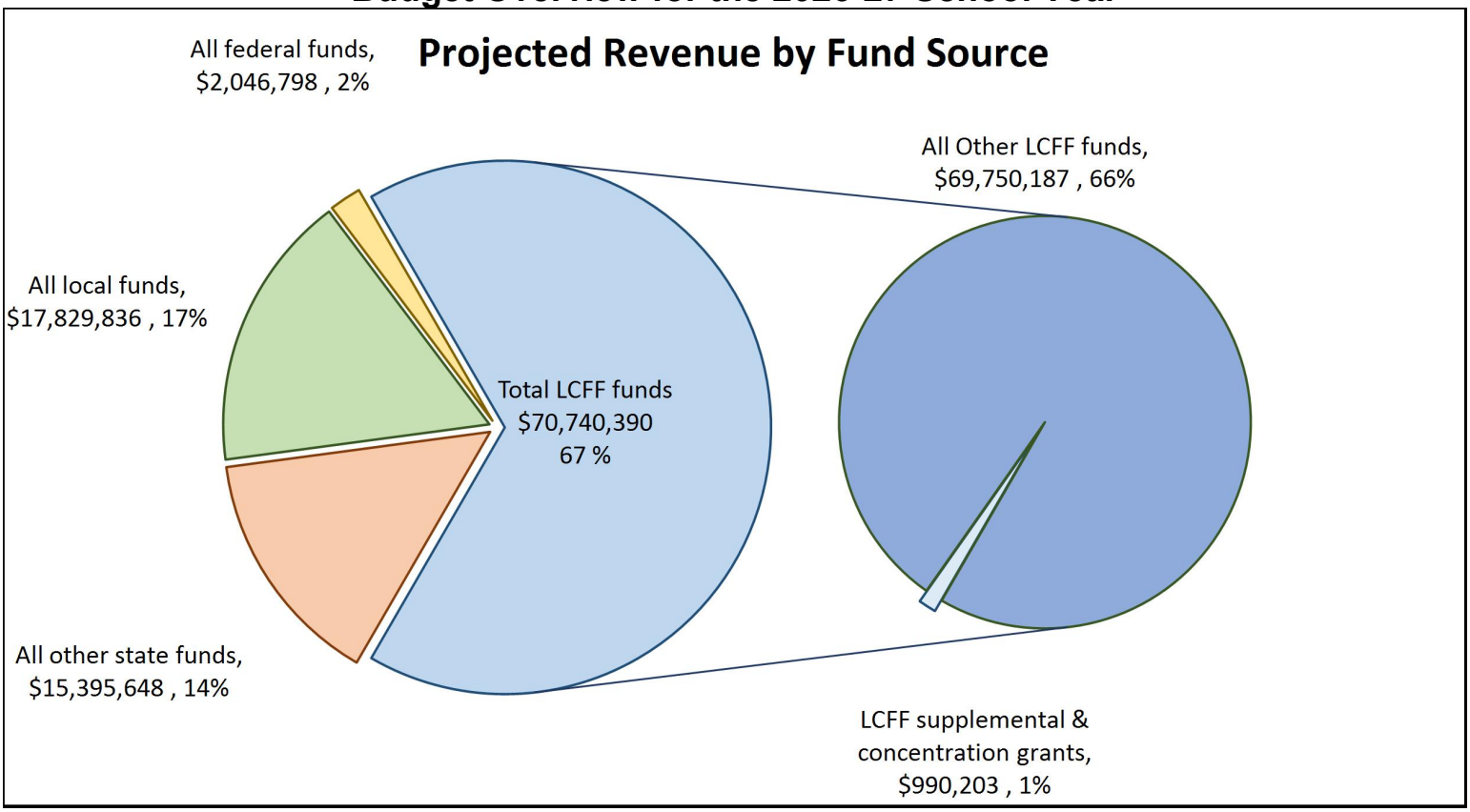
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Manhattan Beach Unified School District
CDS Code: 19753330000000
School Year: 2026-27
LEA contact information:
Irene Gonzalez-Castillo, Ed.D.
Assistant Superintendent, Educational Services

(310) 318-7345 x5912

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

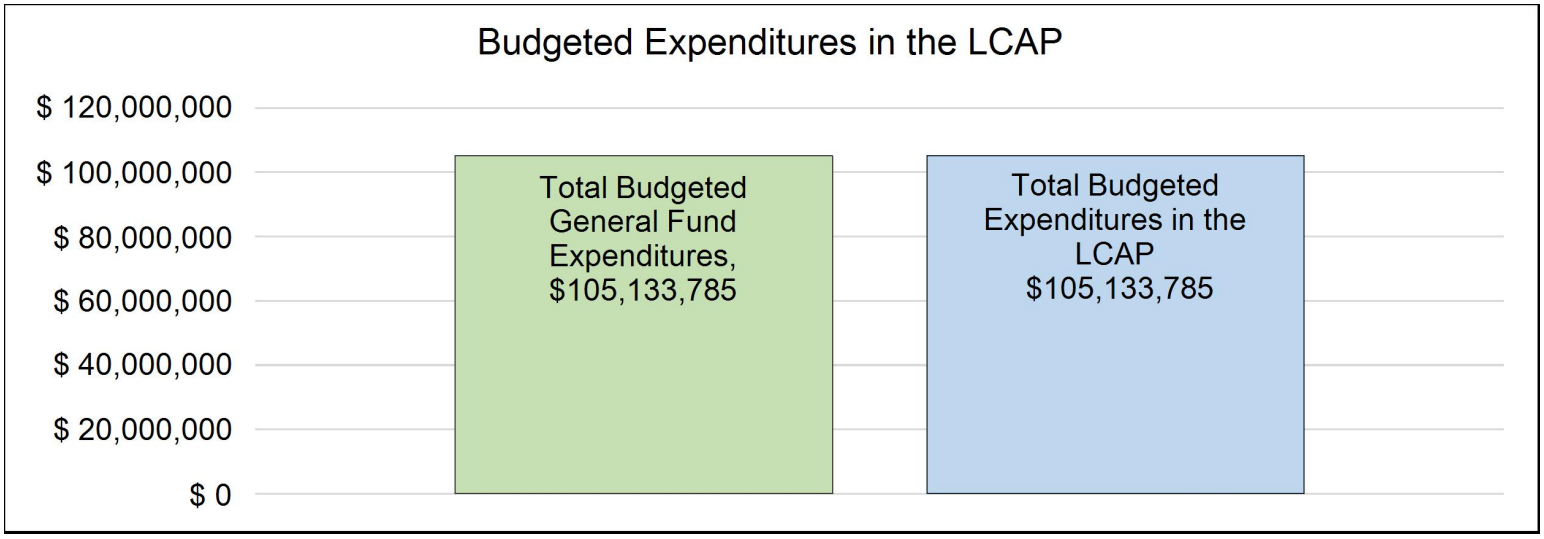


This chart shows the total general purpose revenue Manhattan Beach Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Manhattan Beach Unified School District is $106,012,672, of which $70,740,390.00 is Local Control Funding Formula (LCFF), $15,395,648.00 is other state funds, $17,829,836.00 is local funds, and $2,046,798.00 is federal funds. Of the $70,740,390.00 in LCFF Funds, $990,203.00 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 Manhattan 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: Manhattan Beach Unified School District plans to spend $105,133,785.00 for the 2026-27 school year. Of that amount, $105,133,785.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

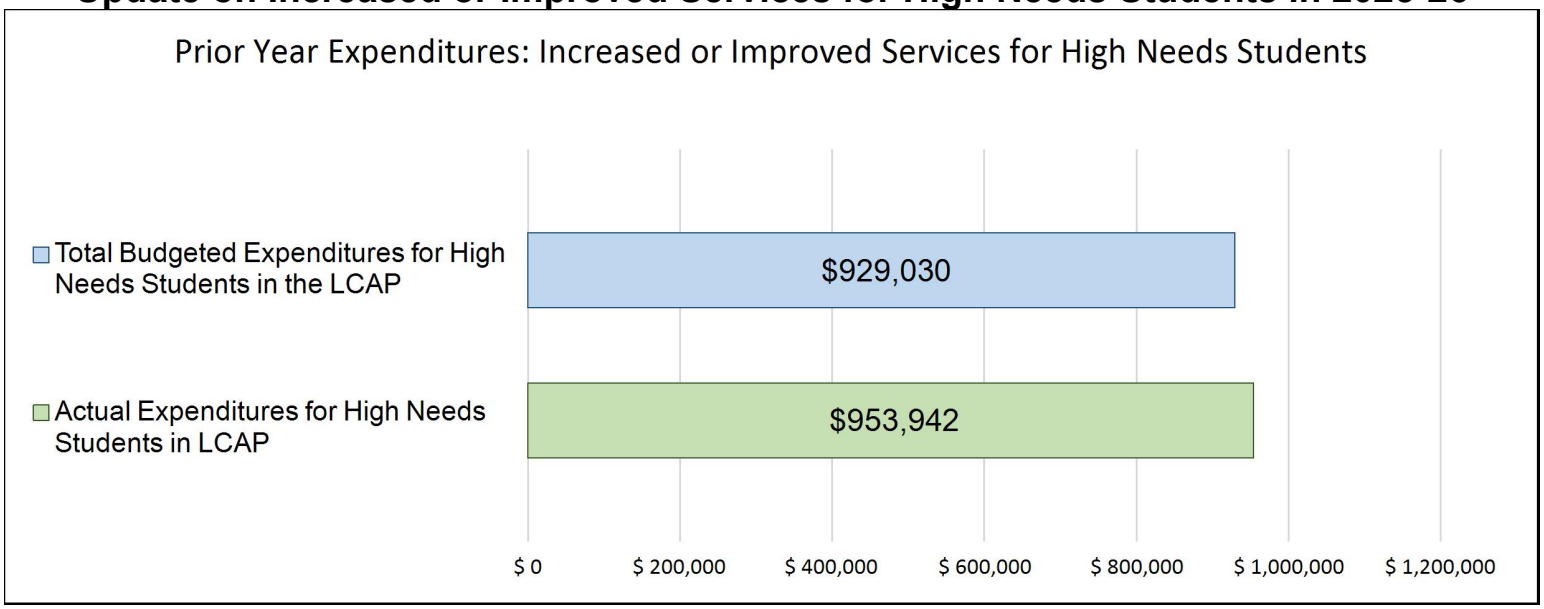
There are no budgeted expenditures that are not included in this LCAP.

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

In 2026-27, Manhattan Beach Unified School District is projecting it will receive $990,203.00 based on the enrollment of Foster Youth, English learner, and low-income students. Manhattan Beach Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Manhattan Beach Unified School District plans to spend $990,476.00 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 Manhattan 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 Manhattan 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, Manhattan Beach Unified School District's LCAP budgeted $929,030 for planned actions to increase or improve services for high needs students. Manhattan Beach Unified School District actually spent $953,942 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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
Manhattan Beach Unified School District	Irene Gonzalez-Castillo, Ed.D. Assistant Superintendent, Educational Services	igonzalez@mbusd.org (310) 318-7345 x5912

Plan Summary [2026-27]

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.

The Board of Trustees revised and adopted MBUSD's Vision and Mission on December 9, 2025.

Our Vision: The vision of the Manhattan Beach Unified School District (MBUSD) is to prepare our students to become good citizens, engaged community members, and dynamic leaders in the complex, rapidly changing world they will inherit. They will develop strong self-discipline, interpersonal skills, personal values, social and civic responsibilities, and respect for themselves, others, and the environment. They will be able to move beyond MBUSD, prepared to earn a living, follow their aspirations, and make a difference.

Our Mission: The mission of the Manhattan Beach Unified School District (MBUSD) is to prepare all of our students to meet the challenges and opportunities of a rapidly changing, highly complex, digitally-connected society. We will continually strive for excellence in every aspect of the educational experience. Our students will be taught to understand and appreciate human and cultural diversity, and to lead with empathy, curiosity, and respect. We will harness the full resources of the entire community, including students, families, educators, staff, higher education, business leaders, and District partners, to support this mission. We are committed to supporting students' well-being, as it is essential to academic and personal success. We will empower students to be lifelong learners who achieve at high levels, develop problem-solving and critical-thinking skills, and build character needed to lead fulfilling and meaningful lives.

General Information: The Manhattan Beach Unified School District (MBUSD) is located along the Santa Monica Bay in Southern California, just three miles south of the Los Angeles International Airport. MBUSD serves the entire community of Manhattan Beach, an area of

approximately four square miles. In addition to Manhattan Beach, the District's high school also serves students from the neighboring communities of Hermosa Beach and Redondo Beach.

Per the CA Dashboard (2025), 5.7% of our enrolled students were identified as Socioeconomically Disadvantaged, 1.7% identified as English Learners, and .1% are Foster Youth, with a total student enrollment of 5,895.

MBUSD schools continue to be recognized for their academic success, commitment to a climate of care, and many other programs. Manhattan Beach Unified School District (MBUSD) is consistently acknowledged at both the state and national levels for its strong performance and commitment to supporting the whole child. In Niche's newly released 2026 rankings, MBUSD ranks in the top 5% of school districts in California and in the top 1.5% of more than 10,000 public school districts nationwide, earning an overall A+ grade and distinction as a top-performing district.

MBUSD has also been recognized as a U.S. Department of Education National Green Ribbon District, reflecting its leadership in sustainability, health, and environmental stewardship. In addition, in 2022-2023, MBUSD was the first school district in the Anti-Defamation League (ADL) Los Angeles region to have all TK–12 schools designated as No Place for Hate® campuses—a distinction all schools have continued to earn through the 2025–26 school year. This student-led initiative promotes inclusive school communities and works to combat bias, bullying, and hate through education and engagement.

Across the District, every MBUSD school has been recognized as a California Distinguished School—an honor awarded based on multiple measures from the California School Dashboard, including academic performance and school climate indicators. Most recently, Pacific Elementary was named a 2025 California Distinguished School, further highlighting the strength of teaching and learning across MBUSD campuses.

At the high school level, Mira Costa High School continues to demonstrate exceptional outcomes across academics, sustainability, and the arts. The school successfully retained its accreditation following a mid-cycle review in April 2025, with accreditation reaffirmed through 2028, including continued alignment with Green Ribbon Schools criteria that reflect its commitment to environmental literacy and sustainable practices. Mira Costa is also a recipient of the California Exemplary Arts Education Award—one of the state's highest honors—awarded to just 19 schools statewide this cycle in recognition of outstanding, comprehensive arts programs. Consistently ranked among the nation's Best High Schools by U.S. News & World Report, Mira Costa reflects this sustained excellence with an impressive 99.4% graduation rate.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following action was developed in the three-year plan to address student groups at the District and school levels, identified as red on the chronic absenteeism indicator from the 2023 Dashboard:

Action 2.3: Implement Strategies to decrease chronic absenteeism District-wide.

2023 Dashboard: Chronic Absenteeism

Several groups were identified as red on the Chronic Absenteeism Indicator on the CA Dashboard for 2023. In 2024, all groups showed improvement, with no groups identified as red on the Chronic Absenteeism Indicator:

1. At Grand View Elementary, the overall chronic absenteeism rate was 13.5%.
2024 Update: Declined 7.2%, with 6.3% of students chronically absent, moving from red to green rating.

2. At Opal Robinson Elementary, the overall chronic absenteeism rate was 15.5%.
2024 Update: Declined 7.7%, with 7.8% of students chronically absent, moving from red to green rating.

3. Among African American students, the chronic absenteeism rate was 26.5% for the entire District.
2024 Update: Declined 9.8%, with 16.7% of students chronically absent, moving from red to yellow rating.

4. Among White (WH) students, the chronic absenteeism rate was 15.1% at Grand View Elementary, 11.6% at Meadows Elementary, and 10.6% at Pacific Elementary.
2024 Update: 6.6% at Grand View Elementary (decline of 8.5%), moving from red to green, 4.2% at Meadows (decline of 7.4%), moving from red to blue rating, and 2.6% at Pacific (decline of 8%), moving from red to blue rating.

5. Among Students with Disabilities (SWD) at Manhattan Beach Middle School, the chronic absenteeism rate was 21.6%.
2024 Update: 17.5% of SWD (decline of 4%), moving from red to yellow rating.

6. Among Socioeconomically Disadvantaged (SED) students at Manhattan Beach Middle School, the rate was 24.2%.
2024 Update: 20.3% SED (decline of 3.9%), moving from red to orange rating.

2023 Dashboard: Academic Performance of Students with Disabilities (SWD)
Based on 2023 SBAC scores, Students with Disabilities (SWD) at Mira Costa performed significantly below standard. In English Language Arts (ELA), SWD scored 117.8 points below standard, reflecting a decline of 65.8 points. In Math, they were 167.8 points below standard, representing a decline of 95.2 points, based on data from 70 students. These results led to a red indicator on the California Dashboard.

The following actions were developed in the three-year plan to address students with disabilities at the Mira Costa High School, identified as red on the English Language Arts and Math indicators from the 2023 Dashboard.
1.1: Implement Universal Design for Learning (UDL) into classroom instruction.
1.11: Create and implement co-teaching sections in grades 6-12.
1.13: Implement evidence-based Special Education programs.
1.16: Attract and retain Special Education Certificated and Classified staff.

Reflection on Performance: CA Dashboard 2025

The 2025 Dashboard data for MBUSD demonstrates continued growth and underscores the importance of maintaining the current course regarding District Goals and Actions included in the Local Control Accountability Plan (LCAP).

In terms of Academic Performance, the District excelled in English Language Arts, scoring 86.3 points above the standard, an increase of 6.7 points from the previous year, maintaining a blue performance rating. In Mathematics, the District also performed strongly, with scores 65.9 points above the standard, reflecting a 5.2-point increase from the previous year and maintaining a blue performance rating. Progress among English Learners (ELs) was equally notable: 74.5% of students made progress toward English language proficiency, an increase of 4.7% from the previous year, which resulted in maintaining a blue performance rating.

The District also saw a significant improvement in Chronic Absenteeism, which dropped from 5.2% to 4.5%, maintaining a green performance rating on the Dashboard. The blue rating was maintained with a 98.4% graduation rate, with a slight -.0.9% decrease. The suspension rate increased slightly by 0.3%, with the District maintaining a yellow rating.

Based on feedback from educational partners, the District will continue to prioritize these areas of greatest need for identified student groups through Actions 1.1, 1.11, 1.13, 1.16, and 2.3. These initiatives are designed to ensure that areas identified for improvement in 2023 continue to be addressed effectively.

During the 2025-26 school year, MBUSD utilized LREBG unexpended funds of $96,371.00 to continue the use of progress monitoring tools, including i-Ready and IXL.

Additionally, MBUSD utilized the 2025-26 LREBG apportionment of $38,112 to provide a .4 counselor at our elementary schools based on feedback gathered through consultation last year. The plan to utilize this funding for this purpose was noted in our 2025 LCAP Annual Update Goal 2 Analysis, in response to prompt 4, "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." Staff noted "If additional funding becomes available through a Learning Recovery Emergency Block Grant (LREBG), consideration will be given to providing a district-level counselor, who will provide elementary counseling support as well as programming to support student connectedness and PBIS."

In 2026–27, MBUSD plans to use any remaining Learning Recovery Emergency Block Grant (LREBG) apportionment to continue addressing the identified needs of student groups, particularly English Learners, through Goal 1, Action 1.4. This action focuses on monitoring student progress throughout the year in English Language Arts and Mathematics and includes the continued use of progress monitoring tools such as i-Ready and IXL. Through the District's comprehensive needs assessment and review of local and state academic data, MBUSD identified persistent achievement gaps in English Language Arts and Mathematics for English Learners. As a result, this action is designed to support ongoing identification of student needs, monitor growth, and inform instructional interventions. The action aligns with allowable LREBG uses by providing additional academic services for students, including diagnostic, benchmark, and progress monitoring assessments of student learning.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel	LCAP Survey, February 2026 The LCAP Survey included questions aligned with the State and District priorities. The survey was open for an entire month and to help increase participation, was promoted through social media, email, and the Superintendent's Newsletter.
LCAP Parent Advisory Committee (PAC)	LCAP PAC Meetings: October 30, 2025, January 22, 2026, March 5, 2026, and April 30, 2026. October 30, 2025: The October 30, 2025, LCAP PAC meeting focused on introducing the LCAP process and key District priorities, including student academic performance and the District’s communication plan. The committee reviewed data related to student achievement and engaged in discussions around effective communication practices across teacher, site, and District levels. Activities included examining current communication structures and identifying areas of focus within Goal 1 (Academic Achievement) and Goal 5 (Communication). The meeting also provided an overview of how stakeholder input informs LCAP development and future planning. January 22, 2026: The January 22, 2026, LCAP PAC meeting centered on school climate and student wellness, with a focus on bullying prevention

Educational Partner(s)	Process for Engagement
	efforts, PBIS, and Olweus survey data. Participants reviewed data related to student experiences and reporting systems, including tools such as Sprigeo. The meeting included discussions on survey structure and clarity, as well as how data is used to inform site-level practices and accountability. Additional topics included student engagement opportunities and the role of family education in supporting school climate initiatives. March 5, 2026: The March 5, 2026, LCAP PAC meeting focused on Goal 4 (maintaining a balanced budget) and the review of LCAP survey results. Participants engaged in discussions around survey design, data interpretation, and the role of stakeholder input in shaping District priorities. The meeting emphasized understanding how survey data is collected, analyzed, and used to inform decision-making across grade spans. Additional discussion included strategies to support meaningful engagement and ensure alignment between stakeholder input and LCAP actions. April 30, 2026: The April 30, 2026 LCAP PAC meeting was designed to support the LCAP Annual Update through a structured reflection process aligned to recent LCAP survey results. Participants engaged in guided discussion stations focused on key priority areas, including Career Technical Education (CTE) and Dual Enrollment awareness, family partnerships and understanding of student progress, PBIS implementation and bullying prevention, and family input in site-level decision-making. The discussion prompts were developed to examine areas of alignment and disconnect between staff and family perceptions and to identify opportunities for improved communication and engagement. This structured approach ensured that stakeholder input was directly connected to LCAP priorities and data-informed areas of focus.
District English Language Advisory Committee (DELAC)	LCAP Feedback Sessions: April 23, 2026 DELAC met four times during the 2025–26 school year to provide input on programs and services supporting English Learners.

Educational Partner(s)	Process for Engagement
	Meetings included updates on English Learner program progress, student achievement data, and opportunities for family engagement. The April 23, 2026, meeting was designed to support the LCAP Annual Update through a structured reflection process aligned to the recent LCAP survey. Participants engaged in a guided discussion focused on English language proficiency, academic supports across content areas, student connectedness and belonging, and family voice and access to translation/interpretation services.
Special Education Advisory Committee (SEAC)	LCAP Feedback Session: April 30, 2026 The SEAC met four times during the 2025–26 school year to provide input on programs and services supporting students with disabilities. Meetings throughout the year included updates on special education initiatives, opportunities for collaboration, and ongoing engagement with families. Between these four meetings, smaller site-based meetings also occurred to allow SEAC members to seek feedback from additional parents in the community. The April 30, 2026, meeting was specifically designed to support the LCAP Annual Update through a structured reflection process aligned to recent LCAP survey results. Participants engaged in guided discussion stations focused on key areas, including instructional supports across content areas (Universal Design for Learning and co-teaching), overall satisfaction with special education programs, student connectedness and school climate, and opportunities for family voice and participation in decision-making.
Special Education Local Planning Area (SELPA)	Consultation with Southwest SELPA Director, May 14, 2026 Staff met with the SWSELPA Director to review proposed actions informed by the California Dashboard and SEAC feedback. In 2026–27, SWSELPA staff will provide ongoing support through consultation, parent engagement and training opportunities, and collaboration with administrators and SEAC leaders to strengthen inclusive practices and relationship-centered partnerships with families.
Local Bargaining Units - Manhattan Beach Unified Teachers Association (MBUTA)	LCAP Consultation with MBUTA: November 20, 2025, March 12, 2026, and April 28, 2026. November 20, 2025:

Educational Partner(s)	Process for Engagement
	This consultation focused on introducing Board goals and LCAP priorities, with an emphasis on professional development and instructional materials. MBUTA representatives highlighted the need for more comprehensive and cohesive professional development, student behavioral supports, and intervention programs. Concerns were raised about the effectiveness of fragmented training, and the need for full-day, high-quality learning opportunities led by experts. March 12, 2026: The meeting centered on reviewing LCAP staff survey results and identifying strengths, gaps, and priorities for improvement. Staff reported strong agreement in areas such as teacher quality, student connectedness, and communication of school expectations. However, perception gaps were noted in areas including PBIS implementation, MTSS supports, and efforts to improve student outcomes, suggesting a need for greater consistency and clarity. Additionally, participants provided input on LCAP actions related to CTE pathways, UDL implementation, AI integration, and staffing stability. April 28, 2026: Based on the feedback gathered at the previous meetings, this meeting focused on the refinement of LCAP Action 1.1: Implement Universal Design for Learning (UDL) into classroom instruction, Action 1.8: Establish Career Technical Education (CTE) and Dual Enrollment pathways at Mira Costa High School, and Action 1.15: Attract and retain high-quality General Education certificated and support staff. This meeting focused on refining proposed LCAP actions for the 2026–27 cycle based on prior feedback. Key areas included strengthening UDL implementation, expanding Career Technical Education (CTE) and Dual Enrollment pathways, and improving strategies to attract and retain high-quality staff. Participants emphasized the importance of integrating AI into instruction, increasing awareness and clarity around CTE opportunities, and balancing academic rigor with career readiness. Concerns about staffing stability, particularly the impact of reduction-in-force notices, were also discussed. Feedback is reflected in these updated Actions.

Educational Partner(s)	Process for Engagement
Local Bargaining Units - California School Employees Association (CSEA)	LCAP Consultation with CSEA: November 20, 2025, March 12, 2026, and April 28, 2026. November 20, 2025: This consultation focused on introducing Board goals and LCAP priorities, with an emphasis on professional development and instructional support for classified staff. CSEA representatives highlighted the need for additional training opportunities, including CPR certification. Feedback was also provided regarding the importance of consistent communication practices and scheduling dedicated time to strengthen collaboration between instructional assistants and teachers. March 12, 2026: The meeting focused on reviewing LCAP staff survey results and identifying key strengths and areas for growth. CSEA representatives shared positive feedback on recent instructional assistant trainings, particularly the interactive PBIS sessions, and expressed interest in expanding these opportunities with leveled trainings (e.g., Level A and Level B sessions). Additionally, Opening Day session opportunities and the annual CSEA Paraeducator Conference were discussed as important opportunities for furthering the professional growth and commitment of classified staff. April 28, 2026: Based on the feedback gathered at the previous meetings, this meeting focused on the refinement of LCAP Action 1.16: Attract and retain Special Education Certificated and Classified Staff. Feedback is reflected in this updated Action.
Students	Student feedback was collected throughout the year to learn more about their experiences and perceptions related to school connectedness, safety, and student well-being. The CA Healthy Kids Survey is administered to students in grades 5, 7, and 9 and was most recently administered during the last week of February 2026.

Educational Partner(s)	Process for Engagement
	The Tri-District Survey, developed in partnership with Beach Cities Health District, Hermosa Beach CSD, and Redondo Beach USD, was administered to students in grades 3-12 in October 2025. English Learner students participated in the LCAP-Parent Advisory Committee (LCAP-PAC) and attended the October, January, March, and April meetings listed above. Additionally, two Mira Costa High School students serve as Student Board members, who provide feedback during various presentations, including the LCAP Midyear and Annual Update presentations.

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

MBUSD engages educational partners throughout the school year and in a variety of ways, including committee meetings and surveys. Manhattan Beach Unified School District partnered with Sogolytics to administer and analyze the results of the annual LCAP Survey for parents/guardians and staff members, focused on local and state priorities. The survey was open January 12 – February 8, 2026, with a 39% staff response rate (313 responses) and about a 7% parent response rate (492 responses).

LCAP Survey- Highest and Lowest Ranking Items (Parents and Staff)

Parent Survey Summary:
Parent feedback highlights strong confidence in core areas of the District, including school safety communication, the quality of teachers, the availability of extracurricular opportunities, and students' sense of connection to at least one adult on campus. Parents also expressed positive perceptions of instructional practices and the use of tools to support learning. Areas for growth centered on communication and engagement, particularly around understanding instructional practices, receiving consistent updates on student academic progress, and increasing opportunities for meaningful parent input in decision-making.

Staff Survey Summary:
Staff feedback reflects very high confidence in instructional quality, including teacher effectiveness, use of technology, and efforts to improve student outcomes and support a growth mindset. At the same time, staff identified areas for improvement related to school systems and supports, including consistency of discipline practices, effectiveness of PBIS and MTSS implementation, and adequacy of facilities and student support resources.

Student Survey Summary:
Student feedback was collected throughout the year to better understand their experiences and perceptions of school connectedness, safety, and student well-being. The California Healthy Kids Survey is administered annually to students in grades 5, 7, 9, and 11. This tool is

designed to allow students to share anonymous information about school connectedness, safety, and student well-being. Additionally, the Tri-District Survey surveys students in grades 3-12 once per year, focusing on connectedness and student well-being.

Both Tri-District Survey Data and California Healthy Kids Survey Data show that MBUSD continues to perform above the state average in almost every category and grade level, reflecting the District's strong commitment to student wellbeing, school connectedness, and positive school climate. At the same time, MBUSD remains focused on continuous growth and improvement, using student, staff, family, CHKS, and LCAP data to identify areas where additional support is needed. Notably, the data shows growth in the area of Trusted Adults and Campus Safety, also supported by LCAP data, reflects the intentional, hard work the District has engaged in since late last spring to strengthen the sense of belonging and in creating safe, supportive, and connected school environments for all students.

MBUSD Post Survey Discussion with Educational Partners:
Discussion questions were developed based on the highest and lowest-ranking items on the LCAP Survey. Based on feedback from the above groups, the following actions have been revised:

Action 1.1: Implement Universal Design for Learning
2026-27: Strengthen staff capacity to implement Universal Design for Learning (UDL) practices that proactively support accommodations, increase access across all content areas, and create inclusive classroom environments that promote student engagement, belonging, and access to grade-level curriculum. Each school site and/or secondary department will identify a UDL signature practice aligned to student needs and share examples of implementation and impact through staff and parent newsletters.

Action 1.8: Establish Career Technical Education (CTE) and Dual Enrollment pathways at Mira Costa High School.
2026-27: The District will continue to expand college and career readiness opportunities by strengthening partnerships with SoCal ROC and El Camino College and increasing awareness of CTE and Dual Enrollment pathways through counseling presentations, webinars, transition events, newsletters, social media, the District website, and course selection communications, with outreach beginning at the middle school level.

Action 1.11: Implement Co-Teaching Sections in Grades 6–12
2026–27: The District will continue to expand the continuum of special education supports and services through the implementation and refinement of inclusive co-teaching models in grades 6–12 to increase access, participation, and academic success for Students with Disabilities within the Least Restrictive Environment (LRE). Co-teaching efforts will prioritize core academic content areas while also exploring opportunities to expand inclusive instructional supports across additional subject areas. These efforts are intended to improve student belonging, increase access to grade-level curriculum and instruction, ensure continuity of accommodations and specialized supports, and preserve equitable access to electives, extracurricular opportunities, and campus-based experiences that foster connection, engagement, independence, and meaningful participation in the school community.

Action 1.15: Attract and retain high-quality General Education certificated and support staff.
2026–27: The District will attract and retain high-quality certificated and classified staff through strategic hiring practices and by fostering a stable and collaborative work environment. The District will prioritize clear communication and transparency in staffing decisions to support staff morale and continuity of instruction.

Action 1.16: Attract and retain Special Education Certificated and Classified Staff
2026-27: The District will continue refining systems to attract, support, and retain Special Education staff. The Special Education Department will continue to provide a yearlong New Special Education Teacher Academy, updated resources, mentoring, and expanded classified staff training in behavior supports, communication, and instructional strategies. The District will also support classified staff participation in the Annual CSEA Paraeducator Conference with opportunities for re-delivery of learning. Human Resources will continue exploring recruitment strategies, including compensation and differential pay for Special Education positions.

Action 2.1: Refine Positive Behavioral Interventions and Supports (PBIS) with an emphasis on bullying prevention.
2026–27: Each school site will define and communicate its PBIS expectations and behavior framework (e.g., ROARS- Respectful, On task, Accountable, Responsible, and Safe) to students, staff, and families at the beginning of the school year, including clarification around behavior expectations, consequences, and when families will be contacted based on the site behavior matrix. Schools will reinforce PBIS expectations throughout the year and across grade spans. Staff, including outdoor supervisors and P.E. teachers, will receive training in conflict resolution and consistent behavioral response strategies. Schools will regularly review behavioral data and utilize brief check-in surveys at the beginning and middle of the school year to assess understanding and implementation of PBIS practices across students, staff, and families.

Action 2.4: Enhance student connectedness within schools.
2026-27: The District will continue to promote an inclusive school culture that values and supports all learners, including English Learners and students with disabilities. Efforts will focus on strengthening student belonging, peer connections, participation in school activities, and staff understanding of diverse learner needs. School climate and survey data will be used to inform planning and student supports.

Action 5.1: Foster relationships between school staff and families.
2026-27: The Special Education Department will strengthen family engagement by promoting transparency and fostering relationship-centered partnerships between school staff and families. In collaboration with the SWSELPA Director, the District will provide training and collaboration opportunities for administrators and SEAC leaders focused on inclusive practices, family engagement, and emerging student and family needs within our community. The department will continue to offer an “Introduction to IEPs” presentation for families new to special education. Site-based SEAC meetings will continue to build relationship-centered partnerships by promoting open communication, answering parent questions, and resolving concerns at the site-level.

Action 5.2: Build Partnerships with families to improve student outcomes
2026-27: MBUSD will strengthen partnerships with families by improving communication about student progress and supports. The District will continue providing parent training on tools such as Aeries, including access to grades, assignments, assessment reports, student and parent alerts, and notifications. The District will offer newcomer orientations for English Learner families and provide information about available resources and opportunities to provide input on the updated English Learner Master Plan in fall 2026. Families of GATE students will receive information about the District's approach to personalized learning, differentiation, teacher training, and PLC efforts to extend learning through structures such as WIN and AIRE time.

Action 5.3: Seek input from families to inform decision-making.

2026-27: The District will revise family surveys to ensure questions are clear, meaningful, and relevant to each grade span. The District will also explore shorter surveys throughout the year and provide "You Said, We Did" updates through newsletters, site communications, and other outreach tools to demonstrate how family input informs decision-making.

Based on feedback received through the consultation process, the District will consider developing an action within the upcoming 2027–2030 LCAP, guided by the District's AI Committee, focused on professional development related to the use of AI, supporting the appropriate use of AI by students, and strengthening parent education and communication regarding the use of AI in schools.

In June 2026, the Superintendent responded in writing to the DELAC, SEAC, and LCAP PAC to the comments and feedback received.

Public Hearing:
A public hearing was held on June 17, 2026, for additional feedback. The public was notified of the opportunity to submit written comments regarding the LCAP actions and expenses. A copy of the draft LCAP was available for review 72 hours before the public hearing. On June 18, 2026, the Manhattan Beach Unified School District Board of Education adopted the LCAP and the Budget at a regularly scheduled public Board meeting. The Local Indicators were presented on June 18, 2026, at the same meeting in which the LCAP and the budget were adopted.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize the academic success of all students. Progress toward Goal 1 will include the metrics outlined in the metrics section. To summarize, the District expects to see annual progress in the percentage of students meeting or exceeding grade-level standards, as evidenced by CAASPP reporting, and more students meeting College and/or Career Indicators, including the completion of A-G requirements, Career Technical Education (CTE) pathways, and an increase in the AP passage rate. The District expects this annual progress for all students, with particular attention to English Learners, students with disabilities, and low-income students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 serves as the District's primary objective for student achievement. This goal includes refined metrics and actions to build on the previous LCAP Goals 1 and 2, incorporating feedback from educational partners. These metrics include student progress on the CAASPP, English Learner progress on the ELPAC, and actions such as implementing professional development sessions focused on Universal Design for Learning and English Language Development (ELD), and developing co-teaching courses at the secondary level and pathways, including CTE and STEAM, which will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers	96.5% of MBUSD teachers are fully credentialed and appropriately assigned	97.5% of MBUSD teachers are fully credentialed and appropriately	98% of MBUSD teachers are fully credentialed and appropriately	100% of MBUSD teachers will be fully credentialed and appropriately	+1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CTC Assignment Monitoring Letter (Priority 1)	for the courses/grades they are teaching. (CTC Assignment Monitoring Letter for the 2022-23, 11/8/23)	assigned for the courses/grades they are teaching. (CTC Assignment Monitoring Letter for the 2023-24, 10/1/24)	assigned for the courses/grades they are teaching. (CTC Assignment Monitoring Letter for the 2024-25, 10/1/25)	assigned for the courses/grades they are teaching.	
1.2	Access to Standards-Aligned Instructional Materials Source: Sufficiency of Materials Annual Board Resolution. (Priority 1)	All students (100%) have access to standards-aligned instructional materials. (Sufficiency of Materials Annual Board Resolution, October 4, 2023.)	All students (100%) have access to standards-aligned instructional materials. (Sufficiency of Materials Annual Board Resolution, October 9, 2024.)	All students (100%) have access to standards-aligned instructional materials. (Sufficiency of Materials Annual Board Resolution, October 8, 2025.)	All students (100%) will have access to standards-aligned instructional materials.	0%
1.3	CAASPP English Language Arts Performance Source: CAASPP Public Reporting Site (Priority 4)	79.52% of students met or exceeded standards on the Smarter Balanced Summative ELA Assessment. 16.66% of English Learners met or exceeded standards on the Smarter Balanced Summative ELA Assessment. 50.23% of students with disabilities met or exceeded standards on the Smarter Balanced	81.16% of students met or exceeded standards on the Smarter Balanced Summative ELA Assessment. 28.89% of English Learners met or exceeded standards on the Smarter Balanced Summative ELA Assessment. 53.84% of students with	81.93% of students met or exceeded standards on the Smarter Balanced Summative ELA Assessment. 32.41% of English Learners met or exceeded standards on the Smarter Balanced Summative ELA Assessment. 54.12% of students with	84.00% of students are meeting or exceeding standards on the Smarter Balanced Summative ELA Assessment. 22.00% of English Learners are meeting or exceeding standards on the Smarter Balanced Summative ELA Assessment.	+2.41% (All) +15.75% (English Learners) +3.89% (Students with Disabilities) +10.59% (Low Income)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Summative ELA Assessment. 63.97% of low-Income students met or exceeded standards on the Smarter Balanced Summative ELA Assessment. (CAASPP Test Results, 2023)	disabilities met or exceeded standards on the Smarter Balanced Summative ELA Assessment. 73.08% of low-Income students met or exceeded standards on the Smarter Balanced Summative ELA Assessment. (CAASPP Test Results, 2024)	disabilities met or exceeded standards on the Smarter Balanced Summative ELA Assessment. 74.56% of low-income students met or exceeded standards on the Smarter Balanced Summative ELA Assessment. (CAASPP Test Results, 2025)	56.00% of students with disabilities are meeting or exceeding standards on the Smarter Balanced Summative ELA Assessment. 74.00% of low-income students are meeting or exceeding standards on the Smarter Balanced Summative ELA Assessment. (CAASPP Test Results, 2026)	
1.4	Early Assessment Program (EAP) 11th Grade CAASPP-ELA Source: CAASPP ELA (Priority 4)	In English Language Arts (ELA), 67.49% of students in grade 11 were "ready" or "conditionally ready." Ready with Standard Exceeded: 39.30%; and conditionally ready with Standard Met: 28.19%, for college based on the 2023 SBAC. (CAASPP ELA Test Results, 2023)	In English Language Arts (ELA), 76.15% of students in grade 11 were "ready" or "conditionally ready". Ready with Standard Exceeded: 41.29%; and conditionally ready with Standard Met: 34.86%, for college based on the 2024 SBAC.	In English Language Arts (ELA), 81.15% of students in grade 11 were "ready" or "conditionally ready". Ready with Standard Exceeded: 49.68%; and conditionally ready with Standard Met: 31.47%, for college based on the 2024 SBAC.	In English Language Arts (ELA), 80.00% of students in grade 11 were "ready" or "conditionally ready." Ready with Standard Exceeded: 45.00%; and conditionally ready with Standard Met: 35.00%, for college based on the 2026 SBAC.	+13.66% ELA (11th)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(CAASPP ELA Test Results, 2024)	(CAASPP ELA Test Results, 2025)		
1.5	CAASPP Math Performance Source: CAASPP Public Reporting Site (Priority 4)	72.99% of students in grades met or exceeded standards on the Smarter Balanced Summative Math Assessment. 29.41% of English Learners met or exceeded standards on the Smarter Balanced Summative Math Assessment. 42.25% of students with disabilities met or exceeded standards on the Smarter Balanced Summative Math Assessment. 42.64% of low-income students met or exceeded standards on the Smarter Balanced Summative Math Assessment. (CAASPP Test Results, 2023)	75.07% of students in grades met or exceeded standards on the Smarter Balanced Summative Math Assessment. 35.56% of English Learners met or exceeded standards on the Smarter Balanced Summative Math Assessment. 43.51% of students with disabilities met or exceeded standards on the Smarter Balanced Summative Math Assessment. 67.09% of low-income students met or exceeded standards on the Smarter Balanced Summative Math Assessment.	75.67% of students in grades met or exceeded standards on the Smarter Balanced Summative Math Assessment. 36.16% of English Learners met or exceeded standards on the Smarter Balanced Summative Math Assessment. 44.11% of students with disabilities met or exceeded standards on the Smarter Balanced Summative Math Assessment. 68.29% of low-income students met or exceeded standards on the Smarter Balanced Summative Math Assessment.	80.00% of students are meeting or exceeding standards on the Smarter Balanced Summative Math Assessment. 40.00% of English Learners are meeting or exceed standards on the Smarter Balanced Summative Math Assessment. 50.00% of students with disabilities are meeting or exceeding standards on the Smarter Balanced Summative Math Assessment. 50.00% of low-income students are meeting or exceeding standards on the Smarter Balanced	+2.68% (All) + 6.75% (English Learners) +1.86% (Students with Disabilities) +25.65% (Low Income)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(CAASPP Test Results, 2024)	(CAASPP Test Results, 2025)	Summative Math Assessment. (CAASPP Test Results, 2026)	
1.6	Early Assessment Program (EAP) 11th Grade CAASPP-Math Source: CAASPP Math (Priority 4)	In Math, 58.51% of students in grade 11 were "ready" or "conditionally ready". Ready with Standard Exceeded: 29.42%; and conditionally ready with Standard Met: 29.09%, for college based on the 2023 SBAC. (CAASPP Math Test Results, 2023)	In Math, 54.09% of students in grade 11 were "ready" or "conditionally ready". Ready with Standard Exceeded: 24.52%; and conditionally ready with Standard Met: 29.57%, for college based on the 2023 SBAC. (CAASPP Math Test Results, 2024)	In Math, 62.05% of students in grade 11 were "ready" or "conditionally ready". Ready with Standard Exceeded: 35.67%; and conditionally ready with Standard Met: 26.38%, for college based on the 2023 SBAC. (CAASPP Math Test Results, 2025)	In Math, 64.00% of students in grade 11 are "ready" or "conditionally ready". Ready with Standard Exceeded: 32.00%; and conditionally ready with Standard Met: 32.00%, for college based on the 2023 SBAC. (CAASPP Math Test Results, 2026)	+3.54% (11th)
1.7	California Science Test (CAST) Proficiency Source: CAASPP Public Reporting Site (Priority 4)	60.95% of students in grades 5, 8, and 11 met or exceeded standards for science. (CA Science Test Results, 2023)	58.29% of students in grades 5, 8, and 11 met or exceeded standards for science. (CA Science Test Results, 2024)	65.68% of students in grades 5, 8, and 11 met or exceeded standards for science. (CA Science Test Results, 2025)	67% of students in grades 5, 8, and 11 met or exceeded standards for science. (CA Science Test Results, 2026)	+4.73% (grades 5, 8, and11 combined)
1.8	Implementation of State Standards Source: MBUSD LCAP Staff Survey	91% of teachers strongly agree or agree that "the District has implemented the state standards."	Metric no longer used.	NA	91% or more of teachers strongly agree or agree that "the District has	Metric no longer used.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 2)	43% of teachers strongly agree or agree that "there is specialized professional development on the standards for teachers of English Language Learners, students with special needs, and other student populations." (MBUSD LCAP Staff Survey, Spring 2024)			implemented the state standards." 60% of teachers strongly agree or agree that "there is specialized professional development on the standards for teachers of English Language Learners, students with special needs, and other student populations." (MBUSD LCAP Staff Survey, Spring 2026)	
1.9	A-G Completion Rate Source: CA School Dashboard College/Career Levels and Measures Report and Data (Priority 4)	82.1% of Mira Costa seniors successfully completed all A-G requirements in 2023. (CA School Dashboard College/Career Levels and Measures Report and Data, 2023)	91.7% of Mira Costa seniors successfully completed all A-G requirements in 2024. (CA School Dashboard College/Career Levels and Measures Report and Data, 2024)	92.5% of Mira Costa seniors successfully completed all A-G requirements in 2025. (CA School Dashboard College/Career Levels and Measures Report and Data, 2025)	93% of Mira Costa students will have successfully completed all A-G requirements in 2026. (CA School Dashboard College/Career Levels and Measures Report and Data, 2026)	+10.4% (MCHS Seniors)
1.10	Career Technical Education (CTE) Pathway Completion	In 2023,1.30% of Mira Costa seniors completed the CTE Pathway.	In 2024,1.90% of Mira Costa seniors completed a CTE Pathway.	In 2025, 2.3% of Mira Costa seniors completed a CTE Pathway.	10.00% of Mira Costa seniors will complete the CTE Pathway.	+1.0% (MCHS Seniors)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard CTE Pathway Completion Report. (Priority 4)	(CA School Dashboard CTE Pathway Completion Report, 2023)	(CA School Dashboard CTE Pathway Completion Report, 2024)	(CA School Dashboard CTE Pathway Completion Report, 2025)	(CA School Dashboard CTE Pathway Completion Report, 2026)	
1.11	A-G Completion and CTE Pathway Completion Source: CA School Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report. (Priority 4)	In 2023,1.00% of Mira Costa seniors completed both the A-G Requirements and achieved CTE Pathway Completion. (CA School Dashboard-CC Measures, 2023)	In 2024,1.4% of Mira Costa seniors completed both the A-G Requirements and achieved CTE Pathway Completion. (CA School Dashboard-CC Measures, 2024)	In 2025, 1.8% of Mira Costa seniors completed both the A-G Requirements and achieved CTE Pathway Completion. (CA School Dashboard-CC Measures, 2025)	5.00% of Mira Costa seniors will complete both the A-G Requirements and achieved CTE Pathway Completion. (CA School Dashboard-CC Measures, 2026)	+0.8% (MCHS Seniors)
1.12	Passage of Advanced Placement (AP) Exam with a score of 3 or higher Source: College Board K12 Report (Priority 4)	The AP pass rate for all students in 2023 was 82.40% (College Board K-12 Report, 2023)	The AP pass rate for all students in 2024 was 84.53%. (College Board AP Score Reports for Educators)	The AP pass rate for all students in 2025 was 90.13%. (College Board AP Score Reports for Educators)	The AP pass rate for all students in 2026 will be 85.00% (College Board K-12 Report, 2026)	+7.73% (High School)
1.13	Percentage of English Learners who made progress toward English Proficiency measured by ELPAC (Priority 4)	68.00% of English Language Learners were making progress toward English language proficiency in 2023. (CA School Dashboard English Learner Progress Indicator, 2023)	69.8% of English Language Learners were making progress toward English language proficiency in 2024. (CA School Dashboard English	71.4% of English Language Learners were making progress toward English language proficiency in 2025. (CA School Dashboard English	77.00% of English Language Learners will be making progress toward English language proficiency in 2026. (CA School Dashboard English	+3.4% (English Learners)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learner Progress Indicator, 2024)	Learner Progress Indicator, 2025)	Learner Progress Indicator, 2026)	
1.14	English Learner Reclassification Rate (Priority 4)	In 2022-23, the percentage of students redesignated as FEP was 19.09%. (Calculated from student information system report: 21 of 110 ELs reclassified)	In 2023-24, the percentage of students redesignated as FEP was 25.04%. (Calculated from student information system report: 31 of 122 ELs reclassified)	In 2024-25, the percentage of students redesignated as FEP was 21.50%. (Calculated from student information system report: 24 of 112 ELs reclassified)	In 2025-2026, the percentage of students redesignated as FEP will be 25.00%. (Calculated from student information system report)	+2.41% (English Learners)
1.15	Access to a Broad Course of Study Source: MBUSD LCAP Parent Survey (Priority 7)	81% of parents and 83% of staff strongly agree or agree that "MBUSD offers access to a wide variety of required courses in visual and performing arts, health, physical education, and world languages." 49% of parents strongly agree or agree that "schools encourage students to take rigorous courses, such as A-G, Advanced Placement, and Dual Enrollment." (MBUSD LCAP Parent and Staff Surveys Spring 2024)	Metric no longer used.	N/A	90% of parents and 90% of staff will strongly agree or agree that "MBUSD offers access to a wide variety of required courses in visual and performing arts, health, physical education, and world languages." 60% of parents will strongly agree or agree that "schools encourage students to take rigorous courses, such as A-G, Advanced	Metric no longer used.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Placement, and Dual Enrollment."	
1.16	College/Career Indicator (CCI): Measures of College Readiness (Priority 8)	College/Career Indicator Levels (2023) 72.80% Prepared 15.60% Approaching Prepared (CA Dashboard College/Career Indicator)	College/Career Indicator Levels (2024) 75% Prepared 14.2% Approaching Prepared (CA Dashboard 2024) College/Career Indicator)	College/Career Indicator Levels (2025): 78.2% Prepared 13.5% Approaching Prepared (CA Dashboard 2025 College/Career Indicator)	College/Career Indicator Levels (2026) 77.00% Prepared 18.00% Approaching Prepared (CA Dashboard, 2026) College/Career Indicator)	+5.4% Prepared -2.1% Approaching Prepared
1.17	iReady English Progress	Elementary Midyear Diagnostic: Percent of students at or above grade level. Grade 3: 85% Grade 4: 80% Grade 5: 80% Middle School Midyear Diagnostic: Percent of students at or above grade level. Grade 6: 71% Grade 7: 74% Grade 8: 67% High School End-of-Year Diagnostic: Percent of students at or above grade level. Grade 9: 57% Grade 10: 57%	This is a new metric.	Elementary Midyear Diagnostic: Percent of students at or above grade level. Grade 3: 86% Grade 4: 73% Grade 5: 75% Middle School Midyear Diagnostic: Percent of students at or above grade level. Grade 6: 75% Grade 7: 73% Grade 8: 71% High School End-of-Year Diagnostic:	Elementary Midyear Diagnostic: Percent of students at or above grade level. Grade 3: 89% Grade 4: 84% Grade 5: 84% Middle School Midyear Diagnostic: Percent of students at or above grade level. Grade 6: 75% Grade 7: 78% Grade 8: 71% High School End-of-Year Diagnostic: Percent of	Elementary Midyear Diagnostic: Percent of students at or above grade level. Grade 3: +1% Grade 4: -7% Grade 5: -5% Middle School Midyear Diagnostic: Percent of students at or above grade level. Grade 6: +4% Grade 7: -1% Grade 8: +4% High School End-of-Year Diagnostic:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2024-25 i-Ready Benchmark data)		Percent of students at or above grade level. Grade 9: 68% Grade 10: 63% (2025-26 i-Ready Benchmark data)	students at or above grade level. Grade 9: 61% Grade 10: 61%	Percent of students at or above grade level. Grade 9: +11% Grade 10: +6%
1.18	iReady Math Progress	Elementary Midyear Diagnostic: Percent of students at or above grade level. Grade 3: 72% Grade 4: 87% Grade 5: 85% Middle School Midyear Diagnostic: Percent of students at or above grade level. Grade 6: 68% Grade 7: 59% Grade 8: 54% High School End-of-Year Diagnostic: Percent of students at or above grade level. Grade 9: 74% Grade 10: 64% (2024-25 i-Ready Benchmark data)	This is a new metric.	Elementary Midyear Diagnostic: Percent of students at or above grade level. Grade 3: 67% Grade 4: 73% Grade 5: 77% Middle School Midyear Diagnostic: Percent of students at or above grade level. Grade 6: 74% Grade 7: 63% Grade 8: 62% High School End-of-Year Diagnostic: Percent of students at or above grade level. Grade 9: 70% Grade 10: 71%	Elementary Midyear Diagnostic: Percent of students at or above grade level. Grade 3: 76% Grade 4: 91% Grade 5: 89% Middle School Midyear Diagnostic: Percent of students at or above grade level. Grade 6: 72% Grade 7: 63% Grade 8: 58% High School End-of-Year Diagnostic: Percent of students at or above grade level. Grade 9: 78% Grade 10: 68%	Elementary Midyear Diagnostic: Percent of students at or above grade level. Grade 3: -5% Grade 4: -14% Grade 5: - 8% Middle School Midyear Diagnostic: Percent of students at or above grade level. Grade 6: +6% Grade 7: +4% Grade 8: +8% High School End-of-Year Diagnostic: Percent of students at or above grade level. Grade 9: +4% Grade 10: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2025-26 i-Ready Benchmark data)		
1.19	Implementation of State Standards Source: MBUSD LCAP Staff Survey (Priority 2)	"The District supports student achievement through a Guaranteed and Viable Curriculum (GVC), and all teachers of core academic subjects focus on the same identified essential standards to reduce variability between classrooms." 76% of staff strongly agreed or agreed. "Teachers receive effective specialized professional development on standards to support English Learners, students with special needs, and other student populations (e.g., Universal Design for Learning (UDL), Special Education New Teacher Academy)." 66% of staff strongly agreed or agreed. (MBUSD LCAP Staff Survey, Spring 2025)	This is a new metric.	"The District supports student achievement through a Guaranteed and Viable Curriculum (GVC), and all teachers of core academic subjects focus on the same identified essential standards to reduce variability between classrooms." 79% of staff strongly agreed or agreed. See Baseline Note 2026 for Question 2.	The District supports student achievement through a Guaranteed and Viable Curriculum (GVC), and all teachers of core academic subjects focus on the same identified essential standards to reduce variability between classrooms. 80% of staff will strongly agree or agree. Teachers receive effective specialized professional development on standards to support English Learners, students with special needs, and other student populations (e.g., Universal Design for Learning (UDL), Special Education New Teacher	Question 1: +3% Question 2: Responses to this second question were separated by special population beginning with the 2026 LCAP Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline Note 2026 for Question 2: Responses to this question were separated by special population beginning with the 2026 LCAP Survey. Teachers receive effective specialized professional development on the standards to support: English Learners 46% strongly agreed or agreed, and 18% responded: "don't know." Students with special needs: 54% strongly agreed or agreed, and 10% responded: "don't know." GATE students: 49% strongly agreed or agreed, and 26% responded: "don't know."			Academy). 70% of staff will strongly agree or agree. (MBUSD LCAP Staff Survey)	
1.20	Access to a Broad Course of Study	"MBUSD offers access to a wide variety of required courses in	This is a new metric.	See Baseline Note 2026.	"MBUSD offers access to a wide variety of required	Responses to this question were broken down by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: MBUSD LCAP Parent Survey (Priority 7)	math, English Language Arts (ELA, history-social science, and science." 80% of staff and 83% of parents strongly agreed or agreed. "MBUSD offers access to a wide variety of electives and pathways, in Visual and Performing Arts (VAPA), Science, Technology, Engineering, and Mathematics (STEAM), and World Languages." 83% of staff and 77% of parents/guardians strongly agreed or agreed. Baseline Note 2026: Responses to this question were broken down by subject area beginning with the LCAP Survey 2026. "MBUSD offers access to a wide variety of required courses in: Math: 75% (P) 78% (S) ELA : 77% (P) 77% (S)			courses in math, English Language Arts (ELA, history-social science, and science." 84% of staff and 87% of parents will strongly agree or agree. "MBUSD offers access to a wide variety of electives and pathways, in Visual and Performing Arts (VAPA), Science, Technology, Engineering, and Mathematics (STEAM), and World Languages." 87% of staff and 81% of parents/guardians will strongly agree or agree.	subject area beginning with the LCAP Survey 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HSS: 75% (P) 72% (S) Sci: 81% (P) 78% (S) VAPA: 75% (P) 80% (S) STEAM: 73% (P) 79% (S) World Languages: 45% (P) 58% (S) Percentage of parents (P) and staff (S) who strongly agreed or agreed.				

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 1 during the 2025–2026 school year was largely successful, with 14 of the 17 action steps identified as fully or ongoing implementation and 3 action steps identified as partially implemented. The District continued to strengthen instructional practices, targeted interventions, and college and career readiness opportunities across all grade spans through collaborative planning, professional learning, and data-informed decision-making.

Successes:

During the 2025–2026 school year, the District continued Year Two implementation of the Universal Design for Learning (UDL) initiative (Action 1.1). In Fall 2025, all teachers completed training in the final module of the UDL 101 Professional Learning Series, Action and Expression. Teachers also self-evaluated their UDL implementation levels across the framework elements. Principals and site leadership teams used this implementation data to collaborate with Educational Services in developing site-based action plans to guide continued UDL implementation and refinement aligned to each school's identified areas of focus.

The District also expanded professional learning to support English learners (Action 1.2). The English Learner TOSA facilitated ELD-focused professional development sessions at elementary, middle, and high school sites focused on understanding ELD standards, language proficiency levels, instructional strategies, and assessment supports for English learners. Ongoing coaching and resources continue to be provided to staff.

The District's Multi-Tiered System of Supports (MTSS) implementation (Action 1.4) continued to expand through structured i-Ready data conversations and targeted intervention planning across grade levels. Elementary teams identified students needing Tier 2 and Tier 3 reading and math supports, while MBMS departments used PLC time to analyze data and plan supports during AIRE time. At Mira Costa High School, the Student Academic Success (SAS) program continued to refine targeted Tier 3 interventions in reading and math using i-Ready diagnostics, individualized instruction, and executive functioning supports.

Expanded learning opportunities for English learners also continued through Summer AirTutors sessions (Action 1.7), which provided targeted support in English language development, reading, writing, and math-related skill development for students entering grades 6–12.

The District also made meaningful progress in expanding college and career readiness opportunities (Action 1.8). Several teachers continued working toward meeting El Camino College's minimum teaching requirements for Dual Enrollment instruction, strengthening the District's capacity to expand future offerings. New scheduling guidelines also allowed 74 students to enroll in off-site Dual Enrollment courses at El Camino College during the fall semester. Through the District's partnership with El Camino College, students currently have access to three articulated credit courses and one on-site Dual Enrollment course, with plans to expand future offerings to include courses such as French, History of Rock and Roll, and Multivariable Calculus.

Additionally, Manhattan Beach Middle School successfully launched a new 6th Grade STEAM Wheel (Action 1.9), including courses such as App Creators, Math and Art, and Theatre Tech.

Challenges and Areas for Continued Focus:

While substantial progress was made across Goal 1 actions, continued professional development remains a priority to strengthen instructional support for special populations, including English learners, students with disabilities, and GATE students. LCAP Survey results indicated that only 46% of staff agreed or strongly agreed that teachers receive effective specialized professional development to support English learners, 54% for students with special needs, and 49% for GATE students, with notable percentages of staff responding "don't know." In contrast, 87% of staff agreed or strongly agreed that teachers design lessons that engage students and provide multiple ways of learning through strategies such as UDL, GATE strategies, and Project Based Learning. These results highlight the need to provide greater clarity and connection between PLC work, UDL implementation, and instructional practices that support special populations, as well as the need to gather feedback following professional development sessions throughout the year rather than relying solely on the annual LCAP Survey.

As the District moves into Year Three of UDL implementation, Universal Design for Learning will continue to serve as a foundational framework to support inclusive, accessible, and responsive instruction for all students. The District will continue balancing districtwide coordination with site-level ownership of UDL practices to support each school's identified areas of focus. In addition, the District will continue refining MTSS systems and strengthening Professional Learning Community (PLC) efforts through ongoing site leadership development focused on collaborative instructional planning, data analysis, and targeted strategies to improve student outcomes.

Additionally, as Dual Enrollment and STEAM opportunities continue to expand, the District will continue evaluating staffing capacity, long-term funding sources, and program sustainability to support the continued growth and success of these initiatives.

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 have been some material differences (over $200,000.00) between the Budget Expenditures and the Estimated Actual Expenditures for the following actions:

1.15: Attract and retain high quality General Education Certificated and Support Staff. A material difference of $1,412,338.00 in planned expenditures related to increased staffing by 10 FTEs, plus $1 million in donation-funded expenses added as the year progressed.
1.16: Attract and retain Special Education Certificated and Classified Staff. A material difference of $1,231,358.00 in planned expenditures related to rising costs of staffing agencies and unfilled vacancies.

While none of the following items represent a material difference exceeding $200,000, these items represent other material differences between planned and estimated expenditures:

1.1: To support Universal Design for Learning (UDL) efforts, the salary for the Teacher on Special Assignment was included, resulting in a difference of +$128,870.00.

1.3: The contract with the PLC provider was reduced, and fewer release days were utilized, resulting in a difference of -$172,399.00.

1.13: The need to purchase additional Wilson training and materials emerged during the 2025–26 school year, resulting in a difference of +$9,024.00.

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

The actions implemented under Goal 1 continue to be effective in advancing academic achievement and strengthening student support systems across the District. The 2025 Dashboard data demonstrate continued growth and underscore the importance of maintaining the current course regarding District goals and actions outlined in the Local Control Accountability Plan (LCAP).

Academic Performance:

The District continued to demonstrate strong academic performance in both English Language Arts and Mathematics. In English Language Arts, students scored 86.3 points above the standard, reflecting a 6.7 point increase from the previous year and maintaining a blue performance rating. In Mathematics, students scored 65.9 points above the standard, a 5.2-point increase from the previous year, also maintaining a blue performance rating. These outcomes reflect the continued effectiveness of instructional initiatives, including the implementation of Universal Design for Learning (UDL) (Action 1.1), strengthened Professional Learning Community (PLC) practices (Action 1.3), and ongoing Multi-Tiered System of Supports (MTSS) implementation (Action 1.4).

Taken together, these data points indicate that the specific actions under Goal 1 have been effective in driving academic growth, increasing college and career readiness, and supporting English Learners. The strategic alignment of professional development initiatives, instructional materials, and student academic support systems has contributed to strong academic progress across the District.

Progress Among English Learners:

English Learner progress continued to improve during the 2025 Dashboard cycle. A total of 74.5% of English Learner students made progress toward English language proficiency, representing a 4.7% increase from the previous year and maintaining a blue performance rating.

CAASPP performance data also demonstrated continued academic growth among English Learners. Since the 2023 baseline, the percentage of English Learners meeting or exceeding standards increased by 12.23% in English Language Arts and by 6.15% in Mathematics.

This progress reflects the continued implementation of targeted supports for English Learners, including ELD-focused professional development for teachers (Action 1.2), provide elementary reading intervention and supplemental English Language Development (ELD) instruction (Action 1.5), supplemental academic support and intervention opportunities (Action 1.7), and expanded learning opportunities through programs such as AirTutors and ELOP (Action 1.6). The District's focus on integrating ELD standards into grade-level instruction and providing ongoing support through the EL TOSA has strengthened staff capacity to support English learners across content areas.

Progress Among Students Experiencing Economic Disadvantage:

The District continued to utilize the services of AirTutors (Action 1.7), an online synchronous tutoring program that provides targeted after-school support to small groups of students, typically once or twice per week. This additional academic support, combined with teacher collaboration through the PLC model and schoolwide MTSS supports, has contributed to increased achievement for students from low-income households. Compared to the 2023 CAASPP baseline, the percentage of students in this group meeting or exceeding standards increased by 10.59% in English Language Arts and 25.65% in Mathematics.

Progress Among Students with Disabilities:

Students with disabilities continued to demonstrate academic growth in both English Language Arts and Mathematics. CAASPP data showed a 1.26% increase in the percentage of students with disabilities meeting or exceeding grade-level mathematics standards in 2025 compared to the 2023 baseline, as well as a 3.61% increase in English Language Arts over the same period.

Ongoing implementation of co-teaching practices, evidence-based interventions, and specialized supports contributed to improved access to grade-level curriculum and targeted intervention services.

Professional development efforts continued to support implementation of evidence-based special education programs, including the Wilson Reading System and executive functioning supports (Action 1.13). In addition, the District continued expanding alternative pathway options for students through newly approved diploma pathway courses (Action 1.10) and collaborative instructional models such as co-teaching at the middle school level (Action 1.11).

College and Career Readiness:

The District continued to make progress in preparing students for post-secondary success through expanded college and career readiness opportunities. Continued development of Career Technical Education (CTE), Dual Enrollment, and STEAM opportunities (Actions 1.8 and 1.9) increased access to rigorous and engaging coursework aligned to student interests and future career pathways.

College and career readiness outcomes also demonstrated continued growth. In 2025, 92.5% of Mira Costa High School seniors successfully completed A-G requirements, representing a 10.4% increase from the 2023 baseline. In addition, the Advanced Placement (AP) exam pass rate reached 90.13%, reflecting a 7.73% increase from the 2023 baseline. These outcomes indicate that students are increasingly accessing and succeeding in rigorous coursework that supports college readiness and postsecondary success.

Through the District's partnership with El Camino College, students currently have access to articulated credit and Dual Enrollment opportunities, with plans to expand future offerings. In addition, Manhattan Beach Middle School launched a new 6th Grade STEAM Wheel, broadening access to interdisciplinary learning experiences focused on creativity, technology, and applied problem-solving skills.

Staff Recruitment and Retention Efforts:

The District continued efforts to recruit and retain highly qualified staff, particularly in special education (Actions 1.15 and 1.16). Ongoing collaboration with universities, job fairs, and induction supports, such as the New Special Education Teacher Academy, contributed to staff support and retention efforts. The District also continued collaboration with labor partners to support positive working conditions and organizational stability (Action 1.17).

Taken together, these data points indicate that the specific actions under Goal 1 have been effective in driving academic growth, supporting English Learners and students with disabilities, strengthening intervention systems, and expanding college- and career-readiness opportunities. The continued alignment of professional learning, instructional support systems, and targeted student interventions has contributed to sustained progress across the District.

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.

Reflections and Revisions to Goal 1 for 2026-2027

Based on feedback from educational partners through the 2026 LCAP Survey and follow-up discussions with advisory groups, the metrics for Goal 1 will largely remain unchanged. However, two survey-based metrics were refined to gather more actionable and targeted feedback. For Metric 1.19, Question 1 remained unchanged, while Question 2 was revised to collect separate responses regarding professional development to support students receiving special education services, English Learners, and GATE students beginning with the 2026 LCAP Survey. Metric 1.20 was revised to collect separate responses by subject area, including English Language Arts, mathematics, science, and social studies. Baseline data were added to both Metrics 1.19 and 1.20 to support future monitoring and analysis. These refinements will provide more meaningful data to inform continuous improvement efforts. In addition, five revisions were made to Goal 1 action descriptions for the 2026–27 school year.

Action 1.1: Implement Universal Design for Learning
2026-27: Strengthen staff capacity to implement Universal Design for Learning (UDL) practices that proactively support accommodations, increase access across all content areas, and create inclusive classroom environments that promote student engagement, belonging, and access to grade-level curriculum. Each school site and/or secondary department will identify a UDL signature practice aligned to student needs and share examples of implementation and impact through staff and parent newsletters.

Action 1.8: Establish Career Technical Education (CTE) and Dual Enrollment pathways at Mira Costa High School
2026-27: The District will continue to expand college and career readiness opportunities by strengthening partnerships with SoCal ROC and El Camino College and increasing awareness of CTE and Dual Enrollment pathways through counseling presentations, webinars, transition events, newsletters, social media, the District website, and course selection communications, with outreach beginning at the middle school level.

Action 1.11: Implement Co-Teaching Sections in Grades 6–12
2026–27: The District will continue to expand the continuum of special education supports and services through the implementation and refinement of inclusive co-teaching models in grades 6–12 to increase access, participation, and academic success for Students with Disabilities within the Least Restrictive Environment (LRE). Co-teaching efforts will prioritize core academic content areas while also exploring opportunities to expand inclusive instructional supports across additional subject areas. These efforts are intended to improve student belonging, increase access to grade-level curriculum and instruction, ensure continuity of accommodations and specialized supports, and preserve equitable access to electives, extracurricular opportunities, and campus-based experiences that foster connection, engagement, independence, and meaningful participation in the school community.

Action 1.15: Attract and retain high-quality General Education certificated and support staff
2026–27: The District will attract and retain high-quality certificated and classified staff through strategic hiring practices and by fostering a stable and collaborative work environment. The District will prioritize clear communication and transparency in staffing decisions to support staff morale and continuity of instruction.

Action 1.16: Attract and retain Special Education Certificated and Classified Staff
2026-27: The District will continue refining systems to attract, support, and retain Special Education staff. The Special Education Department will continue to provide a yearlong New Special Education Teacher Academy, updated resources, mentoring, and expanded classified staff training in behavior supports, communication, and instructional strategies. The District will also support classified staff participation in the Annual CSEA Paraeducator Conference with opportunities for re-delivery of learning. Human Resources will continue exploring recruitment strategies, including compensation and differential pay for Special Education positions.

These changes reflect the District’s ongoing commitment to continuous improvement, alignment with educational partner feedback, and support for access to academic opportunity and success.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implement Universal Design for Learning (UDL) into classroom instruction.	Teachers on Special Assignment (TOSAs) will lead professional development sessions for teachers on Universal Design for Learning (UDL) training, aiming to optimize learning for all students. UDL is a highly effective approach for supporting special populations, including English Learners, students with disabilities, and students identified as gifted and talented. 2025-26: Identify general education teachers who are successfully supporting diverse student needs (UDL, ELD, GATE strategies). Provide these examples (video, in-person) to staff. Offer teachers sessions in smaller groups when possible. 2026-27: Strengthen staff capacity to implement Universal Design for Learning (UDL) practices that proactively support accommodations, increase access across all content areas, and create inclusive classroom environments that promote student engagement, belonging, and access to grade-level curriculum. Each school site and/or secondary department will identify a UDL signature practice aligned to student needs and share examples of implementation and impact through staff and parent newsletters.	$202,492.00	No
1.2	Integrate English Language Development (ELD) Standards into classroom instruction.	The English Learner Teacher on Special Assignment (EL TOSA) will facilitate professional development sessions for teachers to deepen their understanding of the English Language Development (ELD) Standards. This will ensure that teachers are equipped to effectively address the needs of English Learners (ELs). The EL TOSA will ask teachers to complete a needs assessment to gauge their current understanding of the ELD standards to inform the professional development plan. Per the District English Learner Advisory Committee (DELAC) feedback, staff will review the reclassification rate for ELs who have been with the District for 3 years. This will serve as a baseline for a future metric.	$187,192.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2025-26: Strengthen teacher training in personalized learning for English Learners, including Long-Term English Learners (LTELs). Normalize the use of flexible timing for assignments and quizzes, and promote the use of primary language tools and supports tailored to the specific needs of both newcomer and long-term English Learners. 2026-27: Continue as described above.		
1.3	Implement and strengthen Professional Learning Community (PLC) practices districtwide.	Site teams will continue to enhance PLC practices and collaboration within and across schools. These practices entail reaching agreements on essential standards and utilizing Common Formative Assessments (CFAs) to inform instruction. Developing PLC practices will foster increased teacher collaboration and reduce variability across grade levels and courses. A book study with site leadership teams will focus on the book "What's Next?: Monthly Extensions to Challenge Proficient Students in a PLC at Work" to address PLC question four: "How will we extend and enrich the learning for students who have demonstrated proficiency?" A PLC Implementation Site Tool will be completed in the fall of 2024, to demonstrate the level of implementation of Professional Learning Communities across the District. This information will serve as a baseline for a future metric. In consultation with site and special education administrators, special educators will engage in the PLC process with general education colleagues across content areas and grade levels. 2025-26: Continue as described above. 2026-27: Continue as described with a focus on continued support of site principals and Guiding Coalition teams.	$0.00	No
1.4	Implement a Multi-Tiered System of	The Teacher on Special Assignment for Multi-Tiered System of Supports (MTSS TOSA) will continue to support school staff to advance their MTSS	$2,230,177.00	No

Action #	Title	Description	Total Funds	Contributing
	Supports (MTSS) districtwide.	efforts. This support will entail utilizing assessment tools, facilitating data conversations, planning tiered instruction, and identifying instructional resources to address students' academic needs. There will be a focus on refining MTSS supports for ELA and Math across all levels, incorporating the targeted use of online intervention tools and District-level assessments. At Mira Costa High School (MCHS), Student Academic Success (SAS) classes will remain available to students during the regular school day as Tier 3 instructional support. The MTSS TOSA will collaborate with teachers and counseling staff to build upon the strengths of the current program. The Edgenuity Learning Platform will continue to be utilized for high school students in our special education MWell program, independent study, and credit-recovery programs. For Manhattan Beach Middle School (MBMS), the middle school bell schedule now includes a weekly Advisory, Intervention, Review, and Enrichment (AIRE) period. Educational Services staff will continue to support the site Instructional Leadership Team as they identify the necessary supports to advance this work and design AIRE time sessions. In the elementary schools, the TOSA-MTSS will continue to support "What I Need" (WIN) time. Additionally, MTSS Support Teachers will remain assigned to elementary schools to provide Tier 3 math instruction. This support is funded through relief dollars and will be limited to the 2024-25 academic year unless additional funding becomes available. The District recently adopted the i-Ready assessment system. The 2024-25 assessment results will serve as a baseline for a future metric. Special Education Administrators will provide each school site staff with an introduction to Individual Education Programs (IEP). The Teacher on Special Assignment for Visual and Performing Arts (VAPA TOSA) and Special Education Coordinator will co-facilitate training to support inclusionary practices for VAPA staff. 2025-26: Re-establish MBMS Success Classes in grades 7 and 8 as part of the MTSS approach in middle school.		

Action #	Title	Description	Total Funds	Contributing
		2026-27: Continue as above. Include MTSS instructional assistant at Mira Costa High School. This LREBG action, funded in the amount of $75,878.00, will allow the District to continue utilizing i-Ready as a universal screener and to support the development of common formative assessments for English Language Arts and Mathematics to monitor student progress. Additionally, LREBG will allow the District to continue utilizing Lexia as a literacy intervention to support essential reading skills. The District selected these tools as part of the MTSS approach, an evidence-based framework recommended by the CA Department of Education. The impact of this action will be measured using i-Ready data (Metrics 1.7 and 1.8), and California Assessment of Student Performance and Progress (CAASPP) results in English Language Arts (Metric 1.3) and Mathematics (Metric 1.5).		
1.5	Provide elementary reading intervention and supplemental English Language Development (ELD) instruction.	MTSS Support Teachers (Literacy) will continue to offer reading intervention and supplemental English Language Development (ELD) at elementary schools. A significant portion of their responsibilities will focus on supporting English Learners, foster youth, and low-income students. These teachers will utilize the i-Ready assessment system and other site-based measures to identify students and monitor their progress. Additionally, they will utilize specialized instructional programs such as the Wilson Reading program, Academic Vocabulary Toolkit (AVT), i-Ready lessons, and other supplemental resources. 2025-26: Continue as described above. 2026-27: Continue as described above.	$729,284.00	Yes
1.6	Implement the Expanded Learning Opportunities Program (ELO-P) in grades TK-6.	The Expanded Learning Opportunities Program (ELO-P) provides funding for after-school and summer enrichment programs for Transitional Kindergarten through Sixth-Grade students who fall within the District's Unduplicated Pupil Percentage (UPP). Unduplicated Pupils refer to students who are English Learners, foster youth, and/or low-income. These afterschool and summer learning programs will prioritize the development	$284,520.00	No

Action #	Title	Description	Total Funds	Contributing
		of academic skills, such as reading enrichment, as well as addressing the social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. 2025-26: Continue as described above. 2026-27: Continue as described above.		
1.7	Provide supplemental academic support for English Learners and low-income students in grades 6-12.	The District will utilize the services of AirTutors, an online synchronous tutoring service that meets with groups of students after school, typically once or twice a week. AirTutors can provide tutoring in a wide range of languages, including home language tutoring. The EL TOSA (English Learner Teacher on Special Assignment) will monitor student attendance with AirTutors, track student grades, and communicate with families as necessary. Students who consistently attend AirTutors sessions have shown improvement in their learning results in their coursework. 2025-26: Expand tutoring support over the summer, particularly at the high school level, for students who are assigned summer work (English courses), with targeted support for English Learners, including Long-Term English Learners (LTELs). 2026-27: Continue as described above.	$54,000.00	Yes
1.8	Establish Career Technical Education (CTE) and Dual Enrollment pathways at Mira Costa High School.	The District will broaden college and/or career preparedness and opportunities for high school students through partnerships with the Southern California Regional Occupational Center (SoCal ROC) and El Camino Community College. MBUSD will establish a Career Technical Education (CTE)/Dual Enrollment Advisory Committee to guide current and future offerings for students. 2025-26: Continue as described above. 2026-27: The District will continue to expand college and career readiness opportunities by strengthening partnerships with SoCalROC and El Camino College and increasing awareness of CTE and Dual Enrollment	$730,373.00	No

Action #	Title	Description	Total Funds	Contributing
		pathways through counseling presentations, webinars, transition events, newsletters, social media, the District website, and course selection communications, with outreach beginning at the middle school level.		
1.9	Develop a TK-12 STEAM Pathway, ensuring clear alignment and progression across grade levels.	The District will develop a TK-12 STEAM Pathway throughout the LEA. This will include continuing with the offerings we currently have, adding a new Design and Modeling course at MBMS, and additional STEAM projects and applications throughout grades TK-5, and through specific courses in 6-12. 2025-26: The Design and Modeling course was not offered as planned in 2024-25. In 2025-26, MBMS will add a STEAM-focused wheel for 6th-grade students. 2026-27: Continue as described above.	$65,000.00	No
1.10	Establish an Alternative Diploma Pathway at Mira Costa High School.	Develop and adopt alternate academic achievement standards, classes and diploma for students with disabilities that meet state criteria for the alternative diploma. 2025-26: Continue as described above. 2026-27: Continue as described above.	$0.00	No
1.11	Create and implement co-teaching sections in grades 6-12.	Co-teaching Model at the Secondary Level will prioritize core content areas to support the achievement of Students with Disabilities. 2025-26: This action will continue as previously outlined, with careful consideration of budgetary constraints. A staff study group will be formed to research best practices in co-teaching to inform planning for the 2026–27 school year. 2026–27: The District will continue to expand the continuum of special education supports and services through the implementation and refinement of inclusive co-teaching models in grades 6–12 to increase	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		access, participation, and academic success for Students with Disabilities within the Least Restrictive Environment (LRE). Co-teaching efforts will prioritize core academic content areas while also exploring opportunities to expand inclusive instructional supports across additional subject areas. These efforts are intended to improve student belonging, increase access to grade-level curriculum and instruction, ensure continuity of accommodations and specialized supports, and preserve equitable access to electives, extracurricular opportunities, and campus-based experiences that foster connection, engagement, independence, and meaningful participation in the school community.		
1.12	Purchase standards-aligned textbooks for core content areas in grades TK-12.	Educational Services will collaborate with site staff, including special educators, to select standards-aligned instructional materials. Content area priorities include history-social science and science for Mira Costa High School, mathematics for elementary schools, and English Language Arts District-wide. Ongoing professional development to support the implementation of new instructional materials will be provided to teachers in person or online. 2025-26: Continue as described above. 2026-27: Continue as described above.	$886,862.00	No
1.13	Implement evidence-based Special Education programs.	Assign Special Education staff to support new teachers in the implementation of the Wilson program, with a particular focus on Manhattan Beach Middle School (MBMS). Ensure that Special Education teachers refine their implementation through ongoing training. Identify strategies to accelerate student progress in reading and explore potential adaptations to the Learning Center curriculum. When referring to Special Education instructional materials, replace "research-based" with "evidence-based." 2025-26: Continue as described above.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		2026-27: Continue as described above.		
1.14	Implement supplemental English Language Development (ELD) instructional materials to accelerate language acquisition.	The EL TOSA will continue collaborating with teachers of English Learners (ELs) and reading specialists to monitor and enhance the implementation of the District's language acquisition programs, as well as to identify supplementary ELD instructional support materials. The EL TOSA will facilitate ongoing training for Reading Specialists to support the refinement of practices. 2025-26: Continue as described above. 2026-27: Continue as described above.	$15,000.00	Yes
1.15	Attract and retain high-quality General Education certificated teachers and support staff.	The Human Resources Department will take action, including making certain that all teachers are fully credentialed for the classes they teach, and recruiting teachers and support staff from diverse backgrounds. 2025-26: When hiring, seek out high-quality staff at every level, who are responsive and passionate about the success of every student (administrators, certificated and classified staff). 2026–27: The District will attract and retain high-quality certificated and classified staff through strategic hiring practices and by fostering a stable and collaborative work environment. The District will prioritize clear communication and transparency in staffing decisions to support staff morale and continuity of instruction.	$45,373,168.00	No
1.16	Attract and retain Special Education Certificated and Classified staff.	The Special Education Director and Coordinators will develop, implement, and oversee a yearlong New Special Education Teacher Academy to provide support and professional development. Additionally, the department will create new teacher resource binders and/or shared drives and assign mentors to new teachers who are eligible for the induction program.	$30,293,465.00	No

Action #	Title	Description	Total Funds	Contributing
		The Human Resources Department will include additional compensation to classified job postings. The District will explore differential salaries for Special Education staffing. 2025-26: Continue as described above. 2026-27: The District will continue refining systems to attract, support, and retain Special Education staff. The Special Education Department will continue to provide a yearlong New Special Education Teacher Academy, updated resources, mentoring, and expanded classified staff training in behavior supports, communication, and instructional strategies. The District will also support classified staff participation in the Annual CSEA Paraeducator Conference with opportunities for re-delivery of learning. Human Resources will continue exploring recruitment strategies, including compensation and differential pay for Special Education positions.		
1.17	Work to provide competitive salaries for all employees.	Human Resources will continue to strive for the most competitive salaries possible within the contexts of collective bargaining and budgetary constraints. 2025-26: Continue as described above. 2026-27: Continue as described above.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to develop a climate of care in MBUSD schools. Progress toward Goal 2 will include the metrics outlined in the metrics section. To summarize, the District expects to see annual progress in the percentage of students responding favorably to survey questions related to school connectedness, safety, and well-being, as evidenced by the California Healthy Kids Survey (CHKS) annual report, and more students attending school daily with a reduction in chronic absenteeism. The District expects this annual progress for all students, with particular attention to English Learners, students with disabilities, and low-income students.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 serves as the District's primary objective for positive student engagement. This goal includes refined metrics and actions to build on the previous LCAP Goals 3 and 4, incorporating feedback from educational partners. These metrics include student survey results from the CHKS, attendance and chronic absenteeism rates, and actions focused on developing a climate of care through Interrupting Bias and Olweus Bullying Prevention training, and the implementation of a new Tri-Cities Student Survey for grades 3-12, which will inform sites in evaluating students' sense of belonging, inclusivity, and positive emotions. Together, these metrics and actions will help the District achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates Source: District P2 Report (Priority 5)	The District's Average Daily Attendance rate for Period 2 (P2) for 2023-24 is 96.03 %. (District P2 Report)	The District's Average Daily Attendance rate for Period 2 (P2) for 2024-25 is 95.46%	The District's Average Daily Attendance rate for Period 2 (P2) for 2025-26 is 95.94%	The District's Average Daily Attendance rate for Period 2 (P2) for 2026-27 is 98.0%.	-.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic Absenteeism Rates Source: CA Dashboard-Chronic Absenteeism Indicator (Priority 5)	Chronic Absenteeism Rates 10.9% All Students 26.5% African American 19.6% Low Income 15.3% Students with Disabilities 12% White (CA Dashboard-Chronic Absenteeism Indicator, 2023)	Chronic Absenteeism Rates 5.6% All Students 16.7% African American 14.9% Low Income 10.5% Students with Disabilities 5.9% White (CA Dashboard-Chronic Absenteeism Indicator, 2024)	Chronic Absenteeism Rates 4.5% All Students No performance Color African American 12.7% Low Income 8.9% Students with Disabilities 5.2% White (CA Dashboard-Chronic Absenteeism Indicator, 2025)	Chronic Absenteeism Rates 8.5% All Students 23% African American 17% Low Income 13% Students with Disabilities 10%White	-6.4% (All) No performance color (African American) -6.9% (Low Income) -6.4% (Students with Disabilities) -6.8% (White)
2.3	Middle School Dropout Rates Source: CALPADS Fall1 Report 8.1c - Student Profile -List. Filter for 2022-23 end of school year, Grades 7 & 8, Exit Reasons E140, E300, E400. (Priority 5)	The 2022-23 middle school dropout rate was 0%.	The 2023-24 middle school dropout rate was 0%.	The 2024-25 middle school dropout rate was 0%.	2026-27 middle school dropout rate of 0%.	No change
2.4	High School Dropout Rates Source: Data Quest Four-Year Adjusted Cohort Outcome (CDE)	Mira Costa High School's dropout rate was 1.04% in 2022-23. (Data Quest Four-Year Adjusted Cohort Outcome, 2022-23)	Mira Costa High School's dropout rate was 0.6% in 2023-24. (Data Quest Four-Year Adjusted	Mira Costa High School's dropout rate was 0.47% in 2024-25. (Data Quest Four-Year Adjusted	Mira Costa High School's dropout rate will maintain at 1.04%.	-0.57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 5)		Cohort Outcome, 2023-24)	Cohort Outcome, 2024-25)		
2.5	High School Graduation Rates Source: CA Dashboard-Graduation Rate Indicator 2023) (Priority 5)	97.4% of students graduated from Mira Costa High School. This is a combined four and five-year graduation rate report. 88% of students with disabilities graduated from Mira Costa High School. This is a combined four and five-year graduation rate report. (CA Dashboard-Graduation Rate Indicator 2023)	99.4% of students graduated from Mira Costa High School. This is a combined four and five-year graduation rate report. 96.2% of students with disabilities graduated from Mira Costa High School. This is a combined four and five-year graduation rate report. (CA Dashboard-Graduation Rate Indicator 2024)	98.4% of students graduated from Mira Costa High School. This is a combined four and five-year graduation rate report. 90.4% of students with disabilities graduated from Mira Costa High School. This is a combined four and five-year graduation rate report. (CA Dashboard-Graduation Rate Indicator 2025)	100% of students will graduate from Mira Costa High School per the combined four and five-year graduation rate report. 90% of students with disabilities will graduate from Mira Costa High School per the combined four and five-year graduation rate report.	+1.0% (all graduates) +2.4% (Students with Disabilities)
2.6	Suspension Rates Source: Data Quest (CDE) (Priority 6)	District Suspension Rate was 1.2%. (Data Quest Suspension Rate, 2022-23).	District Suspension Rate was 0.9% in 2023-24. (CA Dashboard Suspension Rate Indicator 2024 and Data Quest Suspension Rate 2023-24)	District Suspension Rate was 1.2 % in 2024-25. (CA Dashboard Suspension Rate Indicator 2025 and Data Quest Suspension Rate 2024-25)	District Suspension Rate will maintain a low suspension rate of 1.2%.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Expulsion Rates Source: Data Quest (CDE) (Priority 6)	District Expulsion Rate was 0.0%. (Data Quest Expulsion Rate, 2022-23).	District Expulsion Rate was 0.0%. (Data Quest Expulsion Rate, 2023-24)	District Expulsion Rate was 0.0%. (Data Quest Expulsion Rate, 2024-25)	District Expulsion Rate will remain 0.0%.	No change
2.8	Safe School Environment Source: MBUSD LCAP Survey (Priority 6)	90% of parents and 83% of staff strongly agree or agree that "MBUSD provides students with access to safe schools." (MBUSD LCAP Survey, Spring 2024) 92% of elementary students reported that they felt "safe at school" all or most of the time. 76% of middle school students reported that they felt "safe at school" all or most of the time. 74% of middle school students with an IEP reported that they felt "safe at school" all or most of the time. 78.3% of high school students reported that they felt "safe at school" all or most of the time.	LCAP Survey question no longer used. 88% of elementary students reported that they felt "safe at school" all or most of the time. 42% of middle school students reported that they felt "safe at school" all or most of the time. 40% of middle school students with an IEP reported that they felt "safe at school" all or most of the time. 84.5% of high school students reported that they felt "safe at school"	LCAP Survey question no longer used. 90% of elementary students will report that they felt "safe at school" all or most of the time. 59% of middle school students will report that they felt "safe at school" all or most of the time. 60% of middle school students with an IEP will report that they felt "safe at school" all or most of the time. 83% of high school students will report that they felt "safe at school" all or most of the time.	LCAP Survey question no longer used. 93% of elementary students will report that they felt "safe at school" all or most of the time. 78% of middle school students will report that they felt "safe at school" all or most of the time. 76% of middle school students with an IEP will report that they felt "safe at school" all or most of the time. 80.3% of high school students will report that they felt "safe at school"	LCAP Survey question no longer used. CHKS: -2% (elementary) -17% (middle school) -14% (middle school with IEPs) +4.7% (high school) +9.3% (high school with IEPs)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66.7% of high school students with an IEP reported that they felt "safe at school" all or most of the time. (MBUSD CHKS, Spring 2024)	all or most of the time. 75.5% of high school students with an IEP reported that they felt "safe at school" all or most of the time. (MBUSD CHKS, Spring 2025)	76% of high school students with an IEP will report that they felt "safe at school" all or most of the time. (MBUSD CHKS, Spring 2026)	all or most of the time. 70% of high school students with an IEP will report that they felt "safe at school" all or most of the time. (MBUSD CHKS)	
2.9	School Connectedness Source:MBUSD LCAP Survey Source:MBUSD CHKS (Priority 6)	75% of parents strongly agree or agree that "families feel welcomed, valued, and connected to one another at their school." 75% of staff and 80% of parents strongly agree or agree that "parents, teachers, students, school staff, and community members work together to create a safe, respectful, and inclusive campus." (MBUSD LCAP Survey, Spring, 2024) Students: CHKS 87% of elementary students reported that they felt connected to	75% of parents strongly agree or agree that "families feel welcomed, valued, and connected to one another at their school." 79% of staff and 70% of parents strongly agree or agree that "parents, teachers, students, school staff, and community members work together to create a safe, respectful, and inclusive campus."	84% of parents will strongly agree or agree that "families feel welcomed, valued, and connected to one another at my school." 85% of staff and 77% of parents will strongly agree or agree that "parents, teachers, students, school staff, and community members work together to create a safe, respectful, and inclusive campus."	77% of parents will strongly agree or agree that "families feel welcomed, valued, and connected to one another at my school." 77% of staff and 82% of parents will strongly agree or agree that "parents, teachers, students, school staff, and community members work together to create a safe, respectful, and inclusive campus." Students: CHKS	+9% parents +10% staff -3% parents -3% (elementary) -9.5% (middle school) -7% (middle school with IEPs) +1.7% (high school) -1% (high school with IEPs)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school all or most of the time. On average, 72.5% of middle school students reported that they felt connected to school all or most of the time. On average, 67% of middle school students with an IEP reported that they felt connected to school all or most of the time. On average 72.3% of high school students reported that they felt connected to school all or most of the time. On average 67% of high school students with an IEP reported that they felt connected to school all or most of the time. (MBUSD CHKS, Spring 2024)	(MBUSD LCAP Survey, Spring, 2025) Students: CHKS 81% of elementary students reported that they felt connected to school all or most of the time. On average, 60% of middle school students reported that they felt connected to school all or most of the time. On average, 55% of middle school students with an IEP reported that they felt connected to school all or most of the time. On average, 73.5% of high school students reported that they felt connected to school all or most of the time.	(MBUSD LCAP Survey, Spring, 2026) Students: CHKS 84% of elementary students will report that they felt connected to school all or most of the time. On average, 63% of middle school students will report that they felt connected to school all or most of the time. On average, 60% of middle school students with an IEP will report that they felt connected to school all or most of the time. On average, 74% of high school students will report that they felt connected to school all or most of the time.	89% of elementary students will report that they felt connected to school all or most of the time. On average, 74.5% of middle school students will report that they felt connected to school all or most of the time. On average, 70% of middle school students with an IEP will report that they felt connected to school all or most of the time. On average, 74.5% of high school students will report that they felt connected to school all or most of the time. On average, 71% of high school students will report that they felt connected to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			On average, 66.5% of high school students with an IEP reported that they felt connected to school all or most of the time. (MBUSD CHKS, Spring 2025)	On average, 66% of high school students with an IEP will report that they felt connected to school all or most of the time.	school all or most of the time.	
2.10	School Connectedness Source: MBUSD LCAP Survey (Priority 6)	"My child(ren) feel(s) connected to at least one adult on campus." 92% of staff and 79% of parents/guardians strongly agreed or agreed.	This is a new metric.	"My child(ren) feel(s) connected to at least one adult on campus." 92% of staff and 84% of parents/guardians strongly agreed or agreed. (MBUSD LCAP Survey, Spring, 2026)	"My child(ren) feel(s) connected to at least one adult on campus. 96% of staff and 84% of parents/guardians will strongly agree or agree.	No change staff +5% parents/guardians
2.11	School Climate Source: MBUSD LCAP Survey (Priority 6)	"Positive Behavioral Interventions and Supports (PBIS) are consistent and effective at this school." 53% of staff and 36% of parents/guardians strongly agreed/agreed.	This is a new metric.	"Positive Behavioral Interventions and Supports (PBIS) are consistent and effective at this school." 59% of staff and 44% of parents/guardians strongly agreed/agreed.	"Positive Behavioral Interventions and Supports (PBIS) are consistent and effective at this school." 59% of staff and 40% of parents/guardians will strongly agree/agree.	+6% staff +8% parents/guardians

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(MBUSD LCAP Survey, Spring, 2026)		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, implementation of Goal 2 actions during the 2025–2026 school year was strong, with four of the five actions implemented as planned and one action partially implemented. The District experienced several successes in strengthening school climate, student wellness, and systems of support, while also identifying areas requiring continued refinement and capacity building.

Under Action 2.1, the District continued refining Positive Behavioral Interventions and Supports (PBIS) with an emphasis on bullying prevention. Significant implementation progress was made through the rollout of the Olweus Bullying Prevention Program at Manhattan Beach Middle School (MBMS), including leadership team training, schoolwide professional development, assemblies, and classroom meetings. With the establishment of the new Student Services Teacher on Special Assignment (TOSA) position, site PBIS systems were reviewed and revisions to the disciplinary data collection system were developed for implementation in the 2026–2027 school year. Classified staff also received PBIS and student discipline training, with staff reporting positively on the relevance and effectiveness of the training. Districtwide behavioral matrices were reviewed and standardized, and updated resources are being prepared for staff and families. The District also fully implemented the Comprehensive School Threat Assessment Guidelines (CSTAG) process to support earlier identification and intervention for students demonstrating potential threat or risk behaviors.

Under Action 2.2, the District continued implementation of Speaking Up: Interrupting Bias through staff trainings, student workshops, and campuswide messaging focused on addressing microaggressions, bullying prevention, and fostering inclusive school environments. This work was particularly successful at Mira Costa High School, where students and staff collaboratively led campus efforts to strengthen belonging and inclusion. A continued challenge has been identifying and training additional staff leaders to expand implementation District-wide.

Action 2.3 focused on reducing chronic absenteeism through continued collaboration among Student Services, site administrators, and attendance staff to refine attendance monitoring systems, including the DART, SART, and SARB processes. The District maintained regular communication with families through site newsletters and continued refining attendance practices across schools. One substantive difference between planned and actual implementation was the decision not to move forward with Saturday Academy programming following a careful cost analysis, mandated requirements, and consideration that participation could not be mandated under state guidelines.

Under Action 2.4, the District continued implementing school climate initiatives, relationship-centered practices, and student support systems to strengthen student connectedness across school sites.

Under Action 2.5, the District expanded mental health and wellness supports for students through implementation of the KnowGO program for all first-grade students, continued Tier 3 counseling and intervention services, updated suicide awareness and prevention lessons, and expanded parent workshops and counseling resources through the College and Career Center. The District also strengthened mental health systems by training all mental health professionals on Lighthouse and Columbia screening tools and creating clearer referral guidance and linked resources for staff and families. A challenge encountered during implementation was uncertainty regarding the continuation of some Tier 3 one-to-one counseling services due to funding reductions from Beach Cities Health District; however, the District worked to maintain support for students with the highest levels of need.

Overall, the District made meaningful progress in implementing actions aligned to Goal 2 and will continue refining systems, expanding staff training, and strengthening family communication and student supports during the 2026–2027 school year.

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 have been some material differences (over $200,000.00) between the Budget Expenditures and the Estimated Actual Expenditures for the following actions:

2.3: Implement strategies to decrease chronic absenteeism District-wide. A material difference of $380,331.00 in planned expenditures due to donation-funded programs.

While the following item does not represent a material difference exceeding $200,000, the following item represents other material differences between planned and estimated expenditures:
2.1: A grant was received from Manhattan Beach Education Foundation (MBEF) to fund a Student Services Teacher on Special Assignment to support PBIS implementation, resulting in a difference of +$111,797.00. This grant has been included for this action in the 2026-27 total planned expenditures table.

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

The actions aligned to Goal 2 have demonstrated effectiveness in improving school climate and safety. LCAP Survey results showed that 59% of staff and 44% of parents/guardians agreed or strongly agreed that PBIS systems are consistent and effective at their school, representing increases of 6% among staff and 8% among parents/guardians compared to 2025 survey results.

The District’s work related to Speaking Up: Interrupting Bias and school connectedness has also demonstrated positive outcomes, particularly at Mira Costa High School. CHKS results showed that 83% of high school students reported feeling safe at school all or most of the time, representing a 4.7% increase overall, while 76% of students with IEPs reported feeling safe at school all or most of the time, reflecting a 9.3% increase. In addition, the percentage of Mira Costa High School students reporting that they feel connected to school all or most of the time has steadily increased over the past three years from 72.3% to 73.5% and now 74%.

Efforts to strengthen student connectedness across schools also demonstrated positive results. LCAP Survey data indicated that 92% of staff and 84% of parents/guardians agreed or strongly agreed that students feel connected to at least one adult on campus. This represents a 5% increase among parents/guardians compared to the 2024 baseline.

Action 2.3 demonstrated effectiveness in reducing chronic absenteeism. According to the 2025 California School Dashboard, chronic absenteeism decreased by 6.4% for all students, with decreases ranging from 6.4 to 6.9% among identified student groups. Continued collaboration among Student Services, school sites, attendance staff, and families contributed to improved attendance monitoring and intervention systems District-wide.

Action 2.5 also demonstrated effectiveness in expanding student wellness and mental health supports. Students and families benefited from expanded counseling supports, updated suicide awareness and prevention lessons, mental health screening systems, and increased access to parent workshops and referral resources. While funding uncertainty related to Tier 3 counseling partnerships presented challenges, the District continued prioritizing mental health supports for students with the greatest needs.

Overall, available data demonstrate that the actions associated with Goal 2 have been effective in improving school climate, student connectedness, attendance, and wellness outcomes, while also identifying areas for continued refinement and expansion in future implementation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on feedback from educational partners through the updated LCAP Survey and follow-up discussion with advisory groups, no changes have been made to Goal 2 metrics, and two revisions to Goal 2 actions for the 2026-27 school year.

Action 2.1: Refine Positive Behavioral Interventions and Supports (PBIS) with an emphasis on bullying prevention.
2026–27: Each school site will define and communicate its PBIS expectations and behavior framework (e.g., ROARS- Respectful, On task, Accountable, Responsible, and Safe) to students, staff, and families at the beginning of the school year, including clarification around behavior expectations, consequences, and when families will be contacted based on the site behavior matrix. Schools will reinforce PBIS expectations throughout the year and across grade spans. Staff, including outdoor supervisors and P.E. teachers, will receive training in conflict resolution and consistent behavioral response strategies. Schools will regularly review behavioral data and utilize brief check-in surveys at the beginning and middle of the school year to assess understanding and implementation of PBIS practices across students, staff, and families.

Action 2.4: Enhance student connectedness within schools.
2026-27: The District will continue to promote an inclusive school culture that values and supports all learners, including English Learners and students with disabilities. Efforts will focus on strengthening student belonging, peer connections, participation in school activities, and staff understanding of diverse learner needs. School climate and survey data will be used to inform planning and student supports.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Refine Positive Behavioral Interventions and Supports (PBIS) with an emphasis on bullying prevention.	The District has received a grant to train staff members in the Olweus Bullying Prevention Program through the Los Angeles Department of Mental Health Project. The Olweus Program is a comprehensive approach that includes schoolwide, classroom, individual, and community components. All school sites will participate in training focused on long-term change to create a safe and positive school climate. 2025-26: Schools will regularly review behavioral data to guide interventions and monitor progress. Staff will receive scenario-based training to improve responses to bullying. Behavior expectations will be clearly communicated to students, staff, and families. Counselors will provide targeted support for students involved in bullying. All educational partners will actively engage in PBIS and bullying prevention using tools like a behavior expectations matrix. 2026–27: Each school site will define and communicate its PBIS expectations and behavior framework (e.g., ROARS, SKORR) to students, staff, and families at the beginning of the school year, including clarification around behavior expectations, consequences, and when families will be contacted based on the site behavior matrix. Schools will reinforce PBIS expectations throughout the year and across grade spans. Staff, including outdoor supervisors and P.E. teachers, will receive training in conflict resolution and consistent behavioral response strategies. Schools will regularly review behavioral data and utilize brief check-in surveys at the beginning and middle of the school year to assess understanding and implementation of PBIS practices across students, staff, and families.	$154,161.00	No
2.2	Provide staff with Speaking Up: Interrupting Bias training.	The training supports the District's commitment to inclusive and equitable practices through professional development and site-level leadership. It is offered through the Museum of Tolerance as a "training of trainers" model. This professional development will help staff confidently address bias, fostering a welcoming school climate through four basic strategies: interrupt, question, educate, and echo. 2025-26: Continue as described above.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		2026-27: Continue as described above.		
2.3	Implement strategies to decrease chronic absenteeism District-wide.	The Director of Student Services will meet with administrators and clerks to review attendance, process absenteeism letters, and log SARB referrals. Attendance Clerks will complete the SARB report and address attendance issues. The Department will refine DART and SART processes across the District, support Mira Costa High School with period attendance monitoring, and address chronic absenteeism through communication and home visits. 2025-26: Continue as described above. 2026-27: Continue as described above.	$4,195,834.00	No
2.4	Enhance student connectedness within schools.	Create and utilize the new student connectedness/sense of belonging survey, and use the data from the new survey and California Healthy Kids to drive site plans and programming. Director of Student Services will review all data with site administrators for all students, English Learners, and students with disabilities. 2025-26: Continue as described, while promoting a neurodiverse school culture that values and supports the unique strengths and needs of all learners. 2026-27: The District will continue to promote an inclusive school culture that values and supports all learners, including English Learners and students with disabilities. Efforts will focus on strengthening student belonging, peer connections, participation in school activities, and staff understanding of diverse learner needs. School climate and survey data will be used to inform planning and student supports.	$334,426.00	No
2.5	Address the mental and physical	Utilizing data and student needs, the District will continue to support the mental and physical health of students through education, targeted supports, and programming geared at awareness and inclusion.	$934,313.00	No

Action #	Title	Description	Total Funds	Contributing
	wellness of all students.	2025-26: Continue as described above. 2026-27: Continue as described above.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Monitor and maintain infrastructure/facilities districtwide. Progress toward Goal 3 will include the metrics outlined in the metrics section. To summarize, the District expects to maintain school facilities in a safe condition by addressing deferred maintenance needs. The District expects 100% of MBUSD facilities to be maintained and in good repair, as evidenced by the annual Facilities Inspection Tool (FIT).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 3 supports State Priority 1: Basic, by providing well-maintained and safe school facilities for all students, staff, and families. This goal includes metrics and actions to build on the previous LCAP Goals 1 and 3, incorporating feedback from educational partners. The District will leverage available funding to prioritize and implement deferred maintenance projects that will maximize the lifespan of aging District facilities. Through continued partnerships with site PTAs, the Instructional Technology (IT) Department will maintain student and staff devices and make necessary upgrades to utilize technology effectively in classrooms. The focus on leveraging available funding to prioritize deferred maintenance and continued partnerships with PTAs will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities in Good Repair as Measured by Facility Inspection Tool (FIT) Source: Facilities Inspection Tool (FIT) (Priority 1)	100% of MBUSD Facilities are maintained and in good repair in 2023. (Facilities Inspection Tool, Fall 2023)	100% of MBUSD Facilities are maintained and in good repair in 2024. (Facilities Inspection Tool, Fall 2024)	100% of MBUSD Facilities are maintained and in good repair in 2024. (Facilities Inspection Tool, Fall 2025)	100% of MBUSD Facilities will be maintained and in good repair.	No change

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of planned actions under Goal 3 has closely aligned with District priorities, resulting in the successful maintenance of school facilities in a safe condition by addressing deferred maintenance needs.

Successes:
To fund necessary upgrades to local schools, the District has embarked on plans to utilize Measure RLS school improvement bond to help address long-term maintenance and facility needs. The Board has approved a comprehensive program scope, which includes the following projects:

1. District-wide projects to improve fencing, provide safety and security enhancements, and repair or replace mechanical, roofing, and portable classroom buildings
2. Projects to modernize two classroom wings and to replace the library, the pool, and the cafeteria/kitchen facility at Mira Costa High School
3. The modernization of two classroom wings at Pacific Elementary School, including the construction of two Transitional Kindergarten classrooms
4. The modernization of the upper campus levels at Manhattan Beach Preschool
5. The modernization of two classroom buildings at Manhattan Beach Middle School
6. The replacement of several existing portable/modular classroom buildings with a new building that will house classroom, science lab, library, and makerspace functions at Meadows Elementary School
7. The replacement of three existing portable/modular classroom buildings and the construction of a new building that will house Transitional Kindergarten, library, and administrative office functions at Robinson Elementary School

The District is in construction on the fencing improvements and will begin construction on the other District-wide scopes this summer. The District's architects are developing schematic designs for the Meadows, Robinson, MBMS, and MBPS projects and are in design development for the Pacific and MCHS projects.

In addition, the District has undertaken a number of smaller maintenance projects this year. This has included the conversion of a parking lot at the high school to facilitate a safer, one-way traffic flow; the refurbishing of gates outside of our bond construction scope to ensure their continued operability; various repairs of damage caused when vehicles collided with facilities; the repair of plumbing systems at or near failure; the replacement of doors to prevent water intrusion, and a number of other significant projects.

The District was also pleased to partner with vendors, architects, and contractors through ShareFest to refurbish an aging portable restroom building at Manhattan Beach Preschool and to work with a community partner to offer a 3-Part Building Science Class focused on electrification and decarbonization for better, safer, healthier, and more cost-efficient buildings. The District was also grateful to receive support from the City of Manhattan Beach that provided funding to support the replacement of a large blacktop playground at Meadows Elementary which had reached its end of life.

The District continues to meet annually with site and PTA representatives from each school to assess technology replacement needs and identify new needs to support instructional programs; the most recent assessment concluded in March 2026. Throughout the year, the District and its PTA partners have worked to improve access to devices, particularly to support new curriculum adoptions and assessment programs in the lower grade levels. All schools have made purchases to ensure that all outdated technology is replaced before reaching end-of-life.

The District has installed a distributed antenna system to provide stronger cellular phone service at multiple locations in order to enhance safety and security measures.

The District also continues to convene the Green Committee, composed of Board members, District staff, school site PTA, and community representatives, to discuss and implement various environmental initiatives. This year, the District replaced an oversized and inefficient water heater at Mira Costa High School, implemented LED lighting upgrades, and engaged in conversations to explore the feasibility of installing additional solar arrays at facilities throughout the District. The District continues to work to use more sustainable products, including wooden utensils and aluminum water bottles in lieu of plastic, to promote garden programs, and to educate students and implement programs to reduce waste.

Challenges and Areas for Continued Focus:
Facility and technology costs continue to rise, creating challenges in meeting identified site needs. The $200 million bond passed by the voters of Manhattan Beach will cover only a portion of the needs identified in the Facilities Master Plan, and the District's purchasing power will be further constrained by the competition from other districts' bond programs as well as the impacts of the Olympics, wildfire recovery, and other local programs. Additionally, the District is challenged by the timing of its projects; while projects are in the design phase, many needs are immediately apparent and will need to be addressed in the interim.

The District also faces rising costs for utilities and other infrastructure 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.

There have been some material differences (over $200,000.00) between the Budget Expenditures and the Estimated Actual Expenditures for the following actions:

3.1: Maintain facilities in a safe condition and address deferred maintenance needs. A material difference of $592,611 in planned expenditures related to rising costs of utilities, materials, services, and equipment, offset to some extent by reductions in anticipated personnel costs due to vacancies and expenditure reductions.

3.2: Provide and maintain classroom technology and infrastructure. A material difference of $235,260 in planned expenditures, again related to rising costs for equipment.

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

As outlined in Goal 3, the District is committed to maintaining school facilities in a safe condition by addressing deferred maintenance needs. The specific actions implemented to achieve this goal have proven effective, as demonstrated by the results of the annual Facilities Inspection Tool (FIT). In Fall 2025, 100% of MBUSD facilities were rated as maintained and in good repair according to the FIT (Action 3.1).

The annual District-PTA meetings at each site have proven effective in identifying both technology replacement needs and new needs to support instructional programs; the most recent assessment occurred in February 2025. As a result of this process, purchases are made to ensure that all outdated technology is replaced before reaching end-of-life (Action 3.2).

The District also continues to convene the Green Committee, composed of Board members, District staff, school site PTA, and community representatives, to discuss and implement various environmental initiatives. This year, the District implemented a number of smaller projects to educate District staff and community members regarding environmentally sustainable infrastructure and to replace existing equipment with more sustainable alternatives (Action 3.3).

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.

Reflections and Revisions to Goal 3 for 2026-27:

Based on a review of the FIT inspection tool results and educational partner feedback, no changes are planned to the Goal 3 metrics, target outcomes, or actions for the 2026-27 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain facilities in a safe condition and address deferred maintenance needs.	The District will leverage available funding to prioritize and implement deferred maintenance projects that will maximize the lifespan of aging District facilities. 2025-26: Continue as described above. 2026-27: Continue as described above.	$11,548,060.00	No
3.2	Provide and maintain classroom	The District will work with PTAs, site leadership, and information technology staff to ensure that all classrooms and campuses are equipped	$2,728,298.00	No

Action #	Title	Description	Total Funds	Contributing
	technology and infrastructure.	with reliable wi-fi and internet connections, interactive projection devices, voice amplification systems, and laptops or other devices necessary to utilize technology effectively in classrooms. 2025-26: Continue as described above. 2026-27: Continue as described above.		
3.3	Support and maintain sustainable facilities and our green programs to the extent possible.	The District will work with community members, outside agencies, and others to reduce the environmental impact of District operations. 2025-26: Continue as described above. 2026-27: Continue as described above.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Maintain a balanced budget. Progress toward Goal 4 will be based on the metrics outlined in the metrics section. The District expects to receive a positive budget certification annually, as evidenced by the District's Adopted Budget and First and Second Interim Budget Reports.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 4 is essential as the District is one of the California districts receiving the lowest level of state funding per pupil. Focusing on an annual positive budget certification will ensure that the District can maximize funding to make progress toward the 5 District Goals and meet the 8 State Priorities. This goal includes metrics and refined actions to build on the previous LCAP Goal 3, incorporating feedback from educational partners. The focus on educating the community regarding state funding sources, the relative growth rates of costs compared with funding levels, and the corresponding need for ongoing local funding to maintain vital District programs, will help achieve the goal. The District will seek to develop opportunities to generate additional funding sources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The District's adopted budget and First and Second Interim Budget Reports.	Positive Budget Certification. Source: MBUSD Adopted Budget and First and Second Interim Budget Reports (2023-24).	Positive Budget Certification. Source: MBUSD Adopted Budget and First and Second Interim Budget Reports (2024-25).	Positive Budget Certification. Source: MBUSD Adopted Budget and First and Second Interim Budget Reports (2025-26).	Positive Budget Certification. Source: MBUSD Adopted Budget and First and Second Interim Budget Reports.	The District continues to receive a positive budget certification.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of the planned actions under Goal 4 has progressed, with the District taking steps to increase community awareness of state education funding structures and the ongoing need for local support to maintain essential programs, but the District faces unprecedented headwinds that threaten its fiscal stability, and the District has been forced to take drastic action to prevent this.

Successes:
The District continues to be deeply appreciative of the community's support in maintaining and enhancing local funding sources, which include the local parcel tax, the recently passed local bond measure, a shared use agreement with the City of Manhattan Beach, and a strong ongoing partnership with the Manhattan Beach Education Foundation (MBEF). These sources are critical in sustaining key academic and enrichment programs that would otherwise be at risk due to insufficient state funding.

Challenges and Areas for Continued Focus:
MBUSD has the 2nd lowest Unduplicated Pupil Percentage (UPP) among all unified districts in California and is ranked 79th in per-pupil LCFF funding in Los Angeles County and 865th in the state in the State (out of 79 and 936, respectively), placing it among the lowest-funded districts in California. Many state programs are targeted towards high-UPP districts, and MBUSD's benefit from these programs is therefore significantly limited. While the District remains fiscally solvent and is able to maintain a positive certification, the underlying conditions shaping the District budget are structural and will represent ongoing challenges. Revenue growth under the Local Control Funding Formula (LCFF) continues to lag behind expenditure growth driven by pension obligations, health benefits, special education costs, insurance, utilities, and inflationary pressures. This fiscal challenge is not the result of short-term economic conditions or isolated current-year circumstances; rather, it reflects long-term structural dynamics within the state's school funding system and sustained cost escalation over time. As a result, long-term financial stability requires deliberate and sustained structural adjustments. Already, the District's reserves have been significantly eroded, and this has been reflected in recent ratings updates from both Moody's and Standard & Poor's.

The District has taken meaningful action to address this imbalance. Personnel reductions scheduled to take effect in 2026–27, along with ongoing expenditure controls implemented during the current year, represent significant structural adjustments. The Board has adopted a Fiscal Stabilization Plan to support these efforts, but this plan involves significant instructional program impacts and fiscal austerity.

While the state's enacted budget may provide some relief in 2026-27, thanks to higher than anticipated 2025-26 statewide revenue, this will not resolve the issue, and the District will need to manage the use of any new revenue with care and an eye to the long-term.

Throughout the year, the District has worked to educate the community about state funding sources, the slower growth of state funding relative to rising operational costs, and the corresponding need for sustained local funding through Board presentations, newsletter articles, extensive information posted to the "Budget Corner" on the District website, advocacy efforts, and many other conversations, both formal and informal. However, while MBEF has successfully raised enough funding to provide the largest grants in the District's history, there is not sufficient community support to allow the District to pursue additional parcel tax revenue or other sources of local funding at this time. The District will need to continue to put forth significant effort to advance this goal.

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.

4.1: Create and maintain sustainable, local funding sources to counteract insufficient state and federal funding.

A material difference of $575,125 between the Budgeted Expenditures and Estimated Actual Expenditures is due to a correction in the coding of expenditures related to the District's Tax Revenue Anticipation Note (TRAN). This short-term borrowing mechanism supports the District's fiscal cash flow. These expenditures, which support the TRAN borrowing process, were originally budgeted under Goal 5.1 in error.

During the development of the LCAP Annual Update, the expenditures were reassigned to Goal 4.1 to accurately reflect their purpose in supporting the District's fiscal solvency.

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

Despite ongoing budget challenges, the District has continued to demonstrate strong fiscal management, as evidenced by recent Board action, not only to approve the District’s Fiscal Stabilization Plan but also to take action to implement the various components of that plan. The District continues to maintain a positive budget certification, indicating that the District is on track to meet its financial obligations in the current and subsequent two fiscal years, but ongoing vigilance will be needed to continue to ensure financial stability under Goal 4.

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.

Reflections and Revisions to Goal 4 for 2026-2027:
Based on the District’s current financial challenges and the need, despite its balanced budget, to continue to develop sustainable, local funding sources to counteract insufficient state and federal funding, no changes are planned to the Goal 4 metrics, target outcomes, or actions for the 2026–27 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Create and maintain sustainable, local funding sources to counteract insufficient state and federal funding.	The District will educate its community regarding state funding sources, the relative growth rates of costs as compared with funding levels, and the corresponding need for ongoing local funding to maintain vital District programs. The District will seek to develop opportunities to generate additional funding sources.	$2,271,379.00	No

Action #	Title	Description	Total Funds	Contributing
		2025-26: Continue as described above.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Communicate clearly and in a timely manner. Progress toward Goal 5 will include the metrics outlined in the metrics section. To summarize, the District expects to see annual progress in the percentage of parents responding favorably to survey questions related to parent participation, student outcomes, and decision-making, as evidenced by the LCAP Survey. The District expects this annual progress for all parents, with particular attention to parents of English Learners, students with disabilities, and parents of students identified as gifted and talented.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 5 serves as the District's primary objective for building strong parent partnerships to improve student outcomes. This goal includes metrics and refined actions to build on the previous LCAP Goals 1 and 2, incorporating feedback from educational partners. These metrics include parent survey results from the LCAP Survey and actions such as parent education and communication on how to access and utilize the Aeries Student Information System (SIS), broadening parent representation on the LCAP Parent Advisory Committee, providing translation services to parents of English Learners, and developing an MBUSD PreK-12 overview of Special Education Programming. Together, these metrics and actions will help the District achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Parent Participation Source: MBUSD LCAP Parent Survey (Priority 3)	Percentage of parents responding to the survey who strongly agree or agree that "Parents know how well their children are doing in class and how the	Percentage of parents responding to the survey who strongly agree or agree that "Parents know	Percentage of parents responding to the survey who strongly agree or agree that "Parents know	Percentage of parents responding to the survey who will strongly agree or agree that "Parents know	Percentage of parents responding to the survey who will strongly agree or agree that "Parents know

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school plans to improve outcomes." 63% of all parents 75% of parents of English Learners 60% of parents of students with disabilities 59% of parents of students identified as gifted and talented (MBUSD LCAP Survey Spring 2024)	how well their children are doing in class and how the school plans to improve outcomes." 66% of all parents 74% of parents of English Learners 65% of parents of students with disabilities 65% of parents of students identified as gifted and talented (MBUSD LCAP Survey Spring 2025)	how well their children are doing in class and how the school plans to improve outcomes." 75% of all parents 76% of parents of English Learners 72% of parents of students with disabilities 76% of parents of students identified as gifted and talented (MBUSD LCAP Survey Spring 2026)	how well their children are doing in class and how the school plans to improve outcomes." 68% of all parents 78% of parents of English Learners 65% of parents of students with disabilities 64% of parents of students identified as gifted and talented	how well their children are doing in class and how the school plans to improve outcomes." +12% of all parents +1% of parents of English Learners +12% of parents of students with disabilities +17% of parents of students identified as gifted and talented
5.2	Parent Input in Decision-Making Source: MBUSD LCAP Parent Survey (Priority 3)	Percentage of parents responding to the survey who strongly agree or agree that "Parents have opportunities to provide input on community priorities and District and/or site decision making." 60% of all parents 61% parents of English Learners 57% parents of students with disabilities	Percentage of parents responding to the survey who strongly agree or agree that "Parents have opportunities to provide input on community priorities and District and/or site decision making." 57% of all parents	See Baseline Note 2026.	Percentage of parents responding to the survey who will strongly agree or agree that "Parents have opportunities to provide input on community priorities and District and/or site decision making." 65% of all parents	Responses to this question were separated into District-level and site-level opportunities for educational partner input. Site-level data was provided to principals to support continuous improvement planning at individual schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60% parents of students identified as gifted and talented (MBUSD LCAP Survey, Spring 2024) Baseline Note 2026:. For purposes of the LCAP, the focus will be District level. Percentage of parents responding to the survey who strongly agree or agree that "Parents have opportunities to provide input on community priorities and District decision making." 58% of all parents 53% of parents of English Learners 56% of parents of students with disabilities 59% of parents of students identified as gifted and talented (MBUSD LCAP Survey, Spring 2026)	67% of parents of English Learners 57% of parents of students with disabilities 57% of parents of students identified as gifted and talented (MBUSD LCAP Survey, Spring 2025)		66% of parents of English Learners 62% of parents of students with disabilities 65% of parents of students identified as gifted and talented	
5.3	Parent Participation	Percentage of parents responding to the survey who strongly	This is a new metric.	See Baseline Note 2026.	Percentage of parents responding to the	Responses to this question were separated into

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: MBUSD LCAP Parent Survey (Priority 3)	agree or agree that “Parents are provided opportunities to participate in two-way communication with schools and the District." 58% of all parents 64% of parents of English Learners 64% of parents of students with disabilities 53% of parents of students identified as gifted and talented Baseline Note 2026:. For purposes of the LCAP, the focus will be District level. Percentage of parents responding to the survey who strongly agree or agree that “Parents are provided opportunities to participate in two-way communication with the District." 55% of all parents 75% of parents of English Learners			survey who strongly agree or agree that “Parents are provided opportunities to participate in two-way communication with schools and the District." 62% of all parents 68% of parents of English Learners 68% of parents of students with disabilities 57% of parents of students identified as gifted and talented	District-level and site-level measures of two-way communication. Site-level data was provided to principals to support continuous improvement planning at individual schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		71% of parents of students with disabilities 65% of parents of students identified as gifted and talented (MBUSD LCAP Survey, Spring 2026)				
5.4	Parent Participation Source: MBUSD LCAP Parent Survey (Priority 3)	Percentage of parents responding to the survey who strongly agree or agree that "MBUSD is helping parents understand what looks different in their children's classrooms as a result of the new instructional materials adoptions and/or standards." 43% of all parents 62% of parents of English Learners 43% of parents of students with disabilities 43% of parents of students identified as gifted and talented	This is a new metric.	Percentage of parents responding to the survey who strongly agree or agree that "MBUSD is helping parents understand what looks different in their children's classrooms as a result of the new instructional materials adoptions and/or standards." 47% of all parents 47% of parents of English Learners 47% of parents of students with disabilities 39% of parents of students identified as gifted and talented	Percentage of parents responding to the survey who strongly agree or agree that "MBUSD is helping parents understand what looks different in their children's classrooms as a result of the new instructional materials adoptions and/or standards." 50% of all parents 66% of parents of English Learners 50% of parents of students with disabilities 50% of parents of students identified as gifted and talented	Percentage of parents responding to the survey who strongly agree or agree that "MBUSD is helping parents understand what looks different in their children's classrooms as a result of the new instructional materials adoptions and/or standards." +4% of all parents -15% of parents of English Learners +4% of parents of students with disabilities -4% of parents of students identified as gifted and talented

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(MBUSD LCAP Survey, Spring 2026)		
5.5	Parent Participation Source: MBUSD LCAP Parent Survey (Priority 3)	Percentage of parents responding to the survey who strongly agree or agree that "Parents are told how well students are performing at the school site and District level." 62% of all parents 64% of parents of English Learners 60% of parents of students with disabilities 63% of parents of students identified as gifted and talented Baseline Note 2026: Percentage of parents responding to the survey who strongly agree or agree that "Parents are told how well students are performing at the District level." 54% of all parents 50% of parents of English Learners 48% of parents of students with disabilities	This is a new metric.	See Baseline Note 2026.	Percentage of parents responding to the survey who strongly agree or agree that "Parents are told how well students are performing at the school site and District level." 66% of all parents 68% of parents of English Learners 64% of parents of students with disabilities 67% of parents of students identified as gifted and talented	Responses to this question were separated into District-level and site-level measures of communication regarding student performance. Site-level data was provided to principals to support continuous improvement planning at individual schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		52% of parents of students identified as gifted and talented (MBUSD LCAP Survey, Spring 2026)				

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of Goal 5 actions progressed largely as planned across the District. MBUSD continued to prioritize timely, transparent, and meaningful communication with students, families, staff, and community partners. Through collaboration, outreach, and expanded opportunities for stakeholder engagement, the District strengthened two-way communication and continued refining systems to improve accessibility and connectedness for all educational partners.

Successes:
One area of success has been the District's continued efforts to strengthen communication and outreach within the Special Education Department (Action 5.1). The "Inside Special Education in MBUSD Schools" presentation remains posted on the Special Education website and provides families with a comprehensive PreK–12 overview of special education programming and services. Descriptions of special education programs and supports are also available on the department website to improve accessibility to information for families.

The "Introduction to IEPs" presentation was offered monthly throughout the year for families new to special education services. In addition, the Special Education Department distributed three newsletters during the year (September 2025, December 2025, and April 2026) to provide updates, resources, and important information to families. Elementary and secondary coordinators also hosted multiple parent engagement opportunities throughout the school year to support family involvement and strengthen communication between schools and families.

To support students transitioning to high school, the Secondary Coordinator and both Mira Costa High School Special Education Department Chairs hosted a webinar on April 14, 2026, for parents of 8th grade students with IEPs transitioning to MCHS. This webinar provided families with important information regarding programming, services, and expectations at the high school level.

School-based SEAC meetings continued throughout the year, with SEAC representatives and site administrators collaborating to build community, share experiences, and address concerns at the local level.

Additionally, the Public Information Officer (PIO) met with all PTA/PTSA Presidents to strengthen communication systems, recalibrate outreach efforts, and align how information is disseminated across school sites in ways that best support families and guardians.

The District also expanded storytelling and engagement efforts through collaboration with students, staff, and school sites. This included launching a student photography and videography initiative with Mira Costa High School students to capture authentic classroom experiences and strengthen the District's visual communication library for websites, newsletters, and social media platforms.

MBUSD continued strengthening partnerships with community organizations, local businesses, and educational partners to expand outreach opportunities and increase visibility of District programs and achievements. Collaborations with organizations such as the City of Manhattan Beach, MBEF, MBX, local media outlets, and community groups helped amplify District communication efforts and foster stronger community connections.

The Public Information Office also supported increased accessibility and consistency in District communications through ongoing website transition work, expanded digital communication strategies, and coordination across departments and school sites. Efforts focused on improving the clarity, timeliness, and reach of information shared with families, staff, and the broader community.

Another area of strength has been the District's continued support for English learner families (Action 5.2). DELAC continued meeting four times throughout the year to discuss programs, services, and supports for multilingual and English learner students. At the beginning of the school year, MBUSD recognized students who had recently been reclassified by hosting a special recognition ceremony for students and families to celebrate their accomplishments. At the third and fourth DELAC meetings this year, we gathered input on reclassification criteria and updated the standardized-assessment component accordingly.

Parents of English learners continued receiving annual notifications regarding student progress, program descriptions, and available supports. Families also received information regarding ELD course offerings at MBMS and MCHS as students matriculated to the next grade span, as well as communication regarding ELPAC assessment windows and expectations.

Educational Services also worked collaboratively with teachers, counselors, administrators, and community stakeholders to refine and revise grades 6–12 math pathways. This work included the addition of Multivariable Calculus at Mira Costa High School and Geometry at MBMS. Ongoing stakeholder communication included meetings with counselors, teachers, and administrators, as well as the District's third annual Math Pathways Webinar held on February 19, 2026, to provide updates and answer community questions.

The District also made meaningful progress in expanding opportunities for educational partner input and collaboration (Action 5.3). The LCAP Parent Advisory Committee (LCAP-PAC) expanded membership to include at least one parent representative from every school site. Membership also intentionally included parents representing English learners, GATE students, and students with disabilities to ensure a broad range of perspectives informed the LCAP development process. Additionally, consultation groups were expanded in collaboration with MBUTA and CSEA leadership to strengthen communication and partnership regarding District priorities and initiatives.

MBUSD continued to provide interpretation and translation services as needed to ensure families had access to information in their home language (Action 5.4). These services supported equitable access to meetings, conferences, and District communications and continued to be an important support for family engagement.

The District also continued prioritizing the timely dissemination of information to staff, students, families, and community partners (Action 5.5). Communication efforts focused on clarity, transparency, and accessibility through multiple channels, including newsletters, websites, social media platforms, webinars, and targeted outreach efforts. The PIO continued supporting school sites and PTA communication teams while collaborating with staff, students, and families to highlight school and District initiatives and events.

Challenges and Areas for Continued Focus:
While MBUSD has made strong progress within each Goal 5 action step, areas for continued refinement have emerged. For example, while the "Introduction to IEPs" presentations continued to be offered monthly, participation varied throughout the year. The Special Education Department identified the need for stronger promotion and advertising of these recurring presentations to improve family awareness and attendance (Action 5.1).

Additionally, the District dedicated time this year to reviewing social media protocols, website management practices, and communication systems. While these efforts have been productive, work remains in identifying opportunities to further streamline communication platforms and ensure greater consistency, clarity, and accessibility across District and school-site communication systems (Action 5.1).

Although webinars and informational resources were offered throughout the year, feedback from educational partners indicated that families would benefit from more consistent promotion and easier access to recordings and resources after events conclude (Action 5.2). Continuing to improve the organization, visibility, and communication surrounding these resources will remain an area of focus moving forward, including clear posting and organization on websites and promotions from school sites.

In the area of educational partner engagement and advisory meetings, the District continues to work toward balancing the delivery of important updates with providing adequate time for collaborative dialogue, feedback, and problem-solving during committee meetings (Action 5.3). Maintaining meaningful two-way communication opportunities will remain a priority.

Finally, while communication efforts have been largely successful, the District identified challenges related to ensuring that critical information receives sufficient visibility when included within broader communications or lengthy newsletters (Action 5.5). As a result, the District has begun exploring alternative communication methods, including stand-alone emails, text messages, targeted updates, and informational workshops, to ensure high-priority information is more visible, accessible, and easily understood by all educational partners. Moving forward, the District will continue refining communication systems to provide greater clarity around the purpose, timing, and urgency of various communications. These efforts are intended to improve accessibility to information, strengthen consistency across platforms, and help reduce communication overload and email fatigue for families and staff.

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 are no material differences (over $200,000) between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 5.

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

The actions and services associated with Goal 5 have been effective overall in improving communication, family engagement, and educational partner awareness across the District. LCAP Survey results and consultation feedback indicate meaningful progress in several key areas related to communication, transparency, and parent partnership, while also identifying areas that require continued focus and refinement.

The District's efforts to strengthen communication with families regarding student progress and school supports (Action 5.1) have demonstrated positive results. 75% of parents strongly agreed or agreed that "Parents know how well their children are doing in class and how the school plans to improve outcomes." This reflects a 12% increase compared to the 2024 baseline and suggests that ongoing communication efforts, including parent webinars, newsletters, advisory meetings, and improved website resources, have helped families feel more informed about their child's academic progress and school supports.

The District also saw evidence that communication efforts related to school safety and important District information were highly effective. 93% of parents and staff strongly agreed or agreed that "Parents are informed about school safety and other important announcements," representing a 39% increase compared to the previous year. Additionally, 73% of parents strongly agreed or agreed that "The school has a comprehensive safety plan that has been shared with parents, staff members, and students," reflecting a 23% increase from the prior year. These results reflect the District's intentional focus on improving communication surrounding school safety procedures, emergency preparedness, and timely dissemination of critical information to families and staff.

Communication regarding school expectations and family partnerships also showed measurable growth. 83% of parents strongly agreed or agreed that "The school clearly communicated the rules and expectations," which represented a 9% increase compared to the prior year. In addition, 72% of parents strongly agreed or agreed that "Parents are active partners in student academic achievement," reflecting a 12% increase from the previous year. These increases suggest that the District's ongoing efforts to improve two-way communication, provide accessible resources, and expand opportunities for parent engagement have positively impacted family-school partnerships.

The District's efforts to communicate instructional changes and curriculum implementation through parent education and outreach (Action 5.2) showed modest growth but remain an area requiring continued attention. As measured by Metric 5.4, 47% of parents strongly agreed or agreed that "MBUSD is helping parents understand what looks different in their children's classrooms as a result of the new instructional materials adoptions and/or standards." While this reflects a 3% increase from the baseline, survey feedback indicates that families continue to desire greater clarity regarding instructional shifts, curriculum adoptions, and classroom expectations. At the same time, data related to families of English learners demonstrates the effectiveness of translation and interpretation services implemented through Executive Linguist services (Action 5.4). When asked whether "Parents are provided opportunities to participate in two-way communication and engagement with the District," 75% of parents of English learners strongly agreed or agreed. Additionally, 76% of parents of English learners strongly agreed or agreed that "Parents know how well their children are doing in class and how the school plans to improve outcomes," representing a 12% increase from the 2024 baseline. These results suggest that translation and interpretation services are helping English learner families access important information and engage more meaningfully with the District. The District will continue implementation of (Action 5.4), while revisions to Actions 5.1, 5.2, and 5.3 will focus on improving communication strategies, increasing opportunities for parent education, and strengthening parent understanding of instructional programs and initiatives.

Survey feedback also highlighted the importance of continued focus on communication, engagement, and instructional supports for special populations, including students identified as English learners, students receiving Special Education services, and students participating in the GATE program. When asked about overall satisfaction with these programs and supports, 60% of respondents reported being very satisfied or satisfied with the English learner program, while 38% reported being neither satisfied nor dissatisfied, and 2% reported being very dissatisfied or dissatisfied. Satisfaction regarding Special Education services showed that 62% of respondents were very satisfied or satisfied, 19% were neither satisfied nor dissatisfied, and 19% were very dissatisfied or dissatisfied. Feedback regarding the GATE program identified a continued need for attention, with 12% reporting being very satisfied or satisfied, 36% reporting neither satisfied nor dissatisfied, and 52% reporting being very dissatisfied or dissatisfied.

These survey results demonstrate that while many families report positive experiences with District programs and communication efforts, there remains a need to continue strengthening communication, engagement opportunities, and understanding of instructional supports for special populations. The District will continue working collaboratively with educational partners to promote transparency, increase family awareness of available supports and services, and ensure feedback informs future communication and program improvement efforts.

Overall, survey results and consultation feedback demonstrate that the actions implemented under Goal 5 have been largely effective in improving communication, strengthening family engagement, and increasing transparency across the District. At the same time, the District recognizes the importance of continuing to refine communication systems, outreach efforts, and engagement opportunities to ensure all educational partners feel informed, connected, and supported.

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.

Reflections and Revisions to Goal 5 for 2026-27:

Based on feedback from educational partners through the 2026 LCAP Survey and follow-up discussions with advisory groups, the metrics for Goal 5 will largely remain unchanged. However, three survey-based metrics were refined to gather more targeted and actionable feedback. Metric 5.2 was revised to separately measure District-level and site-level opportunities for parents and guardians to provide input. Metric 5.3 was revised to distinguish between District-level and site-level two-way communication, and Metric 5.5 was revised to separately measure District-level and site-level communication regarding student performance. New baseline data were added for Metrics 5.2, 5.3, and 5.5 based on results from the 2026 LCAP Survey. These refinements will provide more meaningful data to inform continuous improvement efforts at both the District and school-site levels. In addition, three Goal 5 actions were refined for the 2026–27 school year.

Action 5.1: Foster relationships between school staff and families
2026-27: The Special Education Department will strengthen family engagement by promoting transparency and fostering relationship-centered partnerships between school staff and families. In collaboration with the SWSELPA Director, the District will provide training and collaboration opportunities for administrators and SEAC leaders focused on inclusive practices, family engagement, and emerging student and family needs within our community. The department will continue to offer an “Introduction to IEPs” presentation for families new to special education. Site-based SEAC meetings will continue to build relationship-centered partnerships by promoting open communication, answering parent questions, and resolving concerns at the site level.

Action 5.2: Build Partnerships with families to improve student outcomes
2026–27: MBUSD will strengthen partnerships with families by improving communication about student progress and supports. The District will continue providing parent training on tools such as Aeries, including access to grades, assignments, assessment reports, student and parent alerts, and notifications. The District will offer newcomer orientations for English Learner families and provide information about available resources and opportunities to provide input on the updated English Learner Master Plan in fall 2026. Families of GATE students will receive information about the District's approach to personalized learning, differentiation, teacher training, and PLC efforts to extend learning through structures such as WIN and AIRE time.

Action 5.3: Seek input from families to inform decision-making
2026-27: The District will revise family surveys to ensure questions are clear, meaningful, and relevant to each grade span. The District will also explore shorter surveys throughout the year and provide "You Said, We Did" updates through newsletters, site communications, and other outreach tools to demonstrate how family input informs decision-making.

These changes reflect the District's ongoing commitment to listening, adapting, and refining its practices in response to parent feedback and student needs. By revising these actions, MBUSD aims to build stronger, more informed, and more connected partnerships with families in 2026-27.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Foster relationships between school staff and families.	Maintain ongoing collaboration and involvement with PTAs and PTSAs across all school sites to gather feedback on important topics and ensure their inclusion in the information dissemination process. The Special Education Department will develop and publish an MBUSD PreK-12 overview of Special Education Programming. The EL TOSA will engage in ongoing outreach to English Learner families to support student outcomes. 2025-26: Continue as described above. Action 5.1: Foster relationships between school staff and families. 2026-27: The Special Education Department will strengthen family engagement by promoting transparency and fostering relationship-centered partnerships between school staff and families. In collaboration	$1,714,123.00	No

Action #	Title	Description	Total Funds	Contributing
		with the SWSELPA Director, the District will provide training and collaboration opportunities for administrators and SEAC leaders focused on inclusive practices, family engagement, and emerging student and family needs within our community. The department will continue to offer an “Introduction to IEPs” presentation for families new to special education. Site-based SEAC meetings will continue to build relationship-centered partnerships by promoting open communication, answering parent questions, and resolving concerns at the site-level.		
5.2	Build partnerships with families to improve student outcomes.	Provide additional parent education and communication on how to access and utilize the Aeries Student Information System (SIS). Collaborate with the District Advisory Committee (DAC) to identify parent session topics with a focus on core content standards. Provide families of students with disabilities with information regarding the full trajectory of post-high school options (i.e., MBUSD CHOICE program, SoCal ROC, college/university pathways). 2025-26: MBUSD will offer newcomer family orientations to help families better navigate the school system, including an introduction to the College and Career Center at Mira Costa High School. Communication between teachers and families will also be strengthened, with an emphasis on clear guidance about student reading levels and encouraging meetings between grading periods when students are at risk of falling behind. 2026–27: MBUSD will strengthen partnerships with families by improving communication about student progress and supports. The District will continue providing parent training on tools such as Aeries, including access to grades, assignments, assessment reports, student and parent alerts, and notifications. The District will offer newcomer orientations for English Learner families and provide information about available resources and opportunities to provide input on the updated English Learner Master Plan in fall 2026. Families of GATE students will receive information about the District's approach to personalized learning, differentiation, teacher training, and PLC efforts to extend learning through structures such as WIN and AIRE time.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Seek Input from families to inform decision-making.	District staff will continue to provide and refine opportunities for seeking input from parents. Educational Services staff will broaden parent representation on the LCAP Parent Advisory Committee (LCAP-PAC) to ensure at least one parent from each school site. In addition to including DELAC and SEAC representatives, staff will seek representation of parents with students identified as gifted and talented. 2025-26: Continue as described above. 2026-27: The District will revise family surveys to ensure questions are clear, meaningful, and relevant to each grade span. The District will also explore shorter surveys throughout the year and provide "You Said, We Did" updates through newsletters, site communications, and other outreach tools to demonstrate how family input informs decision-making.	$0.00	No
5.4	Provide interpretation and translation services for families of English Learners.	While the District does not meet the 15% threshold in any given language, MBUSD will provide interpretation and translation support through an agency to provide parents access in their home language (i.e. parent conferences). 2025-26: Continue as described above. 2026-27: Continue as described above.	$5,000.00	Yes
5.5	Disseminate timely information to staff and families.	Provide essential information to the MBUSD community promptly. This includes our internal and external communities: staff, students, families, and community partners. Continue to build parent and community support through two-way communication. 2025-26: Disseminate timely information to staff and families will also be updated to promote a more proactive communication approach. Emphasis will be placed on timely outreach and the value of consistent systems at the school site level. Multiple communication methods will be considered to	$196,658.00	No

Action #	Title	Description	Total Funds	Contributing
		ensure families receive information in ways that are both accessible and inclusive, especially for multilingual families. 2026-27: Continue as described above.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$990,203.00	$0

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
1.422%	0.000%	$0.00	1.422%

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 Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Provide elementary reading intervention and supplemental English Language Development (ELD) instruction. **Need:** Before reclassifying, English Learners (ELs) perform lower than their peers in reading on average (63.43% difference in met or exceeded in ELA on CAASPP, 2025).	Based on these needs, MBUSD is providing Reading Specialist support with pullout supplemental ELD instruction for English Learners in grades 3-5 and tiered reading instruction in grades K-5. This action is being provided on a schoolwide basis to maximize the overall impact of increasing CAASPP ELA scores for all students. This is the most effective use of funds for ELs because targeted, small-group ELD instruction is a high-leverage strategy to increase language	CAASPP SBAC-ELA and ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners' feedback indicates a need for more supplemental instructional support in English Language Development. Based on the needs assessment due to language acquisition and differing levels of English proficiency, ELs require more support and guided instruction. NOTE: The District has fewer than 14 Long Term English Learners (LTELS). **Scope:** Schoolwide	mastery. This is the most effective use of funds for ELs based on past observations and experience that students have been reclassifying on average in 3 years, and once they reclassify, they perform on par with their peers in the SBAC and other measures.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Integrate English Language Development (ELD) Standards into classroom instruction. **Need:** Before reclassifying, ELs are performing lower than their peers on average (63.43% difference in met or exceeded in ELA on CAASPP, 2025).	The EL TOSA is both an instructional and programmatic leader for the EL Program. The TOSA trains teachers to equip them to teach designated ELD instruction and to use integrated ELD instructional practices. This supports students in reclassifying in a timely manner, and District data shows that once students reclassify, they perform at a similar level to their peers.	Annual reclassification rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based on the needs assessment due to language acquisition and differing levels of English proficiency, ELs require more support and guided instruction. **Scope:** Limited to Unduplicated Student Group(s)	The EL population is usually between 1 and 2% of the total population, which is why the EL TOSA supports the entire LEA instead of just one school.	
1.7	**Action:** Provide supplemental academic support for English Learners and low-income students in grades 6-12. **Need:** Before reclassifying, English Learners (ELs) perform lower than their peers on average: 63.43% difference in met or exceeded in ELA SBAC and 50.73% difference in met or exceeded in Math SBAC (2025 CAASPP). Low-income students perform lower than their peers on average: 21.65% difference in met or exceeded in ELA SBAC and 28.71% difference in met or exceeded in Math SBAC (2025 CAASPP). Feedback from educational partners indicated a desire for more supplemental resources to help ELs and low-income students access the core curriculum. Based on the needs assessment due to language acquisition and differing levels of English proficiency, ELs require more support and guided instruction to build foundational literacy skills.	Based on the needs, MBUSD is providing AirTutors, an online synchronous tutoring service that meets with groups of students after school, typically once or twice a week. Students who consistently attend AirTutors sessions have shown improvement in their learning results in their coursework.	CAASPP- SBAC for ELA and Math.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	NOTE: The District has fewer than 14 Long Term English Learners (LTELS) **Scope:** Limited to Unduplicated Student Group(s)		
1.14	**Action:** Implement supplemental English Language Development (ELD) instructional materials to accelerate language acquisition. **Need:** Before reclassifying, English Learners (ELs) are performing lower than their peers on average (63.43% difference in met or exceeded in ELA on CAASPP, 2025). Feedback from educational partners indicated a desire for more supplemental resources to help ELs and low-income students access the core curriculum. **Scope:** Limited to Unduplicated Student Group(s)	Lexia and the Academic Vocabulary Toolkits are research-supported tools for students, especially English Learners, to build literacy. Other resources include Chromebooks, which are necessary for accessing assessments and some of our curricula.	Annual reclassification rate, CAASPP-ELA, and ELPAC.
5.4	**Action:** Provide interpretation and translation services for families of English Learners. **Need:** Parent representatives from DELAC recommend continuing this action. Based on the feedback, there is a need to increase EL parent participation, interpretation services are needed.	Parents of English learners who are not fully proficient in English require interpretation and/or translation in their home language to fully participate in parent-teacher conferences and understand student progress and expected outcomes outlined in progress reports, report cards, and assessment reports.	MBUSD LCAP Parent Survey Feedback in 2025-26 DELAC Meetings

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

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.

N/A

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	$69,631,240.00	$990,203.00	1.422%	0.000%	1.422%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$75,993,903.00	$18,877,002.00	$8,139,998.00	$2,122,882.00	$105,133,785.00	$82,092,170.00	$23,041,615.00

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	1.1	Implement Universal Design for Learning (UDL) into classroom instruction.	All Students with Disabilities English Learners	No			All Schools	Ongoing	$202,492.00	$0.00	$0.00	$0.00	$174,520.00	$27,972.00	$202,492.00	0
1	1.2	Integrate English Language Development (ELD) Standards into classroom instruction.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$187,192.00	$0.00	$187,192.00	$0.00	$0.00	$0.00	$187,192.00	0
1	1.3	Implement and strengthen Professional Learning Community (PLC) practices districtwide.	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.4	Implement a Multi-Tiered System of Supports (MTSS) districtwide.	All	No			All Schools	Ongoing	$981,059.00	$1,249,118.00	$876,532.00	$100,608.00	$1,122,755.00	$130,282.00	$2,230,177.00	0
1	1.5	Provide elementary reading intervention and supplemental English Language Development (ELD) instruction.	English Learners	Yes	Schoolwide	English Learners	All Schools Specific Schools: Elementary Schools	Ongoing	$702,284.00	$27,000.00	$729,284.00	$0.00	$0.00	$0.00	$729,284.00	0
1	1.6	Implement the Expanded Learning Opportunities Program (ELO-P) in grades TK-6.	Unduplicated Student Groups: English Learners, foster youth, and low-income students.	No			Specific Schools: All Elementary and MBMS Grade 6 TK-6	Ongoing	$0.00	$284,520.00	$0.00	$284,520.00	$0.00	$0.00	$284,520.00	0
1	1.7	Provide supplemental academic support for English Learners and low-income students in grades 6-12.	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools Specific Schools: Mira Costa High School and	Ongoing	$24,000.00	$30,000.00	$54,000.00	$0.00	$0.00	$0.00	$54,000.00	0

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
							Manhattan Beach Middle School									
1	1.8	Establish Career Technical Education (CTE) and Dual Enrollment pathways at Mira Costa High School.	All	No			Specific Schools: Mira Costa High School	Ongoing	$552,823.00	$177,550.00	$140,000.00	$192,345.00	$398,028.00	$0.00	$730,373.00	0
1	1.9	Develop a TK-12 STEAM Pathway, ensuring clear alignment and progression across grade levels.	All	No			All Schools	Ongoing	$0.00	$65,000.00	$0.00	$0.00	$65,000.00	$0.00	$65,000.00	0
1	1.10	Establish an Alternative Diploma Pathway at Mira Costa High School.	Students with Disabilities	No			Specific Schools: Mira Costa High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.11	Create and implement co-teaching sections in grades 6-12.	Students with Disabilities	No			Specific Schools: MBMS and MCHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.12	Purchase standards-aligned textbooks for core content areas in grades TK-12.	All	No			All Schools	Ongoing	$0.00	$886,862.00	$0.00	$886,862.00	$0.00	$0.00	$886,862.00	0
1	1.13	Implement evidence-based Special Education programs.	Students with Disabilities	No			Specific Schools: Elementary and Middle School 2nd-8th	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.14	Implement supplemental English Language Development (ELD) instructional materials to accelerate language acquisition.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0
1	1.15	Attract and retain high-quality General Education certificated teachers and support staff.	All	No			All Schools	Ongoing	$44,447,222.00	$925,946.00	$34,954,530.00	$4,476,422.00	$5,866,132.00	$76,084.00	$45,373,168.00	0
1	1.16	Attract and retain Special Education Certificated and Classified staff.	Students with Disabilities	No			All Schools	Ongoing	$20,084,334.00	$10,209,131.00	$16,686,504.00	$11,730,483.00	$0.00	$1,876,478.00	$30,293,465.00	0
1	1.17	Work to provide competitive salaries for all employees.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.1	Refine Positive Behavioral Interventions and Supports (PBIS) with an emphasis on bullying prevention.	All	No			All Schools	Ongoing	$19,547.00	$134,614.00	$17,095.00	$0.00	$125,000.00	$12,066.00	$154,161.00	0

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
2	2.2	Provide staff with Speaking Up: Interrupting Bias training.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.3	Implement strategies to decrease chronic absenteeism District-wide.	All	No			All Schools	Ongoing	$4,146,310.00	$49,524.00	$4,110,324.00	$0.00	$85,510.00	$0.00	$4,195,834.00	0
2	2.4	Enhance student connectedness within schools.	All Students with Disabilities	No				Ongoing	$332,926.00	$1,500.00	$334,426.00	$0.00	$0.00	$0.00	$334,426.00	0
2	2.5	Address the mental and physical wellness of all students.	All	No			All Schools	Ongoing	$919,313.00	$15,000.00	$934,313.00	$0.00	$0.00	$0.00	$934,313.00	0
3	3.1	Maintain facilities in a safe condition and address deferred maintenance needs.	All	No			All Schools	Ongoing	$6,396,299.00	$5,151,761.00	$11,245,007.00	$0.00	$303,053.00	$0.00	$11,548,060.00	0
3	3.2	Provide and maintain classroom technology and infrastructure.	All	No			All Schools	Ongoing	$1,272,536.00	$1,455,762.00	$1,522,536.00	$1,205,762.00	$0.00	$0.00	$2,728,298.00	0
3	3.3	Support and maintain sustainable facilities and our green programs to the extent possible.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.1	Create and maintain sustainable, local funding sources to counteract insufficient state and federal funding.	All	No			All Schools	Ongoing	$1,593,834.00	$677,545.00	$2,271,379.00	$0.00	$0.00	$0.00	$2,271,379.00	0
5	5.1	Foster relationships between school staff and families.	All Students with Disabilities	No			All Schools	Ongoing	$38,656.00	$1,675,467.00	$1,714,123.00	$0.00	$0.00	$0.00	$1,714,123.00	0
5	5.2	Build partnerships with families to improve student outcomes.	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	5.3	Seek Input from families to inform decision-making.	All Students with Disabilities English Learners, Gifted and Talented	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	5.4	Provide interpretation and translation services for families of English Learners.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
5	5.5	Disseminate timely information to staff and families.	All	No			All Schools	Ongoing	$191,343.00	$5,315.00	$196,658.00	$0.00	$0.00	$0.00	$196,658.00	0

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
$69,631,240.00	$990,203.00	1.422%	0.000%	1.422%	$990,476.00	0.000%	1.422 %	**Total:**	$990,476.00
								LEA-wide Total:	$0.00
								Limited Total:	$261,192.00
								Schoolwide Total:	$729,284.00

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	1.2	Integrate English Language Development (ELD) Standards into classroom instruction.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$187,192.00	0
1	1.5	Provide elementary reading intervention and supplemental English Language Development (ELD) instruction.	Yes	Schoolwide	English Learners	All Schools Specific Schools: Elementary Schools	$729,284.00	0
1	1.7	Provide supplemental academic support for English Learners and low-income students in grades 6-12.	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools Specific Schools: Mira Costa High School and Manhattan Beach Middle School	$54,000.00	0
1	1.14	Implement supplemental English Language Development (ELD) instructional materials to	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	0

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 (%)
		accelerate language acquisition.						
5	**5.4**	Provide interpretation and translation services for families of English Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$103,355,161.00	$107,811,821.00

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	**1.1**	Implement Universal Design for Learning (UDL) into classroom instruction.	No	$67,560.00	$196,430.00
1	**1.2**	Integrate English Language Development (ELD) Standards into classroom instruction.	Yes	$166,915.00	$178,671.00
1	**1.3**	Implement and strengthen Professional Learning Community (PLC) practices districtwide.	No	$243,231.00	$70,832.00
1	**1.4**	Implement a Multi-Tiered System of Supports (MTSS) districtwide.	No	$2,242,813.00	$2,226,278.00
1	**1.5**	Provide elementary reading intervention and supplemental English Language Development (ELD) instruction.	Yes	$619,415.00	$692,986.00
1	**1.6**	Implement the Expanded Learning Opportunities Program (ELO-P) in grades TK-6.	No	$248,078.00	$227,640.00
1	**1.7**	Provide supplemental academic support for English Learners and low-income students in grades 6-12.	Yes	$125,000.00	$60,784.00
1	**1.8**	Establish Career Technical Education (CTE) and Dual Enrollment pathways at Mira Costa High School.	No	$866,618.00	$949,679.00
1	**1.9**	Develop a TK-12 STEAM Pathway, ensuring clear alignment and progression across grade levels.	No	$125,000.00	$125,000.00

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	1.10	Establish an Alternative Diploma Pathway at Mira Costa High School.	No	$0.00	$0.00
1	1.11	Create and implement co-teaching sections in grades 6-12.	No	$0.00	$0.00
1	1.12	Purchase standards-aligned textbooks for core content areas in grades TK-12.	No	$1,115,440.00	$1,027,312.00
1	1.13	Implement evidence-based Special Education programs.	No	$0.00	$9,024.00
1	1.14	Implement supplemental English Language Development (ELD) instructional materials to accelerate language acquisition.	Yes	$7,700.00	$17,326.00
1	1.15	Attract and retain high-quality General Education certificated teachers and support staff.	No	$45,051,201.00	$46,556,368.00
1	1.16	Attract and retain Special Education Certificated and Classified staff.	No	$28,761,076.00	$30,087,434.00
1	1.17	Work to provide competitive salaries for all employees.	No	$0.00	$0.00
2	2.1	Refine Positive Behavioral Interventions and Supports (PBIS) with an emphasis on bullying prevention.	No	$7,210.00	$119,007.00
2	2.2	Provide staff with Speaking Up: Interrupting Bias training.	No	$5,000.00	$0.00
2	2.3	Implement strategies to decrease chronic absenteeism District-wide.	No	$4,600,828.00	$4,933,659.00
2	2.4	Enhance student connectedness within schools.	No	$408,981.00	$464,199.00
2	2.5	Address the mental and physical wellness of all students.	No	$988,487.00	$959,924.00

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)
3	3.1	Maintain facilities in a safe condition and address deferred maintenance needs.	No	$11,224,084.00	$11,741,695.00
3	3.2	Provide and maintain classroom technology and infrastructure.	No	$2,606,648.00	$2,691,908.00
3	3.3	Support and maintain sustainable facilities and our green programs to the extent possible.	No	$0.00	$0.00
4	4.1	Create and maintain sustainable, local funding sources to counteract insufficient state and federal funding.	No	$1,772,076.00	$2,347,201.00
5	5.1	Foster relationships between school staff and families.	No	$1,870,484.00	$1,922,082.00
5	5.2	Build partnerships with families to improve student outcomes.	No	$0.00	$0.00
5	5.3	Seek Input from families to inform decision-making.	No	$0.00	$0.00
5	5.4	Provide interpretation and translation services for families of English Learners.	Yes	$10,000.00	$5,275.00
5	5.5	Disseminate timely information to staff and families.	No	$221,316.00	$201,107.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$939,948.00	$929,030.00	$953,942.00	($24,912.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.2	Integrate English Language Development (ELD) Standards into classroom instruction.	Yes	$166,915.00	$177,671.00	0	0
1	1.5	Provide elementary reading intervention and supplemental English Language Development (ELD) instruction.	Yes	$619,415.00	$692,986.00	0	0
1	1.7	Provide supplemental academic support for English Learners and low-income students in grades 6-12.	Yes	$125,000.00	$60,684.00	0	0
1	1.14	Implement supplemental English Language Development (ELD) instructional materials to accelerate language acquisition.	Yes	$7,700.00	$17,326.00	0	0
5	5.4	Provide interpretation and translation services for families of English Learners.	Yes	$10,000.00	$5,275.00	0	0

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)
$67,438,711.00	$939,948.00	0	1.394%	$953,942.00	0.000%	1.415%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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 schoolsite 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 wholistic 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 schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) 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 schoolsite, 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 schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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:

Enter the LCAP Year.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

California Department of Education
November 2024