtionally, for Buffum, internal speech data show that of the 527 initial speech goals established for students receiving speech services, 374 goals were met, representing 71% of initial speech goals met. This indicates that Action 4.4 was effective in supporting student progress toward speech and language goals at Buffum. The district will continue to monitor site-level speech goal progress to determine whether early intervention and speech services are supporting students in meeting identified communication goals.

Speech-language pathologists at Buffum Total Learning Center collaborate effectively with classroom teachers to ensure students are appropriately assessed and placed in the least restrictive setting that meets their individual needs. The push-in service delivery model further supports this work by allowing SLPs to model strategies and coach classroom staff in implementing IEP-aligned supports within the general education environment.

Early learners at Buffum are supported in reaching their full potential while developing and sustaining a positive attitude toward learning. These efforts contribute to improved outcomes across key areas identified on the California Dashboard, including English Language Arts, mathematics, graduation rate, and chronic absenteeism for students with disabilities in LBUSD.

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)

Based on analysis of implementation and outcome data, the district will refine action 4.1 to strengthen its impact on student learning and well-being. These refinements will focus on improving coordination and delivery of co-taught services, strengthening professional learning for co-teaching pairs, and enhancing monitoring of student progress.

The district will prioritize targeted support for schools and student groups identified in the red performance levels on the California Dashboard. These groups include African American students with IEPs, foster youth with IEPs, and dually identified students who are both English Learners and have IEPs. Dashboard data indicate that these students continue to face challenges in accessing the Least Restrictive Environment (LRE), as reflected in elevated suspension rates.

To address these disparities, the district will provide culturally responsive professional development for general education teachers and education specialists engaged in collaborative co-teaching. This training will focus on effectively meeting the needs of African American students with IEPs, foster youth with IEPs, and dually identified English Learners with IEPs.

Additionally, administrators will receive targeted professional development to strengthen their capacity to coach and support effective co-teaching practices. This support will emphasize improving outcomes for students with IEPs who are African American, foster youth, and multilingual learners.

The district will strengthen implementation by aligning professional development for co-teaching within a culturally informed framework. This work will focus on equipping teachers in co-taught settings with the skills to effectively meet the needs of African American students with IEPs, foster youth with IEPs, and multilingual students with IEPs.

In addition, the district will center data for these three student groups in Least Restrictive Environment (LRE) discussions at both the school and district levels. At school sites, this will occur through regular quarterly data reflection cycles led by site teams. At the district level, this focus will be embedded within SELPA data monitoring processes aligned to the state's Compliance and Improvement Monitoring (CIM) plan.

Together, these efforts will promote greater consistency and effectiveness in co-teaching practices, ultimately improving access to inclusive learning environments for students with IEPs.

Action 4.1 has been refined to address the Least Restrictive Environment (LRE) access gap identified in our data for key student subgroups with IEPs, including African American students, foster youth, and multilingual learners. These refinements focus on strengthening professional development that is intentionally centered on the needs of these student groups. In addition, targeted training for administrators will enhance their ability to support teachers in co-teaching settings and ensure the effective implementation of strategies introduced through professional learning.

Together, these efforts are designed to strengthen the intended outcome of Action 4.1: improving LRE access for students with disabilities across all identified subgroups. The district will continue to utilize the California Dashboard, in conjunction with local data sources, to monitor progress and guide ongoing improvements.

Action: 4.2 Pupil Services: Health Services

Students require nurses, health assistants, and psychologists due to ongoing health service needs. Increased coordination is needed to ensure consistent access across sites and to reduce chronic absenteeism and improve academic achievement. LBUSD will continue expanding nursing and psychologist coordination with school site teams in areas around chronic absenteeism.

These improvements will strengthen access to integrated health and mental health services, reducing barriers related to trauma, chronic absenteeism, suspensions, and disengagement.

Action: 4.3 Pupil Services: Instructional Aides

Based on analysis of implementation and outcome data, the district will refine this action to strengthen its impact on student learning and well-being. These refinements will focus on improving coordination of services at school sites and strengthen professional learning opportunities for Instructional Aides.

The district will strengthen implementation by clarifying Instructional Aides expectations and strengthening collaboration among staff.

Action: 4.4 Pupil Services: Early Learning -Speech

LBUSD's Buffum Total Learning Center (TLC) provides a safe, nurturing, developmentally appropriate environment for early learners, where students are encouraged to reach their full potential while developing a lifelong love of learning. No changes are warranted. Speech Language Pathologists at Buffum provide a specialized push-in service for some of our youngest learners. Buffum speech language pathologists create an individualized plan that includes language therapy, alternative communication strategies, and other techniques to facilitate better communication and improve the linguistic skills of students.

Goal explanation was updated to include most recent data. Baseline and/or Year 1 outcomes were updated for the following metrics: 4.1, 4.2, and 4.4.

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

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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 (NPA), which are provided through an IEP. 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 the least restrictive environment. Lastly, revenues from state and federal programs generally fall short of the cost of services for students with disabilities. This line item fills this disparity. This action includes the implementation 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. 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 are presented 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. Details about these inclusionary practices are presented as part of Goal 4's description. 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 2026-27 Key Enhancements:	150,329,724	No

		● Improving coordination and delivery of co-taught services, strengthening professional learning for co-teaching pairs, and enhancing monitoring of student progress. The district will prioritize targeted support for schools and student groups identified in the red performance levels on the California Dashboard. These groups include African American students with IEPs, foster youth with IEPs, and dually identified students who are both English Learners and have IEPs. Dashboard data indicate that these students continue to face challenges in accessing the Least Restrictive Environment (LRE), as reflected in elevated suspension rates. ● Provide culturally responsive professional development for general education teachers and education specialists engaged in collaborative co-teaching. This training will focus on effectively meeting the needs of African American students with IEPs, foster youth with IEPs, and dually identified English Learners with IEPs. ● Administrators will receive targeted professional development to strengthen their capacity to coach and support effective co-teaching practices. This support will emphasize improving outcomes for students with IEPs who are African American, foster youth, and multilingual learners. ● Strengthen implementation by aligning professional development for co-teaching within a culturally informed framework. This work will focus on equipping teachers in co-taught settings with the skills to effectively meet the needs of African American students with IEPs, foster youth with IEPs, and multilingual students with IEPs. ● Center data for these three student groups in Least Restrictive Environment (LRE) discussions at both the school and district levels. At school sites, this will occur through regular quarterly data reflection cycles led by site teams. At the district level, this focus will be embedded within SELPA data monitoring processes aligned to the state's Compliance and Improvement Monitoring (CIM) plan.		

4.2	Pupil Services: Health Services	The programs and services in this section include additional: ● Site Nurses ● Health Assistants ● Psychologists 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. Supplemental 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. LBUSD has been able to increase the number of Mental Health Services provided to students outside of the IEPs, through these additional mental health staff which has allowed for a greater number of students to receive mental health services, improving their access to school day instruction. These services form a supportive approach that principally benefits low-income students, English learners, and foster youth, whose struggles can often lead to disengagement. 2026-27 Key Enhancements: Increased coordination is needed to ensure consistent access across sites and to reduce chronic absenteeism and improve academic achievement. LBUSD will continue expanding nursing and psychologist coordination with school site teams in areas around chronic absenteeism. These improvements will strengthen access to integrated health and mental health services, reducing barriers related to trauma, chronic absenteeism, suspensions, and disengagement.	7,246,702	Yes

4.3	Pupil Services: Instructional Aides	The programs and services in this section include: ● Additional Instructional Aides outside of the IEP 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. LBUSD has been able to increase the number of Instructional Aides to provide instructional support to students outside of their IEP through these additional-staff which has allowed for a greater number of students to receive instructional support, improving their access to school day instruction. These services form a supportive approach that principally benefits low-income students, English learners, and foster youth, whose struggles can often lead to disengagement. The district has amended its Non Public Agencies contracts to support an increase in behavioral and instructional aides outside of their IEPs, hired to promote classroom support of students. 2026-27 Key Refinements: Based on analysis of implementation and outcome data, the district will refine this action to strengthen its impact on student learning and well-being. These refinements will focus on improving coordination of services at school sites and strengthen professional learning opportunities for Instructional Aides. The district will strengthen implementation by clarifying Instructional Aides expectations and strengthening collaboration among staff.	15,717,832	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.	1,540,030	No

Goal

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Goal #	Description	Type of Goal
5	**High Quality Learning: Homeless and Foster Youth** LBUSD will provide high quality learning of state standards for Low Income (Homeless) and Foster Youth through the quality core instruction framework and by centering the needs of Homeless and Foster Youth 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 Homeless and Foster Youth. The experience of trauma can inhibit students' abilities to concentrate, with consequences for their learning. Students in homeless or foster 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 homeless and foster 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 430 foster youth and 3,000 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%.

Here are the most recent results:

SBAC (2025)	**Foster**	Difference from 2023	**Homeless**	Difference from 2023
ELA Met/Exceed:	28.45%	+4.88%	32.16%	-0.46%
Math Met/Exceed:	19.13%	+13.04%	18.34%	-0.99%

CA Dashboard (2025):

Here is the 2025 data for Homeless and Foster Youth:

	Homeless Youth Results	**Foster** Youth Results
English Language Arts	Orange (49.5 points from standard; declined from last year)	Red (70.7 points from standard; declined)
Math	Orange (89.5 points from standard- declined)	Red (105.5 points from standard; declined)
College/Career	Yellow (37.7% Prepared; maintained rate)	Yellow (34.5% Prepared; increased)
Chronic Absenteeism	Red (41.2% chronic abs; increased)	Red (39.3% chronically abs; increased)
Graduation Rate	Green (80.1% graduated- increased)	Green (81% graduated- increased)
Suspension Rate	Red (8.1% suspended; increased)	Red (11.4% suspended; increased)

Note: Dashboard levels: Red (lowest) Orange (2nd lowest) Yellow (middle) Green (2nd highest) Blue (highest)

Measuring and Reporting Results

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 5: High Quality Learning: Foster & Homeless Youth						
M5.1	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M5.1	**SBAC ELA Met/Exceeded Rate** for **Foster youth** and non-Foster students	Foster Youth	24.6%	25.2%	28.5%		3.9%
		Non-Foster Youth	48.3%	49.6%	51.8%		3.5%
		SBAC ELA Gap	**23.7%**	**24.4%**	**23.3%**	5.5%	**-0.4%**
M5.2	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M5.2	**SBAC ELA Met/Exceeded Rate** for **Homeless students** and non-Homeless students	Homeless Students	33.0%	30.0%	32.2%		-0.8%
		Non-Homeless Students	50.0%	50.5%	52.7%		2.7%
		SBAC ELA Gap	**17.0%**	**20.5%**	**20.5%**	8.5%	**3.5%**
M5.3	Source: Local data	Category	2023-24	2024-25	2025-26	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%	23.5%	27.2%		11.2%
		Non-Foster Youth	53.0%	57.4%	59.9%		6.9%
		A-G Requirements Gap	**37.0%**	**33.9%**	**32.8%**	19.5%	**-4.2%**
M5.4	Source: Local data	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M5.4	Percent of **Homeless students** and non-Homeless students who are **on-track for meeting A-G requirements**	Homeless Students	31.0%	31.5%	36.2%		5.2%
		Non-Homeless Students	55.0%	58.6%	61.0%		6.0%
		A-G Requirements Gap	**24.0%**	**27.1%**	**24.8%**	10.5%	**0.8%**
M5.5	Source: Local data	Category	2023-24	2024-25 *as of 04.30.25*	2025-26	Target (Year 3)	
M5.5	**Suspension Rate** for **Foster and Homeless students** and all other students	Foster/Homeless Suspension Rate	7.5%	7.6%	8.1%		0.6%
		Non-Foster/Homeless Susp. Rate	3.7%	3.2%	3.3%		-0.4%
		Suspension Rate Gap	**3.8%**	**4.4%**	**4.8%**	2.8%	**1.0%**
M5.6	Source: 4-year Cohort Graduation, CALPADS	Category	2022-23	2023-24	2024-25	Target (Year 3)	

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.6	**Graduation Rate** for **Foster and Homeless students** and all other students	Foster/Homeless Graduation Rate	70.6%	71.1%	80.2%		9.6%
		Non-Foster/Homeless Grad. Rate	84.4%	84.2%	88.2%		3.8%
		Graduation Rate Gap	**13.8%**	**13.1%**	**8.0%**	7.0%	**-5.8%**
M5.7	Source: Local data	Category	2023-24	2024-25 *as of 02.11.25*	2025-26	Target (Year 3)	
M5.7	**Attendance Rate** for **Foster and Homeless students** and all other students	Foster/Homeless Attendance Rate	87.5%	88.3%	86.5%		-1.0%
		Non-Foster/Homeless Attend. Rate	92.2%	92.7%	92.5%		0.3%
		Attendance Rate Gap	**4.7%**	**4.4%**	**6.1%**	2.0%	**1.4%**
M5.8	Source: Smarter Balanced Assessments	Category	2023-24	2024-25	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%	19.1%	21.5%		-4.0%
		Non-Foster Youth Met/Exceeded	49.6%	38.6%	40.1%		-9.5%
		SBAC Math Gap	**24.1%**	**19.5%**	**18.5%**	12.1%	**-5.6%**

Goal Analysis

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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 was fully implemented to provide academic and social-emotional support through Homeless and Foster social workers and transportation funding, ensuring equal access to school services and helping students stay on track for graduation. Services were implemented across all school sites through School Plans for Student Achievement and MTSS attendance systems, including districtwide professional development

Homeless and Foster Youth students and their families were served through monthly collaboration meetings and coordinated case management. According to the 2025 California School Dashboard, graduation rates for Homeless and Foster Youth are no longer in the Red performance level. Challenges include limited staffing capacity and a lack of a districtwide coordination meeting, which may impact consistent engagement. Services included attendance monitoring, small group counseling, coordination between school sites and district staff, and transportation support through HopSkipDrive (LACOE/DCFS) and Long Beach Transit services.

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.

There is a decrease of 26.5% in this goal attributable to the Foster Youth Transportation contract funded by an alternative source.

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

The action was fully implemented and supported equal access to school services and graduation readiness for Homeless and Foster Youth. Homeless and Foster Youth are no longer identified in the Red performance level for graduation rates per the 2025 California School Dashboard. Chronic absenteeism, ELA, math, and suspension rates remain in the Red performance level for Foster Youth and Chronic absenteeism and suspension rates are in the red for the homeless youth, indicating continued areas for improvement.

For attendance, the action showed some effectiveness. M5.7 shows that the Foster/Homeless Youth attendance rate increased from 87.5% to 88.3%, and the attendance gap decreased from 4.7% to 4.4%. This suggests that attendance monitoring, case management, transportation support, family outreach, and coordination with school sites contributed to improved attendance outcomes.

For suspension, the action was not yet effective enough. M5.5 shows that the Foster/Homeless Youth suspension rate increased slightly from 7.5% to 7.6%, and the suspension gap increased from 3.8% to 4.4%. In addition, Foster Youth and Homeless Youth remain in the Red performance level for suspension rate on the California School Dashboard. This indicates that additional social-emotional, behavioral, and school-site coordination supports are needed.

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.

Social workers will continue providing targeted support including counseling, attendance monitoring, and referrals. Transportation will be provided using non-LCFF resources. Services will be delivered through monthly meetings with students and site advocates at schools identified in the Red performance level.

Goal explanation was updated to include most recent data. Baseline and/or Year 1 outcomes were updated for the following metrics: 5.3, 5.4, and 5.8.

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

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Action #	Title	Description	Total Funds	Contributing

5.1	Low Income (Homeless) and Foster Youth Services	The programs and services in this section include: ● Social Workers 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 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 with the highest percentage of foster youth. 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).	192,465	Yes

Goal

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

- Customer Service Standards

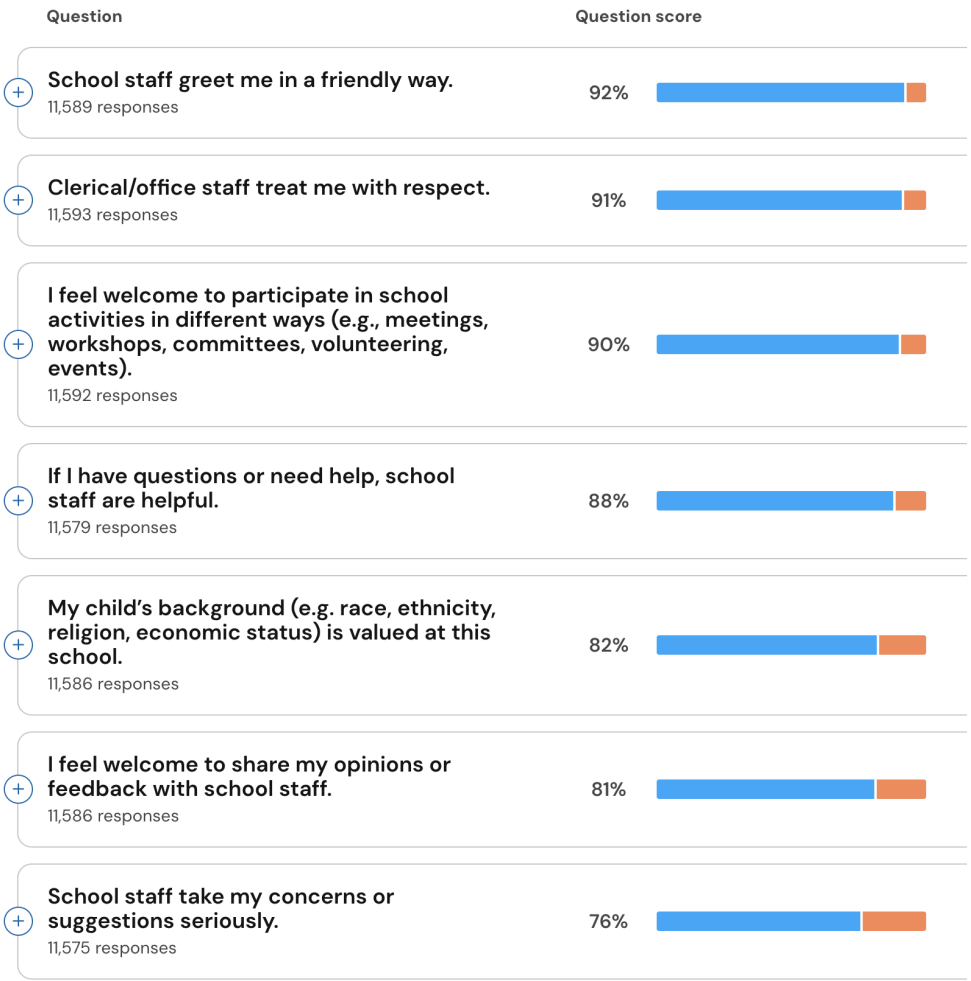
- Feedback Mechanism

- Inclusive Language

- Community Collaboration
- Student-Led Initiatives

Data Leading to Need for the Goal

Although the data from the CORE Survey (Family/Caretaker) are steady and show high favorable results, LBUSD is aspiring to be more committed to two-way communication, collaboration and co-creation. Here is the data from the 2026 CORE survey, with over 11,000 caregiver respondents:



Measuring and Reporting Results

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 6: Engagement						
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%
M6.2	Source: CORE survey *(excludes "not sure/don't know" responses)*	Category	2023-24	2024-25	2025-26	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%	89.4%	99.0%	-2.5%
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%
M6.4	Source: CORE survey *(excludes "not sure/don't know" responses)*	Category	2023-24	2024-25	2025-26	Target (Year 3)	
M6.4	Percentage of favorable **parent** responses in the **Safety Survey** (School Connectedness)	Favorable Parent Responses	89.0%	91.1%	90.4%	99.0%	1.4%
M6.5	Source: CORE survey	Safety Survey: Favorable Responses	2023-24	2024-25	2025-26	Target (Year 3)	
M6.5	Gap between favorable **parent** and **student** responses in the **Safety Survey** (**School Connectedness**)	Parents	89.0%	91.1%	n/a	99.0%	n/a
		All Students	62.6%	62.4%	n/a	82.0%	n/a
		Parent/**All Students** Gap	**26.4%**	**28.7%**	**n/a**	13.0%	**n/a**
		EL Students	63.0%	59.6%	n/a		n/a
		Parent/**EL Student** Gap	**26.0%**	**31.5%**	**n/a**	13.0%	**n/a**

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income Students	62.0%	61.1%	n/a		n/a
		Parent/**Low-Income Student** Gap	**27.0%**	**30.0%**	**n/a**	13.0%	**n/a**

Goal Analysis

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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 6.1- Community & Ancillary Services (Base) was fully implemented during the 2025–26 school year, including High School sports (coaching, transportation, officials) and Sports Trainers as key components of student engagement and school connectedness.

A key success within this action was the continued operation and expansion of athletic programs across LBUSD schools. Athletics served as a critical entry point for student engagement beyond the classroom, increasing opportunities for students to connect with peers, staff, and their school community. Participation in sports programs contributed to a stronger school connection, improved attendance motivation, and increased family involvement through game attendance and communication with coaches.

Sports Trainers provided consistent game health and safety support, strengthening family trust by ensuring student-athletes received preventative care, injury management, and emergency response when needed.

A notable challenge was the increasing cost and coordination of transportation, officials, and staffing to support equitable access across all school sites. While programs were implemented across the district, adjustments were required to maintain consistency due to budget and logistical constraints.

Action 6.2- Parent Involvement and Engagement The actions for Community and Ancillary Services (6.1) and Parent Involvement and Engagement (6.2) were fully implemented to support the identified needs of student groups requiring additional support, including Students with Disabilities, English Learners, African American students, foster youth, and students experiencing homelessness. Implementation focused on increasing family engagement opportunities, strengthening school-home partnerships, and providing accessible resources and workshops aligned to community needs and district priorities.

Key successes included the continued expansion of Parent University workshops across school sites and the implementation of monthly Community and Family Engagement (C.A.F.E.) workshops offered during daytime hours to increase accessibility for families. Workshop topics and presenters were intentionally informed by parent and community input, resulting in strong participation and positive feedback from

families. These efforts strengthened communication between schools and families while increasing opportunities for parents and guardians to engage in their child's educational experience.

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.

There is no material difference between the budgeted expenditures and the estimated actual expenditures. The variance is approximately 0.1%, which is not significant enough to impact the implementation of planned actions and services within the goal.

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

Action 6.1- Community & Ancillary Services (Base)

The inclusion of athletics under Action 6.1 was effective in contributing to measurable outcomes aligned to Goal 6, particularly in attendance, school connectedness, and family engagement. For many students, athletics is their connection to school—it gives them a reason to attend consistently, stay engaged, and brings families onto campus in a way that builds meaningful relationships and strengthens school connectedness.

District data shows continued growth in family perception metrics:

-Parent participation in decision-making increased from 92.9% to 93.9%

-School climate (academic learning) increased from 91.9% to 92.5%

-Sense of belonging increased from 91.4% to 92.4%

-School safety perception increased from 89.0% to 91.1%

These increases align with expanded engagement opportunities, including athletics, which provide consistent points of connection between students, families, and schools. Athletics also supports improved attendance outcomes. Chronic absenteeism remains a key area of need across multiple student groups (including Students with Disabilities, English Learners, Foster Youth, and Homeless Youth), as identified in Dashboard data. Participation in sports provides students with structured routines, team accountability, and increased motivation to attend school regularly. Family engagement is strengthened through athletics by increased attendance at games and events, ongoing communication between coaches and families, and informal opportunities for relationship-building on campus. Sports Trainers further contributed to effectiveness by ensuring student safety, which reinforces family confidence and supports continued participation.

Overall, athletics continues to be an effective strategy for increasing student engagement and strengthening family-school connections, particularly for students who may not engage through traditional academic pathways.

Action 6.2 – Parent Involvement and Engagement

Action 6.2 was effective in increasing parent and guardian participation in districtwide engagement opportunities and was partially effective for Foster Youth based on the additional review of M7.10, LBUSD students' sense of personal identity, belonging, and agency.

The action increased opportunities for families to participate in workshops, community forums, surveys, and engagement activities aligned to the Board Goals and Guardrails. Evidence of effectiveness is reflected in the level of family participation and feedback collected throughout the 2025–26 school year. A total of 11,862 parents and guardians participated in engagement opportunities and provided more than 10,300 pieces of feedback to inform district initiatives and decision-making processes. With a current district enrollment of approximately 61,000 students, these engagement efforts resulted in participation from approximately 16.8% of families as of May 2026. Although the district was not able to obtain feedback from every participant, the volume of participation and responses collected demonstrates meaningful engagement and continued progress toward the goal.

Additional evidence of effectiveness is reflected in the district's most recent parent perception data. In 2025–26, 93.4% of parents reported satisfaction with opportunities to participate in decision-making processes and programs (Metric M6.1). Favorable parent responses related to school connectedness increased to 92.6% (Metric M6.3), and favorable parent responses related to school safety remained high at 90.4% (Metric M6.4). While favorable parent responses related to school climate and climate for academic learning decreased to 89.4% (Metric M6.2), overall parent perception data continues to reflect strong levels of family engagement and positive school experiences across the district.

For Foster Youth and English Learners, M7.10 provides an additional measure because the parent perception metrics identified for Action 6.2 are not disaggregated by Foster Youth. M7.10 shows mixed results for Secondary Foster Students. Foster Youth favorable responses for identity increased from 75.0% to 78.0%, and the gap narrowed from 7.0% to 1.1%. Foster Youth favorable responses for agency decreased from 75.0% to 71.2%, although the gap narrowed from 5.0% to 0.4%. Foster Youth favorable responses for belonging decreased slightly from 68.0% to 66.9%, while the gap narrowed from 4.0% to approximately 0.8%.

For English Learners, M7.10 showed declines in all three areas. Secondary English Learner favorable responses for identity decreased from 74.0% to 71.1%, agency decreased from 77.0% to 65.6%, and belonging decreased from 67.0% to 63.2%. These results indicate that Action 6.2 was partially effective for Foster Youth, as gaps narrowed across identity, agency, and belonging, but was not yet effective enough for English Learners, whose favorable responses declined.

Moving forward, the district will continue to monitor M7.10 to assess whether family engagement efforts are supporting improved school connectedness for Foster Youth and English Learners.

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 6.1- Community & Ancillary Services (Base)

Based on reflection and available data, the following adjustments will strengthen Action 6.1:

Increase tracking of athletic participation data and its correlation to attendance and engagement outcomes

Strengthen communication systems between coaches and families to support two-way engagement

Prioritize access to athletics for student groups identified in Dashboard red indicators

Expand alignment between middle school and high school programs to build earlier connections to school

Maintain and monitor Sports Trainer support to ensure continued student safety and family trust

These adjustments are intended to deepen the impact of athletics as a driver of attendance, school connectedness, and authentic family partnerships.

Action 6.2- Parent Involvement and Engagement- Based on an analysis of local data, stakeholder feedback, and implementation outcomes associated with Action 6.2, the district will revise the structure and delivery model for Parent Involvement and Engagement moving forward. While participation and feedback data demonstrated meaningful family engagement and positive outcomes, ongoing budget reductions and staffing constraints limited the district's ability to sustain the current departmental structure and implementation level across all school sites.

As a result, Action 6.2 was revised due to budget reductions. Equity, Engagement and Partnership staff, the Family Leadership Institute, and website management were removed from the action. These changes reflect reductions in staffing and services connected to the district's budget process. To address these fiscal and operational challenges, the district will restructure and realign family engagement supports and services to maximize available resources and maintain access to family engagement opportunities.

This restructuring will change how services and supports are coordinated and delivered across the district. Although these items were removed, the action continues to focus on increasing and improving parent involvement and engagement for unduplicated students and their families through remaining family engagement structures, participation opportunities, surveys, and feedback processes. The district will continue to prioritize family engagement and stakeholder input while exploring more sustainable approaches that align with current budget realities and organizational capacity.

The district discontinued Metric 6.5, which measured parent sense of safety and connectedness.The district will continue to report parent sense of safety using Metric 6.4.

Goal explanation and action description were updated to include most recent data and student groups.

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

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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. 2026-27 Key Enhancements: ● Increase tracking of athletic participation data and its correlation to attendance and engagement outcomes ● Strengthen communication systems between coaches and families to support two-way engagement ● Prioritize access to athletics for student groups identified in Dashboard red indicators ● Expand alignment between middle school and high school programs to build earlier connections to school ● Maintain and monitor Sports Trainer support to ensure continued student safety and family trust	7,685,804	No

6.2	Parent Involvement and Engagement	The programs and services in this section include: ● Parent University ● Parent Leadership Programs: ○ Parenting Partners ● Action Youth America ● 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 English Learners and Foster Youth, 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 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. Finally, LBUSD is continually looking for ways to improve its Parent University program to include more diverse topics and formats.LBUSD will continue to use CORE survey data and family feedback to refine topics and ensure relevance to the lived experiences of families. Parent University is committed to providing parent involvement activities that help strengthen the home-school partnership by providing parent workshops and engagement opportunities. Key to success is prioritizing 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. Another enhancement is to continue to explore differentiated delivery models (e.g., virtual sessions, multilingual offerings, community-based events) to increase access and overcome participation barriers.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.	1,582,487	Yes

		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.		

Goal

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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
- Graduation Rate	83%	2% decrease	Orange band
- Suspension Rate	4%	similar rate to last year	Orange band

Here are the most recent results:

CA Dashboard 2025:			
- Chronic Absenteeism	24.5%	0.6% decrease	Orange band (2nd lowest level of 5 bands)
- Graduation Rate	87.4%	+4.1% increase	Green band (2nd highest level of 5)
- Suspension Rate	4.1%	+0.2% similar rate last year	Yellow band (middle level of 5)

Measuring and Reporting Results

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 7: Equitable and Liberatory District						
M7.01	Source: CALPADS	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.01	**Attendance Rates**	Elementary/Middle/K-8	91.4%	92.6%	92.8%	95.0%	1.4%
		High School	90.0%	90.6%	91.1%	93.0%	1.1%
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%	24.3%	-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%	33.6%	-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%	26.3%	-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%	29.9%	-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%**
M7.03	Source: Local data		2022-23	2023-24	2024-25	Target (Year 3)	
M7.03	**Middle School Dropout Rate**		0.0%	0.1%	0.1%	0.0%	0.1%

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.04	Source: DataQuest	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.04	**High School Dropout Rates** between the district and state	LBUSD	14.1%	14.4%	9.5%	6.5%	-4.6%
		State	6.5%	6.3%	5.2%		-1.3%
		HS Dropout Rate Difference	**7.6%**	**8.1%**	**4.3%**	< 0%	**-3.3%**
M7.05	Source: DataQuest		2022-23	2023-24	2024-25	Target (Year 3)	
M7.05	**Graduation Rate**		83.0%	83.2%	87.3%	90.0%	4.3%
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%	3.6%	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%	9.4%	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%	3.7%	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%	4.5%	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%**
M7.07	Source: DataQuest	Category	2022-23	2023-24	2024-25	Target (Year 3)	
M7.07	**Expulsion Rate**	LBUSD	0.0%	0.0%	0.0%	0.0%	0.0%
		State	0.1%	0.1%	0.1%		0.0%
		Expulsion Rate Difference	**-0.1%**	**0.0%**	**-0.1%**	< 0%	**0.0%**
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%

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.10	Source: Pulse Survey - Winter	Favorable responses	Winter 2023	Winter 2024	Winter 2025	Target (Year 3)	
M7.10	LBUSD students' sense of **personal identity, belonging** and **agency** (Superintendent Goal 2.1)	Identity	% Response | Gap	% Response | Gap	% Response | Gap	% Response | Gap	% Response | Gap
		Elementary Students	82%	80.8%	73.4%	≥80%	-8.6%
		Secondary Students	82%	82.8%	79.1%	≥80%	-2.9%
		Secondary Black Students	82% | 0%	82.6% | 0.2%	78.0% | 1.1%	≥80% | 0%	-4.0% | 1.1%
		Secondary EL Students	74% | 8%	74.9% | 7.9%	71.1% | 8.8%	≥80% | 0%	-2.9% | 0.8%
		Secondary Students with Disabilities	76% | 6%	77.3% | 5.5%	71.0% | 8.1%	≥80% | 0%	-5.0% | 2.1%
		Secondary Foster Students	75% | 7%	76.9% | 5.9%	78.0% | 1.1%	≥80% | 0%	3.0% | -5.9%
		Agency	% Response | Gap	% Response | Gap	% Response | Gap	% Response | Gap	% Response | Gap
		Elementary Students	80%	79.8%	66.4%	≥80%	-13.6%
		Secondary Students	80%	80.9%	70.8%	≥80%	-9.2%
		Secondary Black Students	80% | 0%	80.3% | 0.6%	69.0% | 1.9%	≥80% | 0%	-11.0% | 1.9%
		Secondary EL Students	77% | 3%	77.7% | 3.2%	65.6% | 5.2%	≥80% | 0%	-11.4% | 2.2%
		Secondary Students with Disabilities	76% | 4%	76.6% | 4.3%	65.5% | 5.3%	≥80% | 0%	-10.5% | 1.3%
		Secondary Foster Students	75% | 5%	78.9% | 2.0%	71.2% | 0.4%	≥80% | 0%	-3.8% | -4.6%
		Belonging	% Response | Gap	% Response | Gap	% Response | Gap	% Response | Gap	% Response | Gap
		Elementary Students	78%	78.0%	74.0%	≥80%	-4.0%
		Secondary Students	72%	73.6%	67.7%	≥80%	-4.3%
		Secondary Black Students	71% | 1%	71.5% | 2.1%	61.5% | 6.2%	≥80% | 0%	-9.5% | 5.2%
		Secondary EL Students	67% | 5%	69.0% | 4.6%	63.2% | 4.5%	≥80% | 0%	-3.8% | -0.5%
		Secondary Students with Disabilities	66% | 6%	68.3% | 5.3%	61.9% | 5.8%	≥80% | 0%	-4.1% | -0.2%
		Secondary Foster Students	68% | 4%	70.8% | 2.8%	66.9% | 0.8%	≥80% | 0%	-1.1% | -3.2%
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)	

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%
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%	n/a	n/a	85.0%	n/a
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%	n/a	n/a	87.0%	n/a
M7.15 (new)	Source: TALB/LBUSD Joint Leadership Survey		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	n/a	56%	n/a
M7.16 (new)	Source: TALB/LBUSD Joint Leadership Survey		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	n/a	90%	n/a

Goal Analysis

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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 as planned. 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

Action was fully implemented, allocating LCFF funds directly to school sites to address the needs of unduplicated students—particularly those identified in red performance levels on the California School Dashboard. School Site Councils (SSCs) at each site used student data and needs assessments to guide decisions aligned to their School Plan for Student Achievement (SPSA), resulting in investments in targeted academic interventions, expanded learning opportunities, and professional development focused on differentiated and data-driven instruction. A key success was the consistent use of SSC structures to engage educational partners and align resources to site-identified priorities aligned to their target groups according to the California Dashboard, with many schools strengthening supports for English Learners through designated and integrated ELD strategies. Identified groups were also supported through access to mental health and counseling support through site Wellness Centers.

A notable challenge was variability in how clearly actions and expenditures aligned with their identified groups on the California dashboard were monitored across sites, making it difficult to consistently determine the direct impact on specific student groups, including English Learners and foster youth. While there were no substantive differences between planned and actual LCFF allocations, differences in implementation clarity and coherence across schools impacted overall effectiveness. SPSAs and aligned expenditures remain publicly accessible through the district website, ensuring transparency. Moving forward, the district will focus on strengthening alignment, monitoring, and the measurable impact of site-based investments on targeted student outcomes.

Action 7.3 - Early Learning Initiative

The district implemented Action 7.3 to support progress toward Goal 7, focusing on improving outcomes related to:
- 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.

Implementation included Educare Model Preschool, TK/CDC/HS Partnership schools, provided across 19 schools.

The action was implemented through Integrated Professional Development for DRDPs, Family Engagement Opportunities, Full day Preschool comprehensive services. These supports were designed to prioritize the needs of unduplicated pupils, including English Learners, low-income students, and foster youth, as well as schools with student groups identified in red on the 2023 California Dashboard. Implementation focused particularly on English Learners, low-income, and foster youth experiencing disparities in ELA, math, graduation, suspension, and attendance.

Services were directed to Educare, Head Start, and Child Development Centers, with particular attention to schools serving higher concentrations of unduplicated students.

Successful elements of implementation included:
Increases in the effectiveness of social-emotional and well-being strategies at the classroom level. The goal was for these LBUSD classrooms to demonstrate fidelity to the Pyramid Model (Pyramid of Support) (Data source: Pyramid Classroom Essential Tool PCET)

Specific Successes:
- Expanded Professional Development for Preschool Teachers on the topic of the Pyramid Model Tier 3 Behavior Intervention Plan training
- Increased collaboration between Teachers and intervention staff to develop Behavior Intervention Plans.
- Implemented supports for families to build their knowledge and skills to support their child's social and emotional developmental needs
- Offered new parent curricula, including Abriendo Puertas and Conscious Discipline, and implemented parent satisfaction surveys afterward.
- Mental Health consultants provided parent workshops related to Social-Emotional Learning, offered 2x per month. In addition to various Health & Nutrition parent workshop offerings.
- Developed and implemented family learning opportunities that reflect the needs and interests of families

These efforts strengthened alignment between instructional practices, student support services, and district priorities.
Implementation challenges included staffing shortages in Preschool classrooms, scheduled time to offer uninterrupted Professional Development, and support for the number of centers/classrooms conducting student interventions.

Despite these challenges, the district continued to prioritize the delivery of services aligned to the action description.
Adjustments were made throughout the year to ensure that supports remained focused on students experiencing the greatest outcome disparities.

The action was implemented largely as described in the adopted LCAP. However, variations reflect the unique needs of the preschool age group for both Head Start and Child Development Centers. Unique variations include; curriculums, parent engagement, and additional child development assessments, including instructional approaches for social-emotional learning. These adjustments did not change the overall intent of the action but allowed the district to adapt implementation based on program needs and student data.

Action 7.4 - Elementary Music Program

The district implemented Action 7.4 to support progress toward Goal 7, with a focus on improving outcomes in the elementary music program across all TK-5 schools.

Implementation included staffing itinerant music teachers, providing curriculum and instructional resources such as method books and an online textbook, coordinating transportation for music field trip experiences, and engaging guest artists and conductors to enrich instruction across all TK-5 sites.

The action was implemented sequentially and aligned to standards, with general music instruction provided to all TK-5 students and instrumental music offered as an opt-in opportunity for students in grades 3–5. In general music classes, students received instruction in choir as well as a variety of instruments, including world drums, ukulele, Orff instruments, and recorder. In instrumental music classes, students received instruction in violin, cello, and wind instruments such as flute, clarinet, trumpet, and trombone.

Music instructional services were provided to all elementary schools, with increased staffing allocated to sites serving higher concentrations of unduplicated students. The district's elementary music staffing formula ensures additional instructional time at these schools to support equitable access and participation.

Successful elements of implementation included:

Increased staffing expanded access to instrumental music for more students and increased the number of general music lessons provided annually, particularly at schools serving higher numbers of unduplicated students, including English learners, low-income students, and foster youth. Priority enrollment at these sites supported broader and more equitable access to high-quality music education.

Student engagement in music and arts instruction has led to gains in elementary attendance metrics.

There has been a 1.4% increase from the baseline in elementary attendance rates over the last three years: (2022-23) 91.4%; (2023-24) 92.6%; and (2024-25) 92.8%.

An analysis of select elementary focus schools revealed that student attendance was higher on the days students received their scheduled music instruction.

Our community continues to affirm the importance and value of arts education. In the 2025-26 LBUSD LCAP Summary Report, the arts emerged as one of the top priorities identified by families, staff, and students. This strong community support underscores our shared commitment to ensuring every student has access to meaningful and enriching arts opportunities, including music.

These efforts strengthened alignment between instructional practices, student support services, and district priorities.

Implementation challenges included scheduling as we expanded additional arts offerings funded through California's Proposition 28. Despite these challenges, the district continued to prioritize the delivery of services aligned to the action description. Adjustments were made throughout the year to ensure that supports remained focused on students experiencing the greatest disparities in outcomes.

The action was implemented largely as described in the adopted LCAP. However, adjustments have been made to staffing allocations as schedules were analyzed, program implementation was evaluated, and areas of need were identified. As a result, general music instructional time was increased, as it serves all TK-5 students, while instrumental music offerings were adjusted based on scheduling analysis indicating that this shift would expand access to a greater number of students. These adjustments did not change the overall intent of the action but allowed the district to adapt implementation based on program needs and student data.

Action 7.5 - Interventions: Restorative Justice (Base)

Restorative Justice practices were implemented as part of the PBIS framework to promote prevention, early intervention, and student sense of belonging. Services included professional development, restorative practice implementation aligned to PBIS, and training in community building and harm and conflict. Ongoing professional development focused on community building, harm and conflict, and cultural awareness. Implementation occurred at school sites across the district that opted into the program.

Historically underserved student groups were served, including African American students, Foster Youth, and Homeless Youth identified in the Dashboard Red performance group.

Despite a reduction of two RJ providers, the team continued supporting the entire LBUSD district. A key challenge remains the opt-in model, which limits a full systemwide implementation and cultural shift.

Action 7.6 - Instructional Intervention Coordinators

Action 7.6 was substantially implemented during the 2025-26 school year. All elementary, TK-8, and middle school sites were staffed with Instruction and Intervention Coordinators (IICs) as planned. IICs participated in bi-monthly professional learning sessions facilitated collaboratively by the level offices and the Office of Curriculum, Instruction, and Professional Development (OCIPD). At the secondary level, these sessions focused on deepening content knowledge in ELA and mathematics, strengthening coaching practices and stances, and building data literacy through the use of district data tools and protocols. At the elementary level…professional learning sessions focused on strengthening instructional leadership and systems of support in literacy and mathematics, while also emphasizing data analysis, progress monitoring, student-centered coaching, and instructional interventions to support improved student outcomes.

A common expectation across sites was the active involvement of IICs in our ongoing progress monitoring cycles include Collaborative Data Studies (CDS), Instructional Learning Walks (ILWs), and Quality Core Visits (QCVs). IICs co-planned and participated in these processes by collecting quantitative and qualitative data before, during, and after meetings and classroom visits. They engaged participants in reflection and analysis, summarized trends and feedback, and collaborated with site administrators to identify and communicate next steps for grade levels and departments. This work contributed to stronger alignment between instructional practices, professional learning, and student outcome data across sites.

Implementation of coaching cycles supported by IICs and curriculum coaches contributed positively to instructional quality and teacher practice in both ELA and mathematics, as evidenced through walkthrough data collected by site and district administrators using district-wide observational tools. Cross-site collaboration among IICs also strengthened collective efficacy and created increased consistency in instructional support structures across schools.

Implementation challenges included budget reductions impacting elementary interventionist positions during the 2025-26 school year, with additional reductions planned for 2026-27. While a program specialist continued to support centrally funded interventionists, implementation varied across sites based on differing site needs and priorities. In many cases, interventionists aligned their work to site-specific instructional goals under the guidance of principals. Continued refinement of role clarity, expectations, and accountability structures will strengthen coherence across sites and support continued progress toward district literacy achievement goals.

Action 7.7 - Male and Female Leadership Academies

Action 7.7 was implemented as planned to provide mentorship, leadership development, academic support, cultural awareness, and college and career exposure for underrepresented and disadvantaged students. Implementation included site-based Male and Female Leadership Academies, site staff support, leadership academy supplies and materials, training, academic peer tutoring, leadership development workshops, college exposure activities, and guest speakers representing various career pathways.

A key success was the continued implementation of academy activities that supported student engagement, leadership development, mentorship, and postsecondary readiness. Students participated in opportunities designed to strengthen confidence, self-respect, cultural awareness, responsibility, and awareness of college and career pathways.

Relevant implementation challenges included recruiting and maintaining consistent student participation across sites. Successful implementation depended on having site staff who were able to build strong relationships and trust with students and create a culture of engagement and mentorship. As a result, implementation varied across school sites based on staffing, student recruitment, and the level of site-based program development. Moving forward, the district will continue to strengthen alignment, recruitment, and support for consistent implementation across participating 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.

There is a 19% decrease in expenditures for this goal. This decrease is primarily attributable to the timing of expenditures related to the District's Resource Planning Modernization (RPM) implementation and lower-than-anticipated insurance premiums. These expenditures are included in the Base program under the General Administration and Other Services action. The planned RPM expenditures reflect the timing of payments for various contracts, while the reduction in insurance premiums is due to a current one-time assessment received from the District's insurance providers.

Action 7.1 – General Administration and Other Services (Non-Contributing Action): Planned expenditures included costs associated with the implementation of the District's Resource Planning Modernization (RPM) project during the 2025–26 fiscal year. Due to changes in the project timeline, a portion of these planned expenditures will occur in future years, resulting in lower estimated actual expenditures. In addition, this non-contributing action included contributions to the District's Internal Services Fund for insurance premiums. The premium assessment was lower than originally projected, further contributing to the expenditure variance.

Action 7.5 – Interventions: Restorative Justice (Non-Contributing Action): Estimated actual expenditures are lower than planned due to a reduction in staffing for the program during the fiscal year. Although this is a non-contributing action, the District continued to implement the planned restorative justice supports, with the expenditure variance reflecting reduced staffing costs.

Action 7.7 – Male and Female Leadership Academy: Estimated actual expenditures are lower than planned due to reduced site participation. Several school sites experienced difficulty identifying staff members to lead the program, resulting in lower associated expenditures.

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 and was determined through a review of Goal 7 outcome metrics related to attendance, chronic absenteeism, graduation, suspension, school safety, and sense of belonging. Evidence of progress includes improved attendance rates for both Elementary/Middle/K-8 students and high school students, a decrease in overall chronic absenteeism, an increase in the graduation rate, and increases in favorable student responses related to school safety and sense of belonging.

Action 7.2 - School-based Student Support

School-Based Student Support has been generally effective in advancing outcomes for unduplicated students, particularly through site-based investments in tutoring, targeted interventions, and additional support personnel for English Learners. Evidence of this progress is reflected in improved graduation rates for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities, with an overall increase of 4.4% (M7.05).

Additionally, students in grades 1–8 who are performing below grade level are demonstrating accelerated growth in both literacy and mathematics. i-Ready data show reading growth increased by 6.3% (M1.13A) and math growth increased by 8.7% (M1.13B). At the secondary level, targeted academic supports and expanded learning opportunities have contributed to improved course completion and college/career readiness indicators, including a 14.4% increase in CTE pathway completion across multiple grade spans (M1.05).

Action 7.2 demonstrated mixed effectiveness for English Learners, low-income students, and foster youth based on the metrics identified in the Increased or Improved Services section, including M1.01 (Low-income +2.4%, English Learners -2.1%), M1.18 (Low-income vs. Non Low-income gaps remain in SBAC ELA and Math) , M3.5 (widened gaps for ELs vs Non-ELs met SBAC ELA and Math), and M5.1 (decreased gap for FY vs Non-FY in SBAC ELA).

Measures of student sense of belonging have decreased from 78% to 74% (M7.10) within the elementary level, and at secondary schools from 72% to 67.7% (M7.10). Targeted student groups at the secondary level also demonstrated decreases from Baseline, including African American students (-9.5%), English Learners (-3.8%), Students with Disabilities (-4.1%), and Foster Youth (-1.1%).

The effectiveness of Action 7.2 has been inconsistent across elementary and secondary levels, student groups, and school sites. While local formative data indicates areas of growth, persistent achievement gaps remain for English Learners, low-income students, Foster Youth, Black students, and Students with Disabilities, particularly in chronic absenteeism (M7.02) and suspension rates (M7.06). These findings suggest that, although some site-based strategies are yielding positive results, they have not yet achieved the scale or consistency needed for systemwide impact.

Moving forward, stronger guidance and accountability at the site level will be essential, including accountability for closely examining Red Dashboard student groups and aligning school-based allocations and services to directly support these targeted populations—including Foster Youth, Homeless Youth, Students with Disabilities, African American students, and English Learners. In addition, more explicit

direction on the strategic use of resources, coupled with strengthened progress monitoring and evaluation of effectiveness, will be critical to increasing the overall impact of this action.

Action 7.3 - Early Learning Initiative

The effectiveness of this action was evaluated using LCAP Metric 1.12, which measures LBUSD students achieving at least one year of academic growth in literacy and math (A) Grade K FRSA% Met/Exceeded. * FRSA: Foundational Reading Skills Assessment.

Using disaggregated internal FRSA results, this action was partially effective for English Learners, low-income students, and Foster/Homeless Youth. Low-income students met or exceeded at 68.54%, English Learners met or exceeded at 55%, and Foster/Homeless Youth met or exceeded at 58%, indicating that the action provided support but was not yet effective enough to close early literacy readiness gaps for these student groups. The early learning initiatives demonstrated effectiveness in advancing LBUSD's goals for school readiness and long-term academic success. The Foundational Reading Skills Assessment (FRSA) results indicated a 13% growth rate (from 64% in 2024 to 77% in 2026. That's a 12% difference. For African American Students, the gap went from 6% to 3.4% (-2.0%).

- Family Engagement: Educare's comprehensive services fostered increased family involvement, contributing to positive developmental outcomes. Parent surveys indicated that 97.1% of families feel very supported/supported at their sites, and 99.4% of Families feel welcome at their site. When asked, "How supportive has staff been with helping your child/family access the resources you need?" 97% state staff have been supportive or very supportive of getting resources.

- Program Fidelity: Despite implementation challenges, the programs maintained high fidelity to their educational models, ensuring quality instruction and support. Through parent surveys, high-quality supports were evaluated via parent surveys. When asked, "Has the program supported you with developing strategies to respond to your child's behavior?" Survey results indicate that 93% - strong satisfaction from families.

Outcome data from Parent Surveys, LCAP Metrics, and Data FRSA data were used to determine the degree to which the action contributed to progress toward the goal.

Data indicate positive progress toward the target outcome, particularly for ELLs, Foster A.A. students at Educare, and TK/PreK partnership schools. For example, students in full-day preschool classrooms, such as Educare and TK/Prek Classrooms, are experiencing high-quality programs that increase time in school and improve school readiness. While some progress is evident, results indicate variation across preschool sites with staff who have been able to attend Professional development. Not all teaching teams showed increased familiarity and fidelity with the Pyramid Model. Those who received professional development demonstrated evidence by stronger classroom environments (visual schedules, safe spaces, greetings, family boards) and improved use of DRDP data.

Data suggests that additional Professional Development and implementation may be needed to accelerate improvement for student groups experiencing the greatest disparities.

Data analysis indicates that progress toward the desired outcome has been limited, suggesting that additional adjustments may be needed to strengthen the impact of this action.

The district will continue to evaluate implementation strategies to better support student groups identified as red on the Dashboard.

Because this action is designed to increase or improve services for unduplicated pupils, effectiveness was evaluated by examining outcomes for English Learners, low-income students, and foster youth.

Progress for these student groups was monitored using LCAP Metric 1.2, parent surveys, and classroom observations.

Action 7.4 - Elementary Music Program

The effectiveness of this action was evaluated using LCAP Metric M7.09, which measures the percentage of favorable student responses on the sense of belonging survey. Based on 2025-26 data, results show an 11.7% increase between 2024-25 and 2025-26. Outcome data from the Pulse (School Connectedness) Survey were used to determine the degree to which the action contributed to progress toward the goal. Data indicate positive progress toward the target outcome, particularly for low-income students, English Language Learners and foster youth. For example, the increase of students' sense of belonging in the Pulse (School Connectedness) Survey indicates that music instruction is contributing to improved student outcomes. While some progress is evident, results indicate variation across student groups and school sites.

Action 7.4 was moderately effective for English Learners, low-income students, and foster youth based on the metric identified in the Increased or Improved Services section, M7.02 (Chronic absenteeism rates for Foster youth decreased -2.1% and increased for EL by 0.5% and for Low-income students by 2.3%.

Data suggest that additional refinement of the implementation of elementary music instruction may be needed to accelerate improvement for student groups experiencing the greatest disparities. Because this action is designed to increase or improve services for unduplicated pupils, effectiveness was evaluated by examining music instruction access at school sites that received adjusted staffing based on the percentage of low-income students.

Action 7.5 - Interventions: Restorative Justice (Base)

Suspension rates have not significantly decreased and the dashboard red performance groups expanded to include Foster Youth, and Homeless Youth, indicating continued equity challenges and a systematic approach to other means of corrections. Action 7.5 was not yet effective enough in improving suspension outcomes. Additional time is needed to expand participation and strengthen systemwide implementation of Restorative Justice practices.

Action 7.6 - Instructional Intervention Coordinators

The effectiveness of Action 7.6 was monitored through district observational tools, site-based walkthrough data, coaching cycle feedback, implementation evidence from CDS, ILWs, and QCVs, and student outcome measures aligned to district literacy and mathematics goals. Evidence indicated that Instruction and Intervention Coordinators (IICs) strengthened instructional systems through co-planning, classroom observations, data analysis, facilitation of reflective conversations, and support for grade-level and department next steps.

Action 7.6 was moderately effective for English Learners, low-income students, and foster youth based on the metrics identified in the Increased or Improved Services section, including M1.01, M1.18, M3.5, and M5.1. Districtwide SBAC ELA performance increased from 49.5% to 51.7%, and Foster Youth ELA performance increased from 25.2% to 28.5%, with the Foster Youth gap narrowing from 24.4% to 23.3%. Low-income students showed slight increases in ELA and Math performance; however, both gaps widened. English Learner ELA and Math performance decreased, and both gaps widened.

Bi-monthly professional learning facilitated strengthened IIC capacity in ELA and mathematics content knowledge, coaching practices, and data literacy, including the use of Power BI tools to monitor student progress and support data-informed instructional decision-making. Coaching cycles supported by IICs and curriculum coaches contributed to improvements in teacher practice, as evidenced through district observational tools and walkthrough data aligned to Quality Core Instruction expectations. Student outcome data also reflected positive trends, including districtwide growth in 2025 SBAC ELA (M.1.01)and Mathematics (M.1.02) performance and improvement in local literacy measures such as FRSA and fluency.

Monitoring also identified variability in the implementation of interventionist supports across sites due to differing site priorities, staffing realities, and budget reductions. While IICs received training in high-leverage literacy practices grounded in the reading accelerators framework, findings highlighted the need for continued refinement of coaching moves, expectations, and accountability structures to strengthen coherence and maximize the impact of intervention and coaching supports on student literacy and numeracy outcomes.

Action 7.7 - Male and Female Leadership Academies

The actions implemented to date have been largely effective in making progress toward the goal, particularly at sites where there is a teacher who is proficient in student engagement and has a handle of providing leadership development opportunities and increased access to post secondary opportunities. Effectiveness was measured using metric M1.05 (A-G requirements and CTE Pathway. A_G and CTE completion rose from 23.7% to 33.0% in year 2 which exceeded the target for year 3. Due to the consistency of college and career readiness support our students met A-G and completed their CTE sequences. Additionally, Action 7.7 was partially effective based on the metrics identified in the Increased or Improved Services section, including M7.10 and M7.02. For Foster Youth, M7.10 showed mixed results. Foster Youth favorable responses for identity increased from 76.9% to 78.0%, and gaps narrowed in identity, agency, and belonging; however, favorable responses decreased in agency and belonging, indicating continued need. For English Learners, M7.10 showed decreases in favorable responses for identity, agency, and belonging, indicating that the action was not yet effective enough for this student group. For low-income students, M7.02 showed a slight decrease in chronic absenteeism from 30.9% to 30.7%; however, the gap compared with the state widened. Overall, Action 7.7 showed partial effectiveness, with some positive progress for Foster Youth, limited progress for low-income students, and continued need to strengthen implementation for English Learners.

While overall progress has been positive, some actions have been less effective in producing significant results:

Inconsistent implementation across sites due to staffing and scheduling challenges

Variation in student participation levels due to limited engagement in all program components

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

School-Based Student Support will maintain its core structure of allocating LCFF funds to school sites through the SPSA process, with refinements to strengthen alignment, accountability, and impact. Schools are expected to use updated data more intentionally to revise expenditures and prioritize student groups performing in the “red” on the California School Dashboard. Directors will hold principals accountable for closely examining these student groups and aligning site-based allocations and services to directly support targeted populations, including Foster Youth, Homeless Youth, Students with Disabilities, African American students, and English Learners.

The district will continue its established SPSA review process while reinforcing expectations for data-driven decision-making and clear alignment between identified needs and funded actions. SPSAs remain publicly accessible on the district website to ensure transparency. Next steps include continuing the expansion of PBIS training across all school levels to strengthen school climate and behavioral supports. Additionally, the district will build on the attendance campaign launched this year, which has shown early positive trends in reducing chronic absenteeism, with a focus on sustaining and scaling these efforts

Action 7.3 - Early Learning Initiative

Reflecting on the 2025-26 implementation, LBUSD plans the following adjustments for the 2026-27 academic year:

- Staffing Strategies: Implement targeted recruitment and retention initiatives to address educator shortages in early learning programs. Increase opportunities for all staff to receive appropriate professional development by offering before- and after-school, as well as Saturday, workshops.

- Data Monitoring: Enhance data collection and analysis to monitor program effectiveness and inform continuous improvement efforts. At Educare, funding was used for staff support in classrooms to allow teachers to incorporate time to engage in data collection aligned with Head Start and CDC such as the DRDP collection schedule.

- Community Partnerships: Family learning opportunities are well established, including parenting curricula, mental health workshops, and health/nutrition sessions, with surveys planned to guide future offerings. Continue to 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.

The district will prioritize support for early learning and unduplicated student groups identified in the red performance levels on the California Dashboard, attending the Educare and PreK/TK partnerships. These adjustments will ensure that services are more strategically aligned to areas of greatest need.

The early learning programs will clarify program expectations with staff and ensure that all staff receive appropriate and timely professional development focused on school readiness.

The district's early learning programs will strengthen collaboration with families by increasing access to family workshops and home-school connections.

The early learning programs will strengthen collaboration between the TK Credentialed Teacher and PreK Permitted teacher to reinforce teaching and learning skills and school readiness as measured by Foundational Reading Skills Assessments (FRSA).

These improvements will support greater consistency and effectiveness in delivering services aligned to the action. Changes to this action are intended to accelerate progress for student groups experiencing disparities in outcomes, particularly English Learners, low-income students, and foster youth. Early Learning will continue to use parent surveys and FRSA to monitor progress and inform ongoing improvement.

Action 7.4 - Elementary Music Program

Based on analysis of implementation and outcome data, the district has increased its focus on tracking long-term outcomes for students participating in the music program, including connections to middle and high school music programs. Plans for the coming year include integrating more culturally diverse repertoires, providing additional professional development for music educators in culturally responsive instruction, and making adjustments to staffing allocations and scheduling at school sites. The district will continue to focus on meeting the needs of diverse learners, including students with special needs and English learners. Efforts will also continue on gathering student perspectives and voice through surveys and advancing the implementation of the five-year LBUSD Arts Strategic Plan. No major changes to the goal itself have been made; however, internal metrics may be refined to include student voice surveys and participation rates disaggregated by subgroups. Moving forward, the district will prioritize support for schools and student groups identified in the red performance levels on the California Dashboard. These adjustments will ensure that services are more strategically aligned to areas of greatest need. The district will strengthen implementation by clarifying music program expectations - including alignment of culturally responsive curriculum and teaching strategies among staff facilitated through regular professional learning opportunities. These improvements will support greater effectiveness in delivering elementary music instruction equitably across our elementary sites. Changes to this action are intended to accelerate progress for student groups experiencing disparities in outcomes, particularly English Learners, low-income students, and foster youth.The district will continue to use Dashboard and local data to monitor progress and inform ongoing improvements.

Action 7.5 - Interventions: Restorative Justice (Base)

The action continues as initially designed. Additional time is needed to expand participation and strengthen systemwide implementation of Restorative Justice practices.

Action 7.6 - Instructional Intervention Coordinators

Based on reflection and analysis of implementation during the 2025-26 school year, some adjustments will be made to Action 7.6 for the coming year. Due to funding reductions and the need to prioritize resources based on student need, elementary IICs at non-Title I sites will be reduced. Resources will be more strategically prioritized toward Title I schools, particularly those serving higher numbers and percentages of English Learners and demonstrating lower achievement outcomes on SBAC (M.1.01 & 1.02), iReady (M.1.10c) and local literacy measures (M 1.10a & 1.10b).

Professional learning for Instruction and Intervention Coordinators (IICs) will also be refined to place a greater emphasis on student-centered coaching practices. Bi-monthly meetings will include increased focus on coaching cycles, analysis of student evidence, and instructional responses to data.

In response to outcome data demonstrating continued needs among English Learners, IICs at larger elementary sites with high numbers of English Learners will receive additional specialized support and training through the Office of Curriculum, Instruction, and Professional Development (OCIPD). These adjustments are intended to strengthen differentiated support, improve instructional responsiveness, and accelerate outcomes for student groups experiencing the greatest disparities. LREBG funds will now be included in this action.

Action 7.7 - Male and Female Leadership Academies

The actions implemented to date have been because of the progress made toward the College and Career Readiness goal of the programs. Students are highly encouraged to engage in post-secondary opportunities in and out of school. Students participating in the program routinely engage in college day and overnight field trips. Many of the leadership teachers maintain connections with previous students who participated in the program from previous years and reconnect with former students for college tours. These teachers have also made outside connections with professionals in the business industries to focus more on career paths. This is a slight change in focus this year due to students' desires to learn more about careers, jobs and trades.

Changes expected for next year to combat some program effectiveness will be the following:

Greater focus on sites of inconsistent program inconsistency

Increased student and staff accountability

Resource allocation

Overall the two programs are effective and meet the goals of improving student engagement, leadership development and access to jobs and career planning opportunities for increased post secondary options. However, effectiveness is not the same at each site due to staffing, consistency, and student participation. Programs that were consistently implemented with fidelity and supported by strong relationships showed the greatest impact. Continued focus on implementation fidelity, resource allocation and sustained engagement will be critical to increasing effectiveness and achieving long-term outcomes.

The district discontinued Metrics 7.13 and 7.14, which measured teacher sense of safety and connectedness. Beginning in 2025–26, Metrics 7.15 and 7.16 were added to replace these measures and better align with the district’s updated data collection and reporting practices.

Metric 7.10 was revised to include updated survey response options. As a result, Year 2 outcomes may reflect the impact of changes to the response scale and response selection patterns, which could have contributed to lower reported results compared to prior years.

Goal explanation was updated to include most recent data.The Target for Year 3 was changed for Metric 7.12- Percentage of Grade 9-11 students who are on track for meeting A-G requirements. Target for Y3 were added to the following metrics: 7.02, 7.04, 7.06, and 7.07.

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

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Action #	Title	Description	Total Funds	Contributing
7.1	General Administration and Other Services (Base)	The programs and services in this section include: ● Non-Maintenance Operations: District Departments ● Health Benefit Administration ● Insurance LBUSD's departments exist to support schools in providing a student-centered and anti-racist educational experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. They are structured to enhance the instructional services, with clear lines of authority, accountability, transparency, and equity. LBUSD employs more than 10,000 people (making it the largest employer in Long Beach). LBUSD aims to address staff retention systematically and sustainably so that long-range efforts can positively impact the neediest students. The goal is to develop a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community. It includes both refining internal human resource practices and engaging external partners to raise the profile of the educator profession to recruit a future diverse workforce	59,506,997	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 2025-26 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	10,813,620	Yes

7.3	Early Learning Initiative	The programs and services in this section include Transitional Kindergarten Teachers. 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. 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. 2026-27 Key enhancements: ● Staffing Strategies: Implement targeted recruitment and retention initiatives to address educator shortages in early learning programs. Increase opportunities for all staff to receive appropriate professional development by offering before- and after-school, as well as Saturday, workshops. ● Data Monitoring: Enhance data collection and analysis to monitor program effectiveness and inform continuous improvement efforts. At Educare, funding was used for staff support in classrooms to allow teachers to incorporate time to engage in data collection aligned with Head Start and CDC such as the DRDP collection schedule. ● Community Partnerships: Family learning opportunities are well established, including parenting curricula, mental health workshops, and health/nutrition sessions, with surveys planned to guide future offerings. Continue to strengthen collaborations with community organizations to support comprehensive services for families.	23,427,170	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	5,948,572	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 is a school “opt in” program that 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. 2026-27 Key Enhancement: Additional time is needed to expand participation and strengthen systemwide implementation of Restorative Justice practices which can be combined in the CCLT bi-annual meetings.	586,104	No

7.6	Instructional Intervention Coordinators	The programs and services in this section include: ● Instruction and Intervention Coordinators ● Program Coordinator The Instruction and Intervention Coordinators (IIC) are allocated to all elementary, TK-8 and middle schools, and work at the direction of the site principal to ensure quality core Tier 1 instruction to accelerate learning in every classroom by supporting schoolwide professional development; facilitating grade-level planning; and modeling, coaching, and co-teaching with individual teachers. Additionally, the IIC will coordinate all Tier 2 and Tier 3 interventions in order to mitigate potential learning loss for at-promise students. Examples include coordination of interventions at the elementary level provided by site reading and math leads; oversight of after-school tutoring services provided by teachers and approved vendors; and identification of students needing additional support for summer school, among others. Through cycles of progress monitoring, IICs monitor student outcomes to help teachers make informed decisions about additional supports that they or their students might need. The IICs also perform a critical function in serving as a liaison with other support providers, including counselors and resource teachers, to ensure that students are receiving necessary wraparound services, especially focusing on unduplicated pupils. 2026-27 Key Changes: Resources will be more strategically prioritized toward Title I schools, particularly those serving higher numbers and percentages of English Learners and demonstrating lower achievement outcomes on SBAC (M.1.01 & 1.02), iReady (M.1.10c) and local literacy measures (M 1.10a & 1.10b). Professional learning for Instruction and Intervention Coordinators (IICs) will also be refined to place a greater emphasis on student-centered coaching practices. Bi-monthly meetings will include increased focus on coaching cycles, analysis of student evidence, and instructional responses to data. In response to outcome data demonstrating continued needs among English Learners, IICs at larger elementary sites with high numbers of English Learners will receive additional specialized support and training through the Office of Curriculum, Instruction, and Professional Development (OCIPD). These adjustments are intended to strengthen differentiated support, improve instructional responsiveness, and accelerate outcomes for student groups experiencing the greatest disparities. 1. Action 7.6 is supported with Learning Recovery Emergency Block Grant (LREBG) funds. 2. The district will use $11,250,547 in LREBG funds to support Instructional Intervention Coordinators 3. Research indicates that job-embedded instructional coaching can improve teacher practice and student achievement, and that ongoing use of student achievement data supports instructional decision-making and targeted intervention (Kraft, Blazar, & Hogan, 2018; IES/WWC, 2009). 4. Effectiveness will be monitored using M1.01, M1.18, M3.5, and M5.1	11,250,547	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. 2026-27 Key enhancements: ● Greater focus on sites of inconsistent program inconsistency ● Increased student and staff accountability ● Resource allocation	528,296	Yes

Goal

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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 93% 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 two other main education institutions (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

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 8: Transformative Change						
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	2022-23	2023-24	Target (Year 3)	
		LBUSD	86.9%	85.4%	84.9%	85.8%	-2.0%
		State	85.8%	85.1%	84.4%		-1.4%
		Credential Compliance Difference	**1.1%**	**0.3%**	**0.5%**	> 0%	**-0.6%**
		Teachers who hold an emergency credential or misassigned**	2021-22	2022-23	2023-24	Target (Year 3)	
		LBUSD	3.0%	7.2%	7.6%	3.8%	4.6%
		State	3.8%	4.9%	5.5%		1.7%

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Emergency/Misassigned Difference	**-0.8%**	**2.3%**	**2.1%**	< 0%	**2.9%**
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%

Goal Analysis

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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

Action 8.2 (Curriculum Support) was fully implemented to support classroom teachers in strengthening instructional practice aligned to Quality Core Instruction (QCI), with a focus on differentiating for student need and creating inclusive, student-centered learning environments.

OCIPD continued to deploy Curriculum Coaches, TOSAs, and Program Specialists to provide job-embedded support through a student-centered coaching model (Sweeney & Harris, 2017), maintaining a focus on student outcomes and evidence of learning. Coaching support included 1:1 coaching cycles, lesson study, co-planning, co-teaching, modeling instruction, facilitating collaborative team meetings, analyzing student work, and data chats using both local and California Dashboard data, with an emphasis on red student groups including English Learners, low-income students, and foster youth.

At the elementary level, coaches supported schools through established cohorts, while at the secondary level, coaching and support were expanded and prioritized based on Dashboard indicators and LCAP metrics, extending the reach of this model across K–12. In addition, OCIPD built on prior years of QCI professional learning by shifting from primarily centralized training to increased time in school sites, with Curriculum TOSAs and Curriculum Leaders spending the majority of their time supporting implementation through coaching, modeling, and collaboration with teachers and site leadership teams.

Professional learning continued to be grounded in the QCI and Understandings Framework, with teachers receiving support in differentiation, culturally responsive and sustaining practices, use of high-quality instructional materials, and strategies to support multilingual learners and students with disabilities. This work ensured that teachers had access to both high-quality materials and the instructional capacity to use them effectively, contributing to more inclusive and rigorous classroom environments.

Implementation was largely consistent with planned actions. A key success was the increased coherence between professional learning, coaching, and instructional expectations, as well as stronger alignment across departments (OCIPD, Research, and school leadership), resulting in more consistent messaging and support for teachers.

A notable challenge included balancing site-based coaching with competing initiatives and variability in site leadership capacity, which impacted the consistency and depth of implementation across schools. However, the shift toward more embedded, site-based support strengthened the district’s ability to build teacher capacity and improve instructional practices aligned to student needs.

Overall, services and support included job-embedded coaching, collaborative professional learning structures, access to high-quality instructional materials, and data-informed instructional support, all designed to ensure students—particularly unduplicated student groups—have access to highly effective teachers and inclusive learning environments.

Action 8.3 - Professional Development
Action 8.3 (Professional Development) was fully implemented to strengthen teacher capacity in delivering high-quality, differentiated instruction aligned to the Quality Core Instruction (QCI) and Understandings Framework, with a focus on creating inclusive, student-centered learning environments.

OCIPD continued to design and deliver professional learning grounded in high-quality professional learning (HQPL) principles, with a refined approach that reduced the overall volume of centralized training while increasing intentionality and alignment to site-based implementation and coaching cycles. Professional learning focused on specific, high-leverage instructional practices in ELA and Math across K–12, directly connected to coaching priorities, instructional look-for tools, and principal calibration.

All elementary teachers participated in professional learning across ELA and Math, while secondary English and Math teachers participated in 2–4 days of targeted training. Additional professional learning was provided for secondary ELD teachers and coaches, as well as integrated support for English classroom teachers to strengthen instruction for multilingual learners.

A key shift in implementation was the increased alignment between professional learning, coaching, and instructional leadership, including principal training on look-for tools and expanded opportunities for leaders to observe and calibrate instructional practices. This resulted in stronger coherence between district expectations, site-based support, and classroom implementation.

Implementation was largely consistent with planned actions. A key success was the increased connection between professional learning and classroom practice, supported through coaching cycles, collaborative structures (co-planning, co-teaching, and lesson study), and strengthened cross-departmental collaboration between OCIPD, Elementary, and Secondary offices.

A notable challenge included balancing reduced centralized training time with the need to ensure consistent implementation across sites, as well as variability in site readiness and leadership capacity.

Overall, services and supports included targeted professional learning, leadership development, coaching-aligned training, and access to high-quality instructional materials, ensuring that teachers are increasingly equipped to differentiate for student need and support equitable outcomes for all student groups.

Action 8.4 National Teacher Certification
For the 2025-26 academic year, four main actions have been planned, which are listed below. Following each plan is a description of the overall implementation of the actions to achieve the articulated goal.

1. Expand Recruitment at Underserved Sites: Increase targeted recruitment efforts at school sites currently without National Board Certified Teachers (NBCTs), with a focus on raising awareness and removing barriers to participation. The district implemented a comprehensive outreach and support strategy to increase teacher participation in the district-sponsored National Board Certification program. Prior to the start of the 2025–26 academic year, multiple structured opportunities were provided to inform teachers of both the benefits of National Board Certification, as well as the differentiated supports available through the district program.

Recruitment and outreach efforts included presentations during new teacher onboarding, dedicated informational sessions, individualized guidance and coaching, and collaboration with site administrators to promote the program directly at school sites. These efforts were designed to ensure broad awareness and provide accessible entry points for teachers at varying stages of their careers.

Implementation of these actions resulted in measurable success. Teacher interest and participation increased, with enrollment in the program rising from 19 teachers in 2024–25 to 24 teachers in 2025–26. Participation also expanded to additional school sites and certification areas, indicating broader district engagement.

A key success of the implementation process was the use of multiple, personalized outreach strategies, which contributed to increased teacher awareness and commitment. A challenge encountered was ensuring consistent engagement across all sites, as participation levels varied depending on site-level capacity and competing demands on teachers' time.

All planned actions were implemented as described in the adopted LCAP. However, the district refined its approach by increasing individualized support and site-based recruitment efforts beyond what was originally outlined, in response to teacher feedback and early participation trends. These adjustments strengthened overall implementation and contributed to improved outcomes.

The impact was especially clear in schools that the California Department of Education considered high-priority. High priority schools often have a higher concentration of students who live in poverty (e.g., qualify for Free/Reduced Lunch), are English Learners, or are in foster care. In the 2025-26 school year, 12 out of 15 new National Board Certified Teachers (NBCTs) were placed at these high-priority schools. Also, 9 out of 13 teachers who maintained their certification continued to work at these schools. This shows that the recruitment and support efforts were successful in getting more qualified teachers to work with students who need them the most. By having more NBCTs at high priority schools, additional resources can be made available to students.

2. Promote Diversity in Candidate Representation: Launch focused outreach initiatives aimed at increasing the participation of Black educators and multilingual staff in the National Board Certification process. Targeted recruitment efforts at select school sites with higher populations of African American and multilingual teachers resulted in an increase of 17% in African American NBCTs and 7% in multilingual NBCTs since 2022–23. While these gains suggest a positive impact of recruitment strategies, the results are indirect and indicate a need for more intentional and sustained outreach. Moving forward, the district will strengthen targeted recruitment efforts to more directly support the continued participation and success of African American and multilingual teachers in achieving National Board Certification.

3. Broaden Scope of NBDMT Activities: Diversify the menu of allowable activities for National Board Designated Master Teachers (NBDMTs) to better align with district priorities. This includes opportunities to serve as PAR Consulting Teachers (CTs)- Application for PAR CT Targeted to NBDMTs. The district implemented coordinated actions to strengthen cross-departmental collaboration and expand instructional support through the National Board Designated Master Teacher (NBDMT) program. NBDMTs provided support across three district departments in 2025-26 (Early Education Programs, Occupational and Career Intervention Programs and Development, and School Wellness) while impacting six different units within these departments. Through this program, NBDMTs provided differentiated support that included mentoring experienced teachers, facilitating professional learning sessions, developing instructional and curricular resources, and delivering direct student support services. An increase in district support requests indicates a growing awareness of and demand for NBDMT services and expertise, demonstrating NBDMTs' integral role in advancing student outcomes and educator effectiveness. However, a notable challenge was maintaining consistency in service delivery and communication across multiple departments and locations, particularly as demand for support increased.

In alignment with the articulated goal of strengthening teacher effectiveness systems, the district also engaged the Peer Assistance and Review (PAR) Panel and the National Board Oversight Committee in a series of structured planning sessions. These sessions focused on

exploring and developing a model to leverage NBDMTs as PAR Consulting Teachers (CTs) to support PAR Referred Teachers. As part of this process, both committees collaboratively reviewed and substantially revised the PAR CT application criteria, adding more rigorous vetting components to ensure the selection of highly qualified candidates.

While the adopted LCAP included general actions related to strengthening mentorship and teacher support systems, the development of a formalized pathway for NBDMTs to serve as PAR Consulting Teachers represents a refinement and expansion of the original plan. Full implementation of this action did not occur during the current year, as the work remained in the planning and development phase. Recruitment and selection of NBDMTs for PAR CT roles is scheduled to begin in the 2026–27 academic year.

To evaluate the effectiveness of this expanded mentorship model, the district has established a plan to collect and analyze both quantitative and qualitative data, including teacher performance outcomes and participant feedback. This phased approach reflects a strategic adjustment to ensure strong implementation and long-term impact.

4. Enhance Strategic Use of NBDMTs: Continue exploring high-leverage opportunities to optimize the impact of NBDMTs across the system, ensuring their expertise is used to support initiatives that improve instructional quality and student outcomes. NBDMT Service Hours - As of April 1, 2026, NBDMTs have provided 4,656 service hours to support both district and site needs. The top 3 categories of service provided are providing professional development (45%), assisting experienced teachers (18%) and direct support to students (11%).

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.

For Action 8.2, estimated actual expenditures are higher than originally budgeted due to increased costs associated with providing professional learning for teachers. These additional expenditures supported professional development in differentiated instruction, culturally responsive and sustaining practices, and instructional strategies to support multilingual learners.

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 93% 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 through sustained coaching, professional learning aligned to Quality Core Instruction (QCI), and increased site-based support. Schools supported by Curriculum Coaches, TOSAs, and Program Specialists demonstrated increased implementation of QCI practices, including differentiation for English Learners, use of high-quality instructional materials, and student-centered instructional strategies that support inclusive learning environments.
Formative data from walkthroughs (QCV) and coaching cycles indicate improvements in instructional practice, including increased clarity of learning intentions, student engagement, and standards-aligned tasks. For example, favorable responses in QCV data increased across multiple areas, including Clear Learning Intentions (+22%) and Student-Centered Instruction (+9%), reflecting stronger implementation of district instructional expectations.

Professional learning efforts have also demonstrated strong impact, with 97% of teachers reporting they plan to change their instructional practice following QCI training (M1.16), indicating high levels of teacher engagement and application of learning.
Student outcome data further reflects the impact of strengthened instructional practice. M1.01 (SBAC ELA) increased to 51.7% (+3.5% from baseline), with growth across most student groups, including Students with Disabilities (+4.1%) and African American students (+3.2%), while M1.11 (accelerated growth for students previously “Not Met”) increased to 31.6% (+3.6%), indicating improved support for students below grade level.

At the same time, data continues to show persistent gaps for English Learners (M3.5 decreased to 12.3%) and foster youth (M5.1 gap remains significant), reinforcing the need for continued focus on differentiation and culturally responsive practices. Based on M1.18, Action 8.2 showed limited effectiveness for low-income students because ELA performance increased slightly, but the gap compared with non-low-income students widened.
Overall, Action 8.2 has contributed to increased teacher effectiveness and instructional coherence, ensuring students—particularly unduplicated student groups—have greater access to highly qualified teachers and rigorous, inclusive instruction. Continued refinement of coaching practices, stronger alignment with site leadership, and targeted support for red student groups remain key areas for ongoing improvement.

Action 8.3 - Professional Development
Action 8.3 has been effective in increasing teacher knowledge, strengthening instructional practice, and improving coherence across professional learning, coaching, and site leadership. The shift to more intentional, practice-based professional learning resulted in stronger transfer of learning into classrooms, particularly when aligned to coaching cycles and instructional look-for tools.

Qualitative evidence indicates high levels of transfer to practice, with anecdotal data from coaching rounds and walkthroughs showing improvements in lesson design, differentiation, and student engagement. Increased collaboration between OCIPD, Elementary, and Secondary offices also led to greater principal involvement in instructional leadership, including the use of look-for tools to monitor and support implementation.

Quantitative data further supports effectiveness. M1.16 shows 97% of teachers reporting they plan to change their instructional practice following QCI-aligned professional learning, indicating strong engagement and relevance. Additionally, improvements in Quality Core Visit (QCV) data—particularly in Clear Learning Intentions (+22%) and Student-Centered Instruction (+9%)—reflect increased implementation of targeted instructional practices.

Student outcome data also reflects positive trends aligned to improved instruction. M1.01 (SBAC ELA) increased to 51.7% (+3.5% from baseline), with gains across multiple student groups, while M1.11 (accelerated growth for students previously “Not Met”) increased to 31.6% (+3.6%), indicating improved instructional responsiveness for students below grade level.

Despite these gains, persistent gaps remain for English Learners (M3.5) and other unduplicated student groups, reinforcing the need for continued focus on differentiation and culturally responsive practices. Based on M5.1 and M1.18, Action 8.3 was partially effective for Foster Youth due to improved ELA performance and a narrowed gap, but showed limited effectiveness for low-income students because the ELA gap widened.

Overall, Action 8.3 has been effective in building teacher capacity and strengthening instructional coherence, with evidence of both increased implementation of QCI practices and early indicators of improved student outcomes.

Action 8.4 - National Teacher Certification
The district has demonstrated significant improvement in student achievement, particularly among historically underserved student groups. These gains are closely aligned with district investments in recruiting, developing, and strategically placing National Board Certified Teachers (NBCTs) in schools with the greatest need, as well as providing ongoing support through certification pathways, leadership development, and instructional coaching.

The California School Dashboard performance data reflects notable growth between 2023 and 2025. In English Language Arts, the district improved from 7 points below standard to 0.2 points above standard. In mathematics, performance increased from 43 points below standard to 37.9 points above standard. In addition, African American, Hispanic, and socioeconomically disadvantaged students demonstrated consistent improvement, with increasing proportions meeting or exceeding grade-level standards in both English and mathematics.

While these outcomes reflect meaningful progress, the district continues to face challenges in ensuring fully equitable access to highly effective teaching. Persistent gaps remain for English learner students and in upper-grade science performance. Based on M3.5, M5.1, and M1.18, Action 8.4 was partially effective for Foster Youth due to improved ELA performance and a narrowed gap, but was not yet effective enough for English Learners or low-income students because outcome gaps widened. These areas indicate the need for more strategic recruitment, training, and leveraging the support of NBCTs in providing more targeted instructional supports.

Moving forward, the district will continue to prioritize equitable access to effective instruction by refining teacher placement practices, strengthening targeted supports for English learners and secondary science courses, and ensuring that investments in instructional improvement are directed toward the students and sites with the greatest needs. The district will also continue to monitor student outcome data to guide resource allocation and improve impact.

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 Action 8.1

Action 8.2 - Curriculum Support

In 2026, the Board of Education adopted a new English Learner Master Plan. In addition to areas of the plan already being implemented, curriculum support and professional development will include a continued focus on curriculum and strategies to support English Learners detailed in the approved plan.

Implement a tiered system of support across schools (Tier 1, 2, and 3) in collaboration with Elementary and Secondary Offices, based on California Dashboard data and identified student group needs.

Ensure universal (Tier 1) support for all schools, including updated high-quality curriculum guidance, ongoing professional learning, and leadership capacity-building with site administrators.

Provide targeted (Tier 2) support through bi-monthly check-ins and coaching for site instructional leads (e.g., literacy, math, and department heads) to strengthen site-based implementation.

Deliver intensive (Tier 3) support at highest-need sites, including student-centered coaching cycles, close collaboration with site leadership and supervisors, and active participation in Learning Walks, Collaborative Data Studies, and Quality Core Visits to strengthen implementation and accountability.

Increase data monitoring and responsiveness, with a focused emphasis on Dashboard red student groups (e.g., English Learners, foster youth, low-income students), to ensure coaching and instructional support are directly tied to improving student outcomes.

Action 8.3 - Professional Development

In 2026, the Board of Education adopted a new English Learner Master Plan. In addition to areas of the plan already being implemented, curriculum support and professional development will include a continued focus on curriculum and strategies to support English Learners detailed in the approved plan.

- Align professional learning to the tiered system of support (Tiers 1–3) to ensure differentiated training and coaching based on site need and Dashboard data.
- Increase focus at Tier 3 sites on targeted professional learning tied directly to coaching cycles, with deeper analysis of instructional practice and student outcomes for specific student groups (e.g., English Learners, foster youth, low-income students).
- Strengthen integration of professional learning, coaching, and site leadership, ensuring principals and instructional leaders use common look-for tools and data protocols to monitor implementation.
- Expand use of practice-based professional learning structures (e.g., lesson study, co-teaching, collaborative data analysis) to improve transfer of learning into classroom practice.
- Enhance data collection and progress monitoring, including short-cycle instructional data and student outcomes, to evaluate the impact of professional learning and adjust support accordingly.

Action 8.4 - National Teacher Certification

Actions for Upcoming Year:
- Continue to target sites with zero/no National Board Certified Teachers (NBCTs) at high-priority sites
- Use NBDMTs as PAR CTs
- Expand NBDMTs to service district level goals/departments
- Develop NBDMTs as Demonstration Teachers Program

Based on analysis of implementation outcomes and review of California School Dashboard and local data, the district has identified key refinements to strengthen progress toward the goal of ensuring all students have equitable access to highly qualified K-12 teachers that reflects the student demographics (LCAP Metric 8.4). While many actions have contributed to improved student outcomes and increased access to National Board Certified Teachers (NBCTs), some strategies have not yielded consistent results across all sites and student groups over a multi-year period.

One identified area of limited effectiveness was the district's broad, generalized recruitment approach for National Board Certification. While overall participation increased, this approach did not sufficiently expand access at underserved school sites or among underrepresented educator groups. Contributing factors included uneven site-level engagement, limited targeted outreach, and barriers to participation such as time commitments and awareness gaps.

In response, the district will implement a more targeted and differentiated recruitment strategy beginning in the 2026–27 academic year. This includes focused outreach and support at school sites without NBCT representation, as well as intentional efforts to increase participation among Black educators and multilingual staff. These changes are designed to address identified gaps by improving access, representation, and site-level engagement.

Additionally, prior implementation of National Board Designated Master Teacher (NBDMT) roles demonstrated variability in impact due to a narrower scope of responsibilities and inconsistent alignment with district priorities. To address this, the district will expand and refine the scope of NBDMT activities to include higher-leverage roles. These include serving as Peer Assistance and Review (PAR) Consulting Teachers, collaborating across district departments, and supporting broader instructional and student service initiatives as District Demonstration Teachers Program.

The district will also strengthen the strategic deployment of NBDMTs to ensure their expertise is aligned with priority areas identified through data analysis, including support for underserved student populations and content areas with persistent achievement gaps. This refined approach is intended to increase coherence, maximize impact, and ensure that investments in teacher leadership translate into improved instructional quality and student outcomes.

These changes reflect a data-driven shift from broad implementation to more targeted, equity-focused strategies. While the overall goal, expected outcomes, and core metrics remain consistent, the revised actions represent a strengthened approach designed to address previously identified limitations and accelerate progress toward equitable access to effective teaching.

Target for Y3 was added to metric 8.1.

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

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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.	135,831,841	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. 2026-27 Key Enhancements: ● Implement a tiered system of support across schools (Tier 1, 2, and 3) in collaboration with Elementary and Secondary Offices, based on California Dashboard data and identified student group needs. ● Ensure universal (Tier 1) support for all schools, including updated high-quality curriculum guidance, ongoing professional learning, and leadership capacity-building with site administrators. ● Provide targeted (Tier 2) support through bi-monthly check-ins and coaching for site instructional leads (e.g., literacy, math, and department heads) to strengthen site-based implementation. ● Deliver intensive (Tier 3) support at highest-need sites, including student-centered coaching cycles, close collaboration with site leadership and supervisors, and active participation in Learning Walks, Collaborative Data Studies, and Quality Core Visits to strengthen implementation and accountability. ● Increase data monitoring and responsiveness, with a focused emphasis on Dashboard red student groups (e.g., English Learners, foster youth, low-income students), to ensure coaching and instructional support are directly tied to improving student outcomes.	1,795,797	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. 2026-27 Key Enhancements: ● Align professional learning to the tiered system of support (Tiers 1–3) to ensure differentiated training and coaching based on site need and Dashboard data. ● Increase focus at Tier 3 sites on targeted professional learning tied directly to coaching cycles, with deeper analysis of instructional practice and student outcomes for specific student groups (e.g., English Learners, foster youth, low-income students). ● Strengthen integration of professional learning, coaching, and site leadership, ensuring principals and instructional leaders use common look-for tools and data protocols to monitor implementation. ● Expand use of practice-based professional learning structures (e.g., lesson study, co-teaching, collaborative data analysis) to improve transfer of learning into classroom practice. ● Enhance data collection and progress monitoring, including short-cycle instructional data and student outcomes, to evaluate the impact of professional learning and adjust support accordingly.	5,769,676	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, particularly for unduplicated students, including English Learners, low-income students, and Foster Youth. 2026-27 Key Enhancements: ● Continue to target sites with zero/no National Board Certified Teachers (NBCTs) at high-priority sites ● Use NBDMTs as PAR CTs ● Expand NBDMTs to service district level goals/departments ● Develop NBDMTs as Demonstration Teachers Program	3,059,300	Yes

Goal

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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: - By June 2027, Reid will improve graduation rates and college and career readiness outcomes for student groups identified in the California Dashboard red performance levels, with emphasis on Hispanic students, socioeconomically disadvantaged students and schoolwide. - By June 2027, EPHS will improve graduation rates, English Learner progress, and college and career readiness, ELA and Math outcomes for student groups identified in the California Dashboard red performance levels, including African American/Black, Hispanic, English Learners, Long-Term English Learners, socio economically disadvantaged students, students with disabilities, homeless youth and schoolwide..	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 - $141,229
- EPHS - $793,997

Data Leading to Need for the Goal
The following are 2025 CA Dashboard lowest (red) categories for Reid and EPHS, followed by the 2023 and 2024 “red” results:

School	Red Categories
EPHS (2025)	**English Language Arts**: Schoolwide, Economically Disadvantaged students, Hispanic students

	Math: Schoolwide, Economically Disadvantaged students, Hispanic students **English Learner Progress**: Schoolwide, English Learners (EL), Long Term ELs **College/Career**: Schoolwide, English Learners (EL), Hispanic students, Long Term ELs, Economically Disadvantaged students, Students with Disabilities **Graduation Rate**: Schoolwide, Black students, Economically Disadvantaged students, English Learners (EL), Hispanic students, Homeless Youth, Long Term ELs, Students with Disabilities
2023 & 2024	***College/Career**: Schoolwide (2023,2024), Black students (2023, 2024), Economically Disadvantaged students (2023, 2024), English Learners (2023, 2024), Hispanic students (2023, 2024), Long Term ELs (2024), Students with Disabilities (2023,2024), Homeless Youth (2023), White students (2023)* ***Graduation Rate**: Schoolwide (2023,2024), Black students (2023,2024), Economically Disadvantaged students (2023,2024), English Learners (2023,2024), Hispanic students (2023,2024), Homeless Youth (2023,2024), Long Term ELs (2024), Students with Disabilities (2023,2024), White students (2023)* ***English Language Arts**: Black students (2023)* ***Math**: Black students (2023)*
Reid (2025)	**College/Career**: Schoolwide, Hispanic students, Economically Disadvantaged students **Graduation Rate**: Schoolwide, Hispanic students, Economically Disadvantaged students
2023 & 2024	***College/Career**: Schoolwide (2023,2024), Hispanic students (2023,2024), Economically Disadvantaged students (2023,2024)* ***Graduation Rate**: Schoolwide (2023,2024), Hispanic students (2023,2024), Economically Disadvantaged students (2023,2024)* ***Suspension Rate**: Schoolwide (2023), Black students (2023), Economically Disadvantaged students (2023), English Learners (2023), Hispanic students (2023), Homeless Youth (2023)*

More specific results for EPHS and Reid for results of the 2025 CA Dashboard, including rate data is listed below:

EPHS English Language Arts:

2025 Red Categories: Schoolwide, Economically Disadvantaged students, Hispanic students

ELA school Results: 214.6 points below standard (decrease of 29.8 points from 2024)

Economically Disadvantaged students: 214.5 points below standard (decrease of 19.7 points)

Hispanic students: 213.7 points below standard (decrease of 36.6 points)

EPHS Math:

2025 Red Categories: Schoolwide, Economically Disadvantaged students, Hispanic students

Math school Results: 259.5 points below standard (decrease of 10.3 points from 2024)

Economically Disadvantaged students: 262.2.5 points below standard (decrease of 15.3 points)

Hispanic students: 250 points below standard (decrease of 5 points)

EPHS English Learner Progress:

2025 Red Categories: Schoolwide, English Learners (EL), Long Term ELs

EL Progress for EPHS: 24.7% making progress (decrease of 6.2% from 2024)

English Learners: 24.7% making progress (decrease of 6.2%)

Long Term ELs: 25.6% making progress (decrease of 4.6%)

EPHS College/Career:

2025 Red Categories: Schoolwide, English Learners (EL), Hispanic students, Long Term ELs, Economically Disadvantaged students, Students with Disabilities

College/Career school results: 4.4% prepared (no change from 2024)

English Learners: 1.9% prepared (no change)

Hispanic students: 4.3% prepared (no change)

Long Term ELs: 2.1% prepared (no change)

Economically Disadvantaged students: 3.7 prepared (no change)

Students with Disabilities: 2.8% prepared (no change)

EPHS Graduation Rate:

2025 Red Categories: Schoolwide, Black students, Economically Disadvantaged students, English Learners (EL), Hispanic students, Homeless Youth, Long Term ELs, Students with Disabilities

Grad Rate for EPHS: 53.7% (increase of 10.7% from 2024)

Black students: 67.3% (increase of 21%)

Economically Disadvantaged students: 53.6% (increase of 10.8%)

English Learners: 48.1% (increase of 16%)

Hispanic students: 49.8% (increase of 9.2%)

Homeless Youth: 58.6% (increase of 19.5%)

Long Term ELs: 46.9% (increase of 12.6%)

Students with Disabilities: 55.3% (increase of 18.8%)

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Reid Graduation Rate:

2025 Red Categories: Schoolwide, Hispanic students, Economically Disadvantaged students

Grad Rate for Reid: 38.3% (-8.3% from 2024)

Hispanic students: 31.7% (-15.4%)

Economically Disadvantaged students: 42.9% (-4.9%)

The same groups were in the red category in both the 2023 and 2024 Dashboard: Schoolwide, Hispanic and Economically Disadvantaged students.

Reid College/Career:

2025 Red Categories: Schoolwide, Hispanic students, Economically Disadvantaged students

College/Career school results: 0% Prepared (no change from 2024)

Hispanic students: 0% Prepared (no change from 2024)

Economically Disadvantaged students: 0% Prepared (no change from 2024)

The same groups were in the red category in both the 2023 and 2024 Dashboard: Schoolwide, Hispanic and Economically Disadvantaged students.

Other Data: Reid Suspension Rate**:** No student subgroups were in the Red in 2024 or 2025, whereas 5 student groups were in the red in 2023. There was a 2.9% decrease in overall suspension rate for the school (from 14.6% in 2023 to 4.5% in 2024 to 1.6% in 2025)

Educational Partnership High School (EPHS)

Engagement
EPHS engaged educational partners through LCAP informational meetings, stakeholder input sessions, and ongoing site-level advisory opportunities. Engagement included families, staff, and community members through scheduled meetings held during the 2025–26 LCAP development cycle, including spring 2026 engagement sessions and advisory meetings aligned to district LCAP timelines.

Planned use of funds:
EPHS will use Equity Multiplier and supplemental/concentration funds to support implementation of MTSS structures, expand academic intervention systems, and strengthen student support services. Expenditures include staffing to support TOSAs and intervention coordination, credit recovery and intervention programs (Saturday School/Evening School), student academic monitoring systems, and family engagement and communication systems to support matriculation and ongoing progress monitoring.

Reid High School

Engagement
Reid engaged educational partners through structured LCAP engagement sessions, staff meetings, and family/community input opportunities conducted during the 2025–26 LCAP development cycle. Engagement activities occurred during spring 2026 planning sessions aligned to districtwide LCAP input timelines.

Planned use of funds:
Reid will use Equity Multiplier and supplemental/concentration funds to support graduation interventions, credit recovery programming, college and career readiness supports, and MTSS implementation. Expenditures include staffing to support intervention coordination and academic monitoring, expanded student support services, professional development for staff, and systems to improve family engagement and student progress tracking.

Measuring and Reporting Results

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Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Goal 9: Equity Multiplier						
M9.1	Source: California Dashboard	Category	2023	2024	2025	Target (Year 3)	
M9.1	Percentage of **EPHS EL Students** who progressed **at least one ELPI level**	English Learner	22.5%	50.0%	24.7%	52.5%	2.2%
M9.1a (new)	Source: California Dashboard	Category	2025	Year One	Year Two	Target (Year 3)	
M9.1a	Percentage of **EPHS LTEL Students** who progressed **at least one ELPI level**	Long Term English Learner (LTEL)	25.6%	n/a	n/a	27.6%	n/a
M9.2	Source: California Dashboard	Category	2023	2024	2025	Target (Year 3)	
M9.2	**EPHS Graduation Rate**	Schoolwide (All)	55.7%	43.1%	53.7%	66.0%	-2.0%
		Black	66.0%	46.3%	67.3%	76.0%	1.3%
		English Learner	45.3%	32.1%	48.1%	55.0%	2.8%
		Hispanic	52.9%	40.6%	49.8%	54.0%	-3.1%
		Homeless	53.3%	39.1%	58.6%	63.0%	5.3%
		Students with Disabilities	55.7%	36.5%	55.3%	65.0%	-0.4%
		White	65.1%	51.7%	n/a	75.0%	n/a
		Low Socioeconomic Status	54.2%	42.8%	53.6%	65.0%	-0.6%
M9.2a (new)	Source: California Dashboard	Category	2025	Year One	Year Two	Target (Year 3)	
M9.2a	**EPHS Graduation Rate**	Long Term English Learner (LTEL)	46.9%	n/a	n/a	50.0%	n/a
M9.3	Source: California Dashboard	Category	2023	2024	2025	Target (Year 3)	
M9.3	Percentage of **EPHS students** who are **College and Career ready**	Schoolwide (All)	2.5%	3.1%	4.4%	33.0%	1.9%
		Black	1.1%	0.0%	2.1%	31.0%	1.0%
		English Learner	1.4%	1.2%	1.9%	31.0%	0.5%
		Hispanic	3.1%	3.2%	4.3%	33.0%	1.2%
		Homeless	0.0%	2.9%	5.4%	30.0%	5.4%
		Students with Disabilities	0.0%	1.8%	2.8%	30.0%	2.8%

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White	0.0%	13.8%	n/a	30.0%	n/a
		Low Socioeconomic Status	2.5%	2.8%	3.7%	33.0%	1.2%
M9.3a (new)	Source: California Dashboard	Category	2025	Year One	Year Two	Target (Year 3)	
M9.3a	Percentage of **EPHS students** who are College and Career ready	Long Term English Learner (LTEL)	2.1%	n/a	n/a	3.1%	n/a
M9.4	Source: Smarter Balanced Assessments	Category	2022-23	2023-24	2024-25	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%	15.8%	30.0%	-4.2%
		SBAC ELA Gap	8.0%	-0.5%	3.5%	0.0%	-4.5%
		Black EPHS Students - SBAC Math	4.2%	0.0%	5.3%	30.0%	1.1%
		SBAC Math Gap	1.0%	5.7%	9.6%	0.0%	8.6%
M9.5	Source: California Dashboard	Category	2023	2024	2025	Target (Year 3)	
M9.5	**Reid HS Graduation Rate**	Schoolwide (All)	53.3%	46.7%	38.3%	64.0%	-15.0%
		Hispanic	50.8%	47.1%	31.7%	61.0%	-19.1%
		Low Socioeconomic Status	52.3%	47.8%	42.9%	62.0%	-9.4%
M9.6	Source: California Dashboard	Category	2023	2024	2025	Target (Year 3)	
M9.6	Percentage of **Reid HS students** who are **College and Career ready**	Schoolwide (All)	1.1%	0%	0%	32.0%	-1.1%
		Hispanic	1.7%	0%	0%	32.0%	-1.7%
		Low Socioeconomic Status	0.0%	0%	0%	30.0%	0.0%
M9.7	Source: California Dashboard	Category	2023	2024	2025	Target (Year 3)	
M9.7	**Reid HS Suspension Rate**	Schoolwide (All)	14.6%	4.5%	1.6%	5.6%	-13.0%
		Black	19.6%	12.5%	n/a	10.0%	n/a
		English Learner	12.1%	4.0%	n/a	7.0%	n/a
		Hispanic	12.1%	3.3%	2.4%	7.0%	-9.7%
		Homeless	15.0%	4.2%	n/a	10.0%	n/a
		Low Socioeconomic Status	15.7%	5.3%	1.9%	10.0%	-13.8%
M9.8 (new)	Source: Smarter Balanced Assessments	Category	2025	Year One	Year Two	Target (Year 3)	
M9.8	Percentage of **EPHS students** who meet or exceed standards on **SBAC ELA**	All	19.3%	n/a	n/a	22.0%	n/a
		Hispanic	19.1%	n/a	n/a	22.0%	n/a
		Low Socioeconomic Status	20.0%	n/a	n/a	22.0%	n/a

Metric #	Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M9.9 (new)	Source: Smarter Balanced Assessments	Category	2025	Year One	Year Two	Target (Year 3)	
M9.9	Percentage of **EPHS students** who meet or exceed standards on **SBAC Math**	All	14.9%	n/a	n/a	17.0%	n/a
		Hispanic	16.3%	n/a	n/a	19.0%	n/a
		Low Socioeconomic Status	15.7%	n/a	n/a	18.0%	n/a

Goal Analysis

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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.

Reid High School implemented a systemic approach to the pre-enrollment process to support the goal of improving matriculation to and from traditional high school sites. This action stems from the focus on improving outcomes related to: graduation rates and college and career readiness. School-wide implementation included utilizing our Teachers on Special Assignment (TOSAs) to improve matriculation into Reid. Students and families meet centrally, then individually to review the specifics of the school setting for Reid. During the meeting, a transcript review is done to ensure that all stakeholders are aware of academic standing in order to create a plan for success. The next step in the process is students meeting with their assigned teacher to continue acclimation and complete their Student Credit Record that tracks course completion. Our Multi-Tiered Systems of Support (MTSS) is also reviewed with families so that they are aware of the various supports that are in place. In addition to matriculation into Reid, our TOSAs also support students, families, and teachers with our MTSS. We have a three tiered plan with specific timelines and progress monitoring in order to help students meet their goals. Resources for students and teachers are shared weekly at our staff meetings and in our weekly staff newsletter. A student resource website has been created in order for students to have access to various resources offered through Reid and the community. We also expanded our resources for students related to college and career readiness. We offer on-site 1:1 support from trained staff as well as virtual support. In addition to that, professional development is provided for teachers and staff to support students as well.

EPHS implemented a comprehensive pre-enrollment process supported by Teachers on Special Assignment (TOSAs) to improve matriculation and ensure student success in the Independent Study Program. Students and families participate in group and individual meetings to review program expectations, complete transcript reviews, and develop personalized success plans. Students then meet with their assigned teacher to continue orientation and complete a Student Credit Record to track progress. The school's Multi-Tiered System of Supports (MTSS) is reviewed with families to connect them to available academic and social-emotional resources. TOSAs also provide ongoing support to students, families, and teachers through a structured three-tiered intervention plan with defined timelines and progress monitoring. Additional supports include Saturday and Evening School for flexible scheduling, weekly resource sharing at staff meetings, and a student resource website for access to school and community services. Implementation aligned closely with planned actions, resulting in stronger family engagement during enrollment, increased awareness of academic standing, and greater student participation in post-secondary planning. Challenges included balancing staffing demands to provide both intensive academic supports and large-scale events. These actions directly support LCAP goals by improving graduation rates, increasing college and career readiness, and strengthening equity-based access to academic and career pathways.

9.2 – Reid (Equity Multiplier Funds)

Action 9.2 was partially implemented due to delayed implementation and significantly lower-than-planned expenditures. Reid implemented several components of the planned action, including student matriculation supports, transcript review, individualized student planning, credit recovery interventions, MTSS coordination, academic progress monitoring, and college and career readiness supports.

Implementation occurred through coordinated efforts among Teachers on Special Assignment (TOSAs), counselors, administrators, and teaching staff. Students and families participated in centralized and individualized enrollment meetings to review academic standing, graduation progress, and available supports. Students also met with assigned teachers to review course completion plans and identify next steps for success.

The supports prioritized student groups identified in the Red performance levels on the 2025 California Dashboard, particularly Hispanic students and socioeconomically disadvantaged students. Successful implementation elements included improved communication among school sites, students, families, and staff, as well as earlier identification of student needs through the matriculation and progress monitoring process.

However, because the action was delayed and expenditures were significantly lower than planned, the full scope of intended Equity Multiplier supports was not implemented at the level originally anticipated. Implementation challenges included inconsistent student engagement, attendance barriers, limited family participation in some intervention processes, and the continued need for more intensive academic and graduation supports for students with significant credit deficiencies. Moving forward, the district will strengthen implementation timelines, expenditure monitoring, and alignment of supports to the student groups with the greatest needs.

9.3- EPHS (Equity Multiplier Funds):

Action 9.3 was partially implemented due to delayed implementation and lower-than-anticipated service utilization. EPHS implemented several components of the planned action, including student matriculation supports, transcript review, individualized student planning, credit recovery opportunities, MTSS coordination, academic progress monitoring, family communication, and college and career readiness supports.

Implementation occurred through coordinated efforts among Teachers on Special Assignment (TOSAs), counselors, administrators, and teaching staff. Students and families participated in centralized and individualized enrollment meetings to review graduation status, academic needs, and available supports. Students were also connected to teachers and support staff to establish credit recovery plans and ongoing academic monitoring.

EPHS used an MTSS framework that included progress monitoring, intervention timelines, individualized case management, Saturday School, Evening School, and access to academic, social-emotional, and community-based resources. These supports prioritized student groups identified in the Red performance levels on the 2025 California Dashboard, including schoolwide outcomes and outcomes for Black students, Hispanic students, English Learners, Long-Term English Learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities.

Successful implementation elements included improved coordination among school staff, traditional school sites, students, and families, as well as earlier identification of student needs through the matriculation and progress monitoring process. However, because planned services were partially implemented or delayed, the full scope of intended Equity Multiplier supports was not implemented at the level originally

anticipated. Implementation challenges included inconsistent family participation, student attendance barriers, and the need for more intensive academic, graduation, and college/career readiness supports for students with significant credit deficiencies and academic gaps.

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

For Action 9.2, differences between Budgeted and Estimated Actual Expenditures are attributable to implementation timing and staffing adjustments that resulted in lower-than-budgeted expenditures for planned supplemental and contracted services.

For Action 9.3, material differences between Budgeted and Estimated Actual Expenditures are similarly attributable to lower-than-anticipated implementation levels and service utilization. Planned services were partially implemented or delayed, resulting in expenditure variances compared to budgeted amounts. Remaining funds will be carried over and/or redirected to support continued implementation aligned with identified student needs.

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

The effectiveness of these actions was evaluated using LCAP Metrics 9.5 and 9.6, which measure graduation rate and college and career readiness. Outcome data from the 2025 California Dashboard and local student progress monitoring data were used to determine the degree to which the action contributed to progress toward the goal.

Implementation of the pre-enrollment and MTSS systems improved communication between students, families, staff, and traditional school sites, and increased awareness of available academic and social-emotional supports. Additional college and career readiness resources and individualized student support opportunities were also expanded during implementation.

Despite these efforts, Dashboard data indicates that the desired outcomes were not yet achieved for the identified student groups. Graduation rate data declined by 6.6%, and College and Career readiness outcomes remained low for Hispanic students and socioeconomically disadvantaged students. The data indicates that while systems of support were strengthened, additional targeted interventions and intensified academic and postsecondary readiness supports are needed to accelerate improvement.

The action demonstrated effectiveness in improving systems, access to support, and coordination of services; however, measurable student outcome improvements were limited during the reporting period.

EPHS

The effectiveness of these actions was evaluated using LCAP Metrics 9.1, 9.2, 9.3, and 9.4, which measure English Learner progress, graduation rate, college and career readiness, and academic performance in English Language Arts and Mathematics. Outcome data from the 2025 California Dashboard and local progress monitoring tools were used to determine the degree to which the action contributed to progress toward the goal.

Implementation of the matriculation and MTSS supports contributed to improved systems of communication and increased access to academic and social-emotional supports for students and families. Positive progress was noted in Metric 9.2, with the graduation rate increasing to 53.7%, including gains for English Learners and homeless youth. However, Dashboard results indicate continued performance challenges in other areas, including English Learner Progress (-6.2 points), English Language Arts (-29.8 points), and Mathematics (-10.3 points), particularly among Hispanic students, socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and students with disabilities.

College and Career readiness outcomes also remained an area of concern, with no significant improvement demonstrated on the Dashboard. While systems and interventions were strengthened during implementation, the data indicates that additional targeted academic interventions and expanded student supports are needed to accelerate outcomes for student groups identified in the red performance levels.

The action demonstrated effectiveness in improving access to supports, streamlining matriculation processes, and increasing family awareness of available services; however, the action did not yet result in consistent academic gains across all identified student groups.

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.

Reid

Moving forward, Reid will continue prioritizing supports for student groups identified in the red performance levels on the California Dashboard, particularly Hispanic students and socioeconomically disadvantaged students.

Planned changes for the next year include:

- Increasing targeted graduation support and credit recovery interventions,

- Expanding college and career readiness opportunities and individualized student planning,

- Strengthening progress monitoring systems for at-risk students,

- Increasing family communication and engagement throughout matriculation and intervention processes,

- Providing additional professional development for staff focused on supporting students experiencing academic disparities.

Reid will continue to utilize California Dashboard data, local assessment data, attendance data, and student progress monitoring tools to evaluate the effectiveness of services and make adjustments to improve student outcomes and address identified disparities.

EPHS

Moving forward, EPHS will refine and expand targeted supports for student groups identified in the red performance levels on the California Dashboard, including African American/Black students, Hispanic students, English Learners, Long-Term English Learners, homeless youth, socioeconomically disadvantaged students, foster youth, and students with disabilities.

Planned changes for the next year include:

- Strengthening targeted academic interventions in English Language Arts and Mathematics,

- Increasing progress monitoring for English Learners and Long-Term English Learners,

- Expanding MTSS coordination and individualized case management,

- Increasing student participation in credit recovery and college/career readiness supports,

- Strengthening family engagement during matriculation and intervention processes,

- Increasing collaboration between EPHS staff and traditional school sites to support successful transitions for students.

Metrics 9.1a, 9.2a, and 9.3a were added to monitor outcomes for Long-Term English Learners because LTELs were newly identified in the Red performance level on the 2025 California School Dashboard. These metrics will allow the district to track progress and align supports to the specific needs of LTEL students. Metrics 9.8 and 9.9 were also added to monitor English Language Arts and Mathematics outcomes for All students, Hispanic students, and low socioeconomic status students.

Goal description and explanation were changed to reflect the most recent California Dashboard (2025) data.

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

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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 .	4,188,381	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: Reid will use Equity Multiplier funds to support graduation interventions, credit recovery programming, college and career readiness supports, and MTSS implementation. Expenditures include staffing to support intervention coordination and academic monitoring, expanded student support services, professional development for staff, and systems to improve family engagement and student progress tracking. Key changes/enhancements from last year include: ● Increasing targeted graduation support and credit recovery interventions, ● Expanding college and career readiness opportunities and individualized student planning, ● Strengthening progress monitoring systems for at-risk students, ● Increasing family communication and engagement throughout matriculation and intervention processes, ● Providing additional professional development for staff focused on supporting students experiencing academic disparities. Reid will continue to utilize California Dashboard data, local assessment data, attendance data, and student progress monitoring tools to evaluate the effectiveness of services and make adjustments to improve student outcomes and address identified needs.	$331,490	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: EPHS will use Equity Multiplier funds to support implementation of MTSS structures, expand academic intervention systems, and strengthen student support services. Expenditures include staffing to support TOSAs and intervention coordination, credit recovery and intervention programs (Saturday School/Evening School), student academic monitoring systems, and family engagement and communication systems to support matriculation and ongoing progress monitoring. Key changes/enhancements from last year include: ● Strengthening targeted academic interventions in English Language Arts and Mathematics, ● Increasing progress monitoring for English Learners and Long-Term English Learners, ● Expanding MTSS coordination and individualized case management, ● Increasing student participation in credit recovery and college/career readiness supports, ● Strengthening family engagement during matriculation and intervention processes, ● Increasing collaboration between EPHS staff and traditional school sites to support successful transitions for students.	$1,823,010	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

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Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$120,236,969	$7,824,441

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
17.13%	0%	$0	17.13%

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% (decreased gap of 0.6% from prev year) Unduplicated students: ● Foster Youth: 39% (14% gap- gap increased 1%) ● EL: 27% (2% gap- gap decreased 1%) ● 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. ● 51.72% All Students (increase of 2.2% from prev year) ● 41.88% Economically Disadvantaged (10% gap- increased gap of 2% from prev year) ● 12.26% EL (40% gap- increased gap of 5% from prev year) ●28.45% Foster Youth (23% gap-decreased gap of 2% 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 previous 4 years (84% 2021, 85% 2022, 83% 2023; 83.3% 2024), however, the 2025 graduation rate improved to 87.4%. That said, the gap between unduplicated pupils has improved, but not eliminated. Gaps: -6.4% Foster (a decrease in gap of 3%) -7.3% Homeless (a decrease in gap of 0.8%) -14.1% EL (a decrease in gap of 2%) -0.9% Low Income (a decrease in gap of 1.2%) 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 <u>Identity</u> ● 79.1% Secondary Students (-3.7% from prev yr) ● 71.1% Secondary EL Students (-3.8% from prev yr) ● 78.0% Secondary Foster Students (+1.1% from prev yr) ● 77.1% Secondary Low SES Students (-3.6% from prev yr) Percentage of favorable responses in <u>Agency</u> ● 70.8% Secondary Students (-10.1% from prev yr) ● 65.6% Secondary EL Students (-12.1% from prev yr) ● 71.2 % Secondary Foster Students (-7.7% from prev yr) ● 69.1% Secondary Low SES Students (-10.96% from prev yr) Percentage of favorable responses in <u>Belonging</u> ● 67.7% Secondary Students (-5.9% from prev yr) ● 63.2% Secondary EL Students (-5.8% from prev yr) ● 66.9% Secondary Foster Students (-3.9% from prev yr) ● 65.7% Secondary Low SES Students (-6% from prev yr) 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.	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]** Access to Wellness Centers will decrease the **Chronic Absenteeism** rates for low-income students, as well as all students. **[M7.02]**

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% (decreased gap of 0.6% from prev year) Unduplicated students: - Foster Youth: 39% (14% gap- gap increased 1%) - EL: 27% (2% gap- gap decreased 1%) - Low Income : 31% (6% gap- same gap as prev. year)	Instructional Aides and other instruction-related staff members outside of the IEP are tasked to work with teachers in classrooms where the achievement gap is the hardest to close. They help provide additional 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 these 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	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: - 80.6% Parent Favorable Score - 71.3% All Student Favorable Score - Gap of 9.3% - 70.1% EL student Favorable Score - Gap of 10.5% In addition, according to the CORE survey, parents expressed satisfaction for opportunities for participation, climate and belonging: - 93.4% favorable responses for opportunities to participate - 89.4% favorable responses in Climate for Academic Learning - 92.6% favorable responses in Sense of Belonging	Additional parent outreach and services need to go beyond traditional mass communications, which tend to be insufficient for families of 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 and Foster 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 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 Foster Youth and English Learners will increase their favorability score on the Pulse Survey: -M7.10 - Sense of Identity, Belonging, and Agency

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 - All Students: 50% Met - EL: 30% Met (Gap: 20%)* - Foster Youth: 29% (N=17- not statistically significant) - Low Income: 40% (Gap: 10%) Data shows that the proficiency rate for TK students on the FRSA assessment has increased, but still needs improvement. In 2025-26, 56.0% of TK students were proficient, while in the previous year the proficiency rate was 47.1% 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. *Most recent data (2023)- Guidance from CDE: The California Department of Education (CDE) is writing to advise that Assembly Bill 2268, amending California Education Code (EC) sections 60810 and 313, was signed into law on June 14, 2024. The new law amends state requirements regarding English Language Proficiency Assessments for California (ELPAC), affecting the testing of transitional kindergarten (TK) students beginning with the 2024–25 school year. This affected the 2024-25 testing of TK students in that the EL identifier was not present.	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. Chronic absenteeism for unduplicated student groups remains high, indicating a need for increased access to engaging enrichment opportunities, such as elementary music that support participation, belonging, and connection to school: - Low-income students at 30.7% - English Learners at 27.1% - Foster Youth at 39.3% Educational partners have expressed a need for more arts instruction and other experiences that add to a more well-rounded education. LBUSD students' sense of personal identity, belonging and agency is monitored for differences between student groups and schools.	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 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. 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. ● 51.72% All Students (increase of 2.2% from prev year) ● 41.88% Economically Disadvantaged (10% gap- increased gap of 2% from prev year) ● 12.26% EL (40% gap- increased gap of 5% from prev year) ●28.45% Foster Youth (23% gap-decreased gap of 2% 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 an LEA 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	LBUSD students' sense of personal identity, belonging and agency is monitored for differences between student groups and schools. Low-income students demonstrate a need for additional engagement, mentorship, leadership development, and college/career exposure, as reflected in M7.02 chronic absenteeism data. Low-income student chronic absenteeism remains high at 30.7%, indicating a need for targeted supports that strengthen student connection, participation, and persistence in school. Percentage of favorable responses in <u>Identity</u> ● 79.1% Secondary Students (-3.7% from prev yr) ● 71.1% Secondary EL Students (-3.8% from prev yr) ● 78.0% Secondary Foster Students (+1.1% from prev yr) ● 77.1% Secondary Low SES Students (-3.6% from prev yr) Percentage of favorable responses in <u>Agency</u> ● 70.8% Secondary Students (-10.1% from prev yr) ● 65.6% Secondary EL Students (-12.1% from prev yr) ● 71.2 % Secondary Foster Students (-7.7% from prev yr) ● 69.1% Secondary Low SES Students (-10.96% from prev yr) Percentage of favorable responses in <u>Belonging</u> ● 67.7% Secondary Students (-5.9% from prev yr) ● 63.2% Secondary EL Students (-5.8% from prev yr) ● 66.9% Secondary Foster Students (-3.9% from prev yr) ● 65.7% Secondary Low SES Students (-6% 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]** and **[M7.02] chronic absenteeism** will also be used to monitor the effectiveness of this action for low-income students.

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. 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. ● 51.72% All Students (increase of 2.2% from prev year) ● 41.88% Economically Disadvantaged (10% gap- increased gap of 2% from prev year) ● 12.26% EL (40% gap- increased gap of 5% from prev year) ● 28.45% Foster Youth (23% gap-decreased gap of 2% 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. 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. ● 51.72% All Students (increase of 2.2% from prev year) ● 41.88% Economically Disadvantaged (10% gap- increased gap of 2% from prev year) ● 12.26% EL (40% gap- increased gap of 5% from prev year) ● 28.45% Foster Youth (23% gap-decreased gap of 2% from prev year)	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 Dashboard for ELs and Low-income students. EPHS Graduation Rate is 53.7% (up from prev yr: 43.1%) graduation rate (schoolwide), with the following unduplicated subgroup rates in the red category: ● Economically Disadvantaged students: 53.6% (increase of 10.8%) ● English Learners: 48.1% (increase of 16%) ● Homeless Youth: 58.6% (increase of 19.5%) ● Long Term ELs: 46.9% (increase of 12.6%) Reid's Graduation Rate is 38.3% (down from 46.7% previous yr) graduation rate (schoolwide), with the following unduplicated subgroups in the red category: ● Economically Disadvantaged students: 42.9% (decrease of 4.9%) 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]**

Limited Actions

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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: 10.99% (from 11% prev year) - Level 3 - Moderately Developed: 30.6% (from 33%) - Level 2 - Somewhat Developed: 32.6% (from 33%) - Level 1 - Beginning to Develop: 25.8% (from 24%) LBUSD's DELAC has identified redesignation as important for ELs. More generally, Educational Partners in the ThoughtExchange held English Learner Support as priority #8	Action 1.2 provides the base instructional staff who implement core language acquisition programs, including integrated and designated ELD; Action 3.1 provides supplemental EL and LTEL supports through Multilingual Office staff, ELLevation, newcomer supports, progress monitoring, professional learning, and targeted interventions. 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 5 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: 10.99% (from 11% prev year) - Level 3 - Moderately Developed: 30.6% (from 33%) - Level 2 - Somewhat Developed: 32.6% (from 33%) - Level 1 - Beginning to Develop: 25.8% (from 24%) LBUSD's DELAC has identified redesignation as important for ELs. More generally, Educational Partners in the ThoughtExchange held English Learner Support as priority #8	A cohort of school sites with the lowest performance on the CA Dashboard 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 Low Income (Homeless) and 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 430 foster youth enrolled in LBUSD schools. Foster youth are over-represented in suspensions with over 11% 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 5.3% in Attendance Rate. There are approximately 3000 homeless youth enrolled in LBUSD schools. The percent of Homeless youth having been suspended at least one day last year was 8.1%. Also, the gap between Homeless and Non-Homeless Youth is 4.8% in Suspension 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 the homeless, 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, Homeless and Foster Youth data will show a decrease in the gap of **suspension rate [M5.5] and an increase in attendance rate [M5.7]**

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

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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, LBUSD has expanded counseling services and supports at schools serving high concentrations of unduplicated students. The District prioritizes additional counseling (Goal 1, Action 1.4- Counseling Support) and social-emotional learning (SEL) resources at campuses with greater student need, particularly schools identified through California School Dashboard indicators demonstrating higher rates of chronic absenteeism, suspension, and other indicators of social-emotional and behavioral need. Implementation has focused on schools serving higher percentages (55%) of foster youth, English learners and low-income students. The cost of additional counseling is over the additional 15% Concentration Grant funding of 7.8 million

Counseling staffing provides direct support services to students demonstrating elevated social-emotional, behavioral, and mental health needs. These services include individual and group counseling, student wellness supports, crisis response, restorative practices, and social-emotional learning interventions designed to improve school connectedness, attendance, and student engagement. Counselors also support students through classroom SEL lessons, collaboration with families and staff, and coordination of community-based services when appropriate.

Staffing decisions are informed by student demographic data, Dashboard performance indicators, and identified site needs to ensure that schools with the greatest needs receive enhanced counseling and SEL support. Through these actions, LBUSD continues to strengthen equitable access to mental health and social-emotional supports for students by providing enhanced counseling support for schools with enrollment greater than 55% of the targeted student population.

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	48 Students to 1 staff	45 Students to 1 Staff
Staff-to-student ratio of certificated staff providing direct services to students	20 Students to 1 Staff	18 Students to 1 Staff

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 701,734,579	$ 120,236,969	17.134%	0.000%	17.134%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 933,673,030	$ 13,405,047	$ -	$ 13,764,735	$ 960,842,812.00	$ 672,403,998	$ 288,438,814

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Pupil Services (Base)	All	No			All	Ongoing	$ 10,850,855	$ 26,118,326	$ 36,969,181	$ -	$ -	$ -	$ 36,969,181	0.000%
1	2	Instruction (Base)	All	No			All	Ongoing	$ 346,991,848	$ 5,275,175	$ 352,267,023	$ -	$ -	$ -	$ 352,267,023	0.000%
1	3	Instruction-Related Services (Base)	All	No			All	Ongoing	$ 65,168,770	$ 941,445	$ 66,110,215	$ -	$ -	$ -	$ 66,110,215	0.000%
1	4	Counseling Support	EL, Low Income, Foster	Yes	LEA-wide	All	All Schools	Ongoing	$ 13,363,687	$ 26,000	$ 13,389,687	$ -	$ -	$ -	$ 13,389,687	0.000%
1	5	Library Education Program	EL, Low Income, Foster	Yes	LEA-wide	All	All Schools	Ongoing	$ 3,148,605	$ 95,500	$ 3,244,105	$ -	$ -	$ -	$ 3,244,105	0.000%
1	6	Literacy Support	EL, Low Income, Foster	Yes	Schoolwide	All	Elementary & K-8 Schools with over 55% Unduplicated	Ongoing	$ 14,121,572	$ 500	$ 357,337	$ -	$ -	$ 13,764,735	$ 14,122,072	0.000%
1	7	Learning Acceleration Support	EL, Low Income, Foster	Yes	LEA-wide	All	All Schools	Ongoing	$ 3,803,692	$ 8,227,973	$ 12,031,665	$ -	$ -	$ -	$ 12,031,665	0.000%
1	8	CTE/Linked Learning	EL, Low Income, Foster	Yes	Schoolwide	All	High Schools	Ongoing	$ 1,324,333	$ 483,966	$ 1,808,299	$ -	$ -	$ -	$ 1,808,299	0.000%
1	9	Wellness Centers	EL, Low Income, Foster	Yes	Schoolwide	All	All Secondary Schools	Ongoing	$ 3,228,831	$ 26,000	$ 3,254,831	$ -	$ -	$ -	$ 3,254,831	0.000%
2	1	Black Student Achievement Initiative (Base)	Black Students	No			All Schools	Ongoing	$ 1,587,142	$ 1,022,000	$ 2,609,142	$ -	$ -	$ -	$ 2,609,142	0.000%
3	1	EL Support	EL	Yes	Limited	English Learners	All Schools	Ongoing	$ 1,946,570	$ 755,000	$ 2,701,570	$ -	$ -	$ -	$ 2,701,570	0.000%
3	2	EL Coaches and Specialists	EL	Yes	Limited	English Learners	Millikan High, Wilson High,Educational Partnership High,Bryant Elementary Harte Elementary, Muir K-8,Webster Elementary, Whittier Elementary Hoover Middle, Chavez, Henry, Bixby, Lafayette, Webster, Franklin, Hamilton, Washington, Marshall	Ongoing	$ 3,179,177	$ -	$ 3,179,177	$ -	$ -	$ -	$ 3,179,177	0.000%
4	1	Special Education Support (Base)	All	No			All Schools	Ongoing	$ -	$ 150,329,724	$ 150,329,724	$ -	$ -	$ -	$ 150,329,724	0.000%
4	2	Pupil Services: Health Services	EL, Low Income, Foster	Yes	LEA-wide	All	All Schools	Ongoing	$ 7,246,702	$ -	$ 7,246,702	$ -	$ -	$ -	$ 7,246,702	0.000%
4	3	Pupil Services: Instructional Aides	EL, Low Income, Foster	Yes	LEA-wide	All	All Schools	Ongoing	$ 14,830,000	$ 887,832	$ 15,717,832	$ -	$ -	$ -	$ 15,717,832	0.000%
4	4	Early Learning - Speech	All	No			Buffum Learing Center	Ongoing	$ -	$ 1,540,030	$ 1,540,030	$ -	$ -	$ -	$ 1,540,030	0.000%
5	1	Low Income (Homeless) and Foster Youth Services	Low Income, Foster	Yes	Limited	Foster Youth and Low-Income	All	Ongoing	$ 191,965	$ 500	$ 192,465	$ -	$ -	$ -	$ 192,465	0.000%
6	1	Community & Ancillary Services (Base)	All	No			All	Ongoing	$ 6,161,104	$ 1,524,700	$ 7,685,804	$ -	$ -	$ -	$ 7,685,804	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	2	Parent Involvement and Engagement	EL, Foster	Yes	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	$ 629,737	$ 952,750	$ 1,582,487	$ -	$ -	$ -	$ 1,582,487	0.000%
7	1	General Administration and Other Services (Base)	All	No	LEA-wide	All	All	Ongoing	$ 43,962,883	$ 15,544,114	$ 59,506,997	$ -	$ -	$ -	$ 59,506,997	0.000%
7	2	School-based Student Support	EL, Low Income, Foster	Yes	LEA-wide	All	All	Ongoing	$ 6,511,195	$ 4,302,425	$ 10,813,620	$ -	$ -	$ -	$ 10,813,620	0.000%
7	3	Early Learning Initiative	EL, Low Income, Foster	Yes	Schoolwide	All	Elementary & K-8 Schools	Ongoing	$ 23,427,170	$ -	$ 23,427,170	$ -	$ -	$ -	$ 23,427,170	0.000%
7	4	Elementary Music Program	EL, Low Income, Foster	Yes	Schoolwide	All	Elementary & K-8 Schools	Ongoing	$ 5,235,572	$ 713,000	$ 5,948,572	$ -	$ -	$ -	$ 5,948,572	0.000%
7	5	Interventions: Restorative Justice (Base)	EL, Low Income, Foster	No			All Schools	Ongoing	$ 584,104	$ 2,000	$ 586,104	$ -	$ -	$ -	$ 586,104	0.000%
7	6	Instructional Intervention Coordinators	EL, Low Income, Foster	Yes	LEA-wide	All	All Schools	Ongoing	$ 11,250,547	$ -	$ -	$ 11,250,547	$ -	$ -	$ 11,250,547	0.000%
7	7	Male & Female Leadership Academies	EL, Low Income, Foster	Yes	Schoolwide	All	Select Schools (Cabrillo, Lakewood, Jordan, Millikan, Poly, Wilson, Franklin, Hamilton, Hoover, Hughes, Hudson, Jefferson, Lindbergh, Lindsey, Marshall, Nelson, Powell, Robinson, Stephens, Washington, Prisk)	Ongoing	$ 425,796	$ 102,500	$ 528,296	$ -	$ -	$ -	$ 528,296	0.000%
8	1	Plant and Maintenance Services (Base)	All	No			All	Ongoing	$ 68,310,776	$ 67,521,065	$ 135,831,841	$ -	$ -	$ -	$ 135,831,841	0.000%
8	2	Curriculum Support	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,479,164	$ 316,633	$ 1,795,797	$ -	$ -	$ -	$ 1,795,797	0.000%
8	3	Professional Development	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 5,716,194	$ 53,482	$ 5,769,676	$ -	$ -	$ -	$ 5,769,676	0.000%
8	4	National Teacher Certification	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 3,046,800	$ 12,500	$ 3,059,300		$ -	$ -	$ 3,059,300	0.000%
9	1	Alternative Programs Support	All	Yes	LEA-wide	English Learners and Low-Income	Reid and EPHS	Ongoing	$ 4,188,381	$ -	$ 4,188,381		$ -	$ -	$ 4,188,381	0.000%
9	2	Reid High School Equity Multiplier Support Services	All	No			Reid High School	Ongoing	$ -	$ 331,490	$ -	$ 331,490	$ -	$ -	$ 331,490	0.000%
9	3	EPHS Equity Multiplier Support Services	All	No			EPHS	Ongoing	$ 490,826	$ 1,332,184	$ -	$ 1,823,010	$ -	$ -	$ 1,823,010	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 701,734,579	$ 120,236,969	17.134%	0.000%	17.134%	$ 120,236,969	0.000%	17.134%	**Total:**	$ 120,236,969
								LEA-wide Total:	$ 74,650,871
								Limited Total:	$ 10,261,593
								Schoolwide Total:	$ 35,324,505

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Counseling Support	Yes	LEA-wide	All	All Schools	$ 13,389,687	0.000%
1	5	Library Education Program	Yes	LEA-wide	All	All Schools	$ 3,244,105	0.000%
1	6	Literacy Support	Yes	Schoolwide	All	Elementary & K-8 Schools with over 55% Unduplicated	$ 357,337	0.000%
1	7	Learning Acceleration Support	Yes	LEA-wide	All	All Schools	$ 12,031,665	0.000%
1	8	CTE/Linked Learning	Yes	Schoolwide	All	High Schools	$ 1,808,299	0.000%
1	9	Wellness Centers	Yes	Schoolwide	All	All Secondary Schools	$ 3,254,831	0.000%
3	1	EL Support	Yes	Limited	English Learners	All Schools	$ 2,701,570	0.000%
3	2	EL Coaches and Specialists	Yes	Limited	English Learners	Millikan High, Wilson High,Educational Partnership High,Bryant Elementary Harte Elementary, Muir K-8,Webster Elementary, Whittier Elementary Hoover Middle, Chavez, Henry, Bixby, Lafayette, Webster, Franklin, Hamilton, Washington, Marshall	$ 3,179,177	0.000%
4	2	Pupil Services: Health Services	Yes	LEA-wide	All	All Schools	$ 7,246,702	0.000%
4	3	Pupil Services: Instructional Aides	Yes	LEA-wide	All	All Schools	$ 15,717,832	0.000%
5	1	Low Income (Homeless) and Foster Youth Services	Yes	Limited	Foster Youth and Low-Income	All	$ 192,465	0.000%
6	2	Parent Involvement and Engagement	Yes	LEA-wide	English Learners and Foster Youth	All Schools	$ 1,582,487	0.000%
7	2	School-based Student Support	Yes	LEA-wide	All	All	$ 10,813,620	0.000%
7	3	Early Learning Initiative	Yes	Schoolwide	All	Elementary & K-8 Schools	$ 23,427,170	0.000%
7	4	Elementary Music Program	Yes	Schoolwide	All	Elementary & K-8 Schools	$ 5,948,572	0.000%
7	6	Instructional Intervention Coordinators	Yes	LEA-wide	All	All Schools	$ -	0.000%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
7	7	Male & Female Leadership Academies	Yes	Schoolwide	All	Select Schools (Cabrillo, Lakewood, Jordan, Millikan, Poly, Wilson, Franklin, Hamilton, Hoover, Hughes, Hudson, Jefferson, Lindbergh, Lindsey, Marshall, Nelson, Powell, Robinson, Stephens, Washington, Prisk)	$ 528,296	0.000%
8	2	Curriculum Support	Yes	LEA-wide	All	All Schools	$ 1,795,797	0.000%
8	3	Professional Development	Yes	LEA-wide	All	All Schools	$ 5,769,676	0.000%
8	4	National Teacher Certification	Yes	LEA-wide	All	All Schools	$ 3,059,300	0.000%
9	1	Alternative Programs Support	Yes	Limited	English Learners and Low-Income	Reid and EPHS	$ 4,188,381	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 990,747,778.00	$ 936,783,535.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Pupil Services (Base)	No	$ 30,632,276	$ 30,705,839
1	2	Instruction (Base)	No	$ 364,882,822	$ 348,082,569
1	3	Instruction-Related Services (Base)	No	$ 68,770,179	$ 68,669,472
1	4	Counseling Support	Yes	$ 13,352,403	$ 12,569,815
1	5	Library Education Program	Yes	$ 7,067,026	$ 6,842,319
1	6	Literacy Support	Yes	$ 14,311,273	$ 13,457,658
1	7	Learning Acceleration Supports	Yes	$ 10,066,624	$ 10,401,109
1	8	CTE/Linked Learning	Yes	$ 2,366,544	$ 2,179,402
1	9	Wellness Centers	Yes	$ 5,734,969	$ 5,863,684
2	1	Black Student Achievement Initiative (Base)	No	$ 2,639,899	$ 2,573,848
3	1	EL Support	Yes	$ 3,061,754	$ 2,797,986
3	2	EL Coaches and Specialists	Yes	$ 1,574,866	$ 1,215,820
4	1	Special Education Support (Base)	No	$ 164,849,734	$ 158,571,155
4	2	Pupil Services: Health Services	Yes	$ 7,989,862	$ 7,789,862
4	3	Pupil Services: Instructional Aides	Yes	$ 14,830,000	$ 14,830,000
4	4	Early Learning Speech	No	$ 2,053,396	$ 1,663,335
5	1	Low Income (Homeless) and Foster Youth Services	Yes	$ 770,191	$ 565,691
6	1	Community & Ancillary Services (Base)	No	$ 7,661,014	$ 7,696,924
6	2	Parent Involvement and Engagement	Yes	$ 2,046,606	$ 2,020,606
7	1	General Administration and Other Services (Base)	No	$ 73,287,782	$ 49,932,878
7	2	School-based Student Support	Yes	$ 9,995,100	$ 9,995,100
7	3	Early Learning Initiative	Yes	$ 16,354,104	$ 17,547,775

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	4	Elementary Music Program	Yes	$ 5,905,250	$ 5,805,250
7	5	Interventions: Restorative Justice (Base)	No	$ 1,091,505	$ 845,246
7	6	Instructional Intervention Coordinators	Yes	$ 12,489,224	$ 12,413,872
7	7	Male & Female Leadership Academies	Yes	$ 439,168	$ 336,193
8	1	Plant and Maintenance Services (Base)	No	$ 133,795,955	$ 130,290,912
8	2	Curriculum Support	Yes	$ 2,096,642	$ 2,362,524
8	3	Professional Development	Yes	$ 909,410	$ 978,604
8	4	National Teacher Certification	Yes	$ 3,479,506	$ 3,304,241
9	1	Alternative Programs Support	Yes	$ 3,992,465	$ 3,843,673
9	2	Reid High School Equity Multiplier Support Services	No	$ 353,141	$ 33,447
9	3	EPHS Equity Multiplier Support Services	No	$ 1,897,088	$ 596,726

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 121,867,610	$ 138,832,987	$ 133,290,848	$ 5,542,139	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	4	Counseling Support	Yes	$ 13,352,403	$ 12,569,815.00	0.000%	0.000%
1	5	Library Education Program	Yes	$ 7,067,026	$ 6,842,319.00	0.000%	0.000%
1	6	Literacy Support	Yes	$ 14,311,273	$ 13,457,658.00	0.000%	0.000%
1	7	Learning Acceleration Supports	Yes	$ 10,066,624	$ 6,742,868.00	0.000%	0.000%
1	8	CTE/Linked Learning	Yes	$ 2,366,544	$ 2,179,402.00	0.000%	0.000%
1	9	Wellness Centers	Yes	$ 5,734,969	$ 5,863,684.00	0.000%	0.000%
3	1	EL Support	Yes	$ 3,061,754	$ 2,797,986.00	0.000%	0.000%
3	2	EL Coaches and Specialists	Yes	$ 1,574,866	$ 1,215,820.00	0.000%	0.000%
4	2	Pupil Services: Health Services	Yes	$ 7,989,862	$ 7,789,862.00	0.000%	0.000%
4	3	Pupil Services: Instructional Aides	Yes	$ 14,830,000	$ 14,830,000.00	0.000%	0.000%
5	1	Low Income (Homeless) and Foster Youth Services	Yes	$ 770,191	$ 565,691.00	0.000%	0.000%
6	2	Parent Involvement and Engagement	Yes	$ 2,046,606	$ 2,020,606.00	0.000%	0.000%
7	2	School-based Student Support	Yes	$ 9,995,100	$ 9,995,100.00	0.000%	0.000%
7	3	Early Learning Initiative	Yes	$ 16,354,104	$ 17,547,775.00	0.000%	0.000%
7	4	Elementary Music Program	Yes	$ 5,905,250	$ 5,805,250.00	0.000%	0.000%
7	6	Instructional Intervention Coordinators	Yes	$ 12,489,224	$ 12,413,872.00	0.000%	0.000%
7	7	Male & Female Leadership Academies	Yes	$ 439,168	$ 336,193.00	0.000%	0.000%
8	2	Curriculum Support	Yes	$ 2,096,642	$ 2,362,524.00	0.000%	0.000%
8	3	Professional Development	Yes	$ 909,410	$ 806,509.00	0.000%	0.000%
8	4	National Teacher Certification	Yes	$ 3,479,506	$ 3,304,241.00	0.000%	0.000%
9	1	Alternative Programs Support	Yes	$ 3,992,465	$ 3,843,673.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 683,553,019	$ 121,867,610	0.000%	17.829%	$ 133,290,848	0.000%	19.500%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

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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 2024-25:

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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