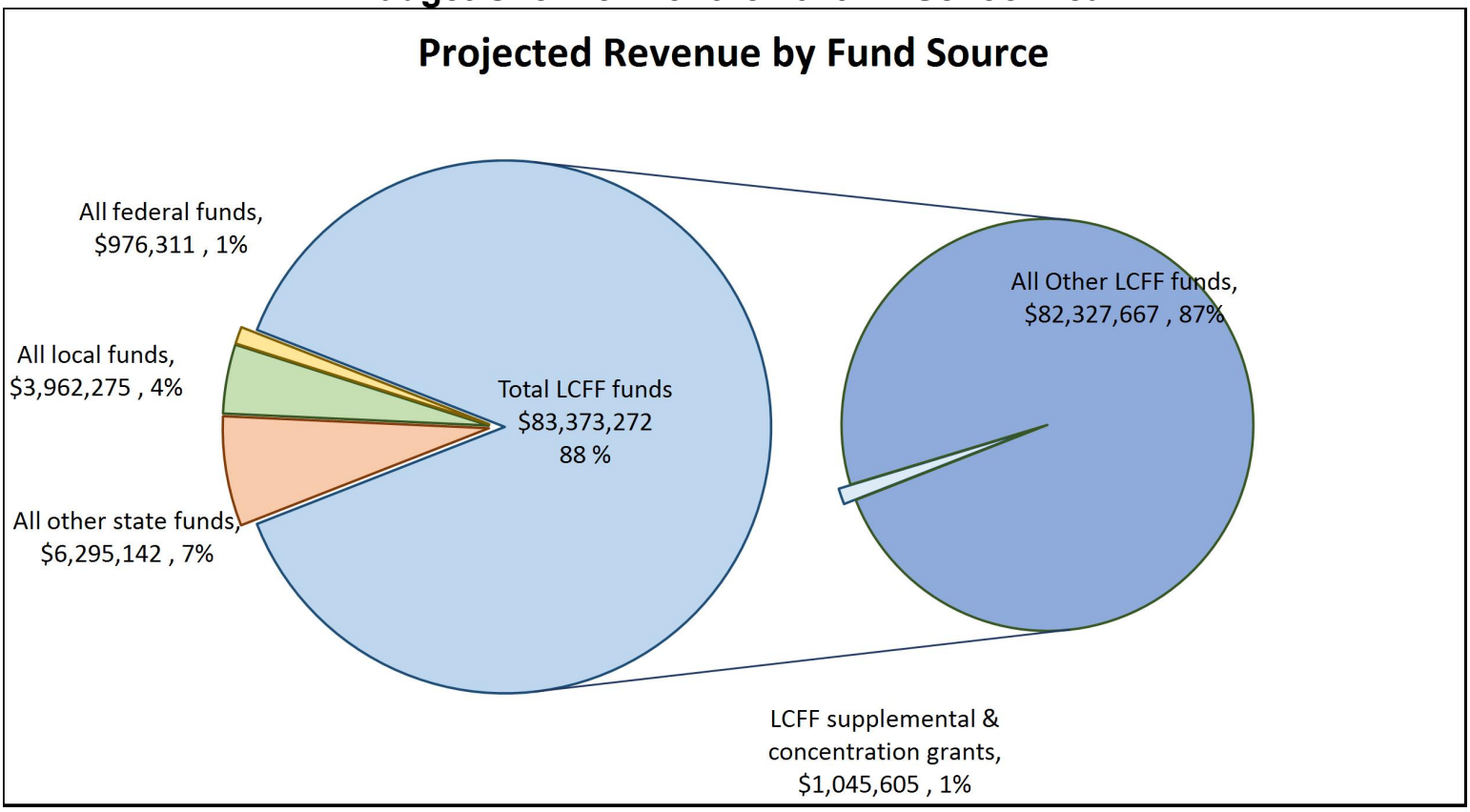
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laguna Beach Unified School District
CDS Code: 30665550000000
School Year: 2026-27
LEA contact information:
Manoj Roychowdhury
Interim Superintendent
mroychowdhury@lbusd.org
949-497-7700

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

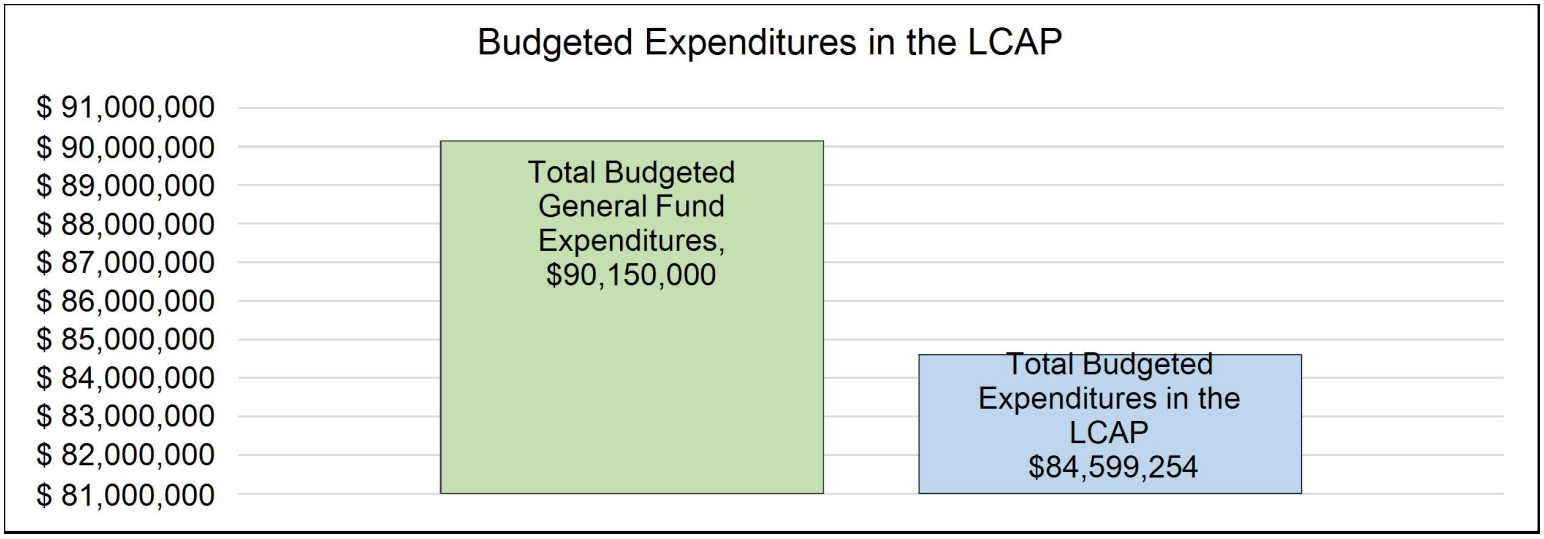


This chart shows the total general purpose revenue Laguna Beach Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Laguna Beach Unified School District is $94,607,000, of which $83,373,272 is Local Control Funding Formula (LCFF), $6,295,142 is other state funds, $3,962,275 is local funds, and $976,311 is federal funds. Of the $83,373,272 in LCFF Funds, $1,045,605 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 Laguna 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: Laguna Beach Unified School District plans to spend $90,150,000 for the 2026-27 school year. Of that amount, $84,599,254 is tied to actions/services in the LCAP and $5,550,746 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

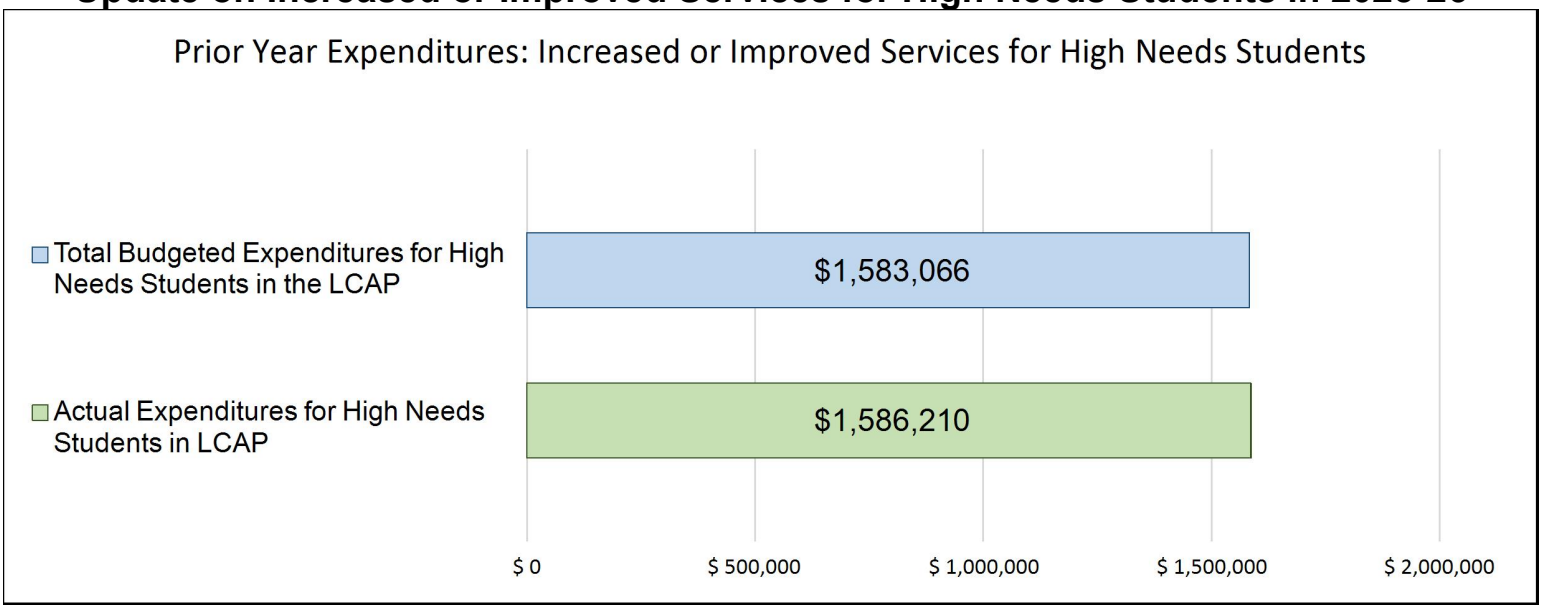
In addition to the actions and services outlined in the LCAP, the district incurs a variety of essential General Fund expenditures that are not included in the LCAP. These include, but are not limited to, property and liability insurance, legal services, retiree benefits, administrative costs, and STRS on-behalf contributions. These expenditures support overall district operations and are not directly tied to specific LCAP goals or actions.

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

In 2026-27, Laguna Beach Unified School District is projecting it will receive $1,045,605 based on the enrollment of Foster Youth, English learner, and low-income students. Laguna Beach Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Laguna Beach Unified School District plans to spend $1,780,027 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 Laguna 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 Laguna 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, Laguna Beach Unified School District's LCAP budgeted $1,583,066 for planned actions to increase or improve services for high needs students. Laguna Beach Unified School District actually spent $1,586,210 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
Laguna Beach Unified School District	Manoj Roychowdhury Interim Superintendent	mroychowdhury@lbusd.org 949-497-7700

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 Laguna Beach Unified School District (LBUSD) is situated in the distinctive and historic coastal city of Laguna Beach, a vibrant community in Orange County where tourism serves as the primary economic driver. Located approximately 50 miles south of Los Angeles and 80 miles north of San Diego, the city is home to nearly 23,000 residents. It is renowned for its picturesque coves, commitment to environmental stewardship, and rich artistic heritage. As the host of world-renowned cultural events such as the Pageant of the Masters and the Festival of Arts, Laguna Beach attracts approximately three million visitors each year, drawn by its scenic coastline, charming downtown village, and celebrated summer art festivals.

LBUSD serves approximately 2,300 students from transitional kindergarten through twelfth grade across two elementary schools, one middle school, and one high school. In addition to its core academic offerings, the District also operates a preschool program and an adult education program, providing lifelong learning opportunities for the broader community. Recognized as a high-performing district within both Orange County and the state of California, LBUSD maintains a steadfast commitment to academic excellence within a nurturing and inclusive environment. Student performance consistently ranks within the “high” to “very high” range on the California School Dashboard, reflecting the District’s dedication to fostering intellectual growth, social-emotional wellness, and a strong sense of self-identity in all learners. LBUSD’s success is bolstered by robust community engagement and enduring partnerships with organizations such as the PTA, the SchoolPower Education Foundation, and the City of Laguna Beach. These collaborations exemplify the community’s shared investment in cultivating a well-rounded, future-ready student body.

There are 2,316 total students enrolled in Laguna Beach Unified. To date, there are 48 students (2% of the student population) who are identified as English Learners, 249 students (11% of the student population) receiving special education services, and 456 students (20%) from socioeconomically disadvantaged homes. Last year's student demographics showed a similar profile to 2024-25 enrollment, with a small increase (1%) in both the number of students receiving special education services and the number of students from socioeconomically disadvantaged homes. The percentages of students who are English Learners and those with disabilities are consistent with pre-pandemic student enrollment data. However, as compared to the 2018-19 academic year, the population of students identified as socioeconomically disadvantaged has increased by 8%.

DISTRICT MISSION:
Each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.

VISION:
We take ownership of each child's learning in our schools, accepting no limits on potential.

CORE VALUES:
-Responsibility: We hold ourselves responsible for consistently maintaining a clear focus on our mission, which frames the behavior of our students, staff, parents, community, and Board of Education
-Commitment: We are committed to a focus on student learning through collaboration, reflection, and openness to change, which results in the highest level of excellence.
-Equity: We equitably meet the needs of all students through systems, structures, and opportunities that promote success.
-Courtesy: We treat everyone with dignity and respect, seeking to understand each point of view without making assumptions.
-Transparency: We are transparent in all operations of the District, demonstrating ethics through open and honest practices.

COLLECTIVE COMMITMENTS:
-Relationships Matter
-Every Student, Every Day
-Continuous Improvement

LEARNER PROFILE: KEY COMPETENCIES
The following learner characteristics were identified as essential for LBUSD students to thrive in an interconnected global economy and enter the adult world as engaged community members and change agents:
-Empowered Learner
-Creative Problem Solver
-Effective Communicator
-Constructive Collaborator
-Empathetic Citizen

Reflections: Annual Performance

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

LBUSD Annual LCAP Reflections 2025-26

The Laguna Beach Unified School District Local Control Accountability Plan (LCAP) is a three-year plan that outlines goals, actions, services, and expenditures to support positive student outcomes aligned with state and local priorities. California's local control funding formula priorities address the provision of whole child resources to support schools in creating an environment where all students are safe, engaged, supported, challenged, and healthy. The LCAP addresses the needs of all students, including significant student groups. All local educational agencies must specifically address students who are English learners, foster youth, and students who are economically disadvantaged, allocating funds to support goals and actions designed to eradicate opportunity gaps for these high-priority populations. California School Dashboard performance levels, coupled with local indicator areas, drive annual goals and serve as metrics to evaluate the impact of plan actions on student outcomes.

Developed in collaboration with students, families, staff, and community partners, LBUSD's 2024–27 LCAP is centered around three primary goals: fostering college and career readiness, strengthening social-emotional competencies and student identity, and ensuring safe, welcoming, and inclusive school environments. The 2026–27 LCAP represents an annual update to the 2024–2027 plan and reflects a year-long, collaborative development process grounded in data analysis, stakeholder engagement, and continuous refinement. The development process includes fall and winter data review, administration of a broad-based community survey, student panels and focus groups, and spring convenings that brought together diverse groups of educational partners.

During the 2025–26 school year, LBUSD demonstrated notable progress in state priority areas. Students across grade spans evidenced strong academic growth, with increased proficiency in English language arts and mathematics, and significant gains among English learners and students from economically disadvantaged homes. Students reported a high sense of safety and access to trusted adults on campus, while counseling and social-emotional services remained available and tailored to meet students' ever-evolving needs. Survey data reflected high degrees of family engagement, satisfaction with communication, and support for students' social-emotional needs. This progress, guided by community educational partner input and data analysis, informs the updates to the 2026–27 LCAP, ensuring continued alignment with district priorities and the evolving needs of students and families. In tandem with a focus on LCAP goal areas, District teams will continue to ideate, plan, and execute strategies to enhance the LBUSD student experience through meaningful connections to the world outside of the classroom, while allowing our students to feel seen, heard, known, and valued through voice and choice.

California School Dashboard Performance Review:
The California School Dashboard provides an excellent opportunity for both reflection and goal-setting. The Dashboard examines six state measures and five local measures to allow for comparisons across California schools and districts. Results are presented for all districts, schools, and defined student groups to increase the focus on equity and expand the review of performance data to a specific set of state and local indicators.

-Academic Performance contains two measures: English language arts and mathematics. They are based on spring 2024 student performance on the California Assessment of Student Performance and Progress (CAASPP). Students in grades 3-8 and 11 participate in this annual exam.

-The College & Career Readiness measure shows how many students graduate from high school better prepared for college or a career. Metrics include coursework, exams, and work experience.

-Graduation Rate indicates the number of students within a four-year cohort who received a diploma at the end of Grade 12.

-The Chronic Absenteeism measure shows how many students were absent for 10% or more instructional days in the academic year.

-The English Learner Progress measure looks at the progress of students who are identified as emerging bilinguals in reaching English proficiency based on the annual English Language Proficiency Assessments for California (ELPAC).

-The Suspension Rate measure shows the percentage of students who were suspended for at least one full day during the school year.

Performance calculations for the California School Dashboard are based on two factors: current year data for each measure and the difference between current year and prior year data for each specific measure. Districts and schools are assigned one of five colors to correspond with student performance in each indicator area.

Dashboard Indicator Area 1: Academic Performance:

In spring 2025, students in grades 3-8 and 11 participated in the CAASPP, which measures student proficiency in grade-level English Language Arts (ELA) and Mathematics standards. The Smarter Balanced Consortium has identified CAASPP Level 3/"met standard" as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. The distance from standard (points) measures how far, on average, students are from the lowest possible score for Level 3. Based on 2025 CAASPP outcomes, reflected in the California School Dashboard Academic Performance area, LBUSD students performed in the "very high" range in both ELA and mathematics. Collectively, the 1,204 students who participated in CAASPP testing scored 62.3 points above standard in ELA (within 2 points of 2023-24 performance) and 47.5 points above standard in mathematics (a slight increase of 1.4 points from 2023-24). In total, 68.4% of LBUSD students (803 participants) improved their CAASPP ELA score from the prior year test administration. This is considered "average growth," according to the 2025 California School Dashboard Growth Report. In math, 71.3% of students (801 participants) improved their CAASPP score between spring 2024 and spring 2025. This is considered "accelerated growth."

When examining the performance of significant student groups based on California School Dashboard academic indicators, all students placed in the "medium" or above range in English Language Arts, meaning no student groups were identified within the red or orange ("low" to "very low") ranges in ELA. In the area of math, one student group, Students with Disabilities, scored within the orange or "low" performance band. In examining year-over-year growth based on ELA CAASPP, students with disabilities achieved "moderate growth" in improving individual test scores, while students identified as belonging to the English Learner (EL), socioeconomically disadvantaged, and Reclassified Fluent English Proficient (RFEP) significant student groups evidenced "average growth" based on the 2025 California School Dashboard Growth Report. In the area of math, students with disabilities showed "moderate growth" in improving individual CAASPP scores as compared to the prior year, while socioeconomically disadvantaged and RFEP students achieved "average growth." Students who are English learners evidenced "accelerated" growth in improving CAASPP math scores.

The English Learner student group, a small cohort of 22 students, was placed within the “medium” Dashboard performance level and scored an average of 0.2 points below standard in ELA (with an overall proficiency rate of 31.82%), a decline of 3.5 points compared to 2023-24 CAASPP outcomes. In math, the English Learner student group was again identified within the yellow/medium Dashboard band, scoring 6.5 points below standard (59.1% meeting/exceeding standards), a decline of 16.7 points as compared to the prior year. 31 students identified as Reclassified Fluent Proficient, or RFEP, scored 22.4 points above standard in ELA (a decline of 8.4 points as compared to 2023-24 CAASPP scores). Overall ELA proficiency rates for the RFEP student group remained aligned to the overall student population, at 77% met/exceeded standard. In math, the RFEP student group (with 62.8% of students proficient or above based on the CAASPP) scored 6.5 points below standard, a decline of 26.7 points as compared to the prior year.

Students from economically disadvantaged homes were placed within the “high” California School Dashboard performance level in ELA, reaching 26.4 points above standard, a decrease of 16.1 points as compared to the prior academic year. Overall, 65% of the 238 students from this group reached or exceeded ELA proficiency levels. In math, students from the economically disadvantaged group placed within the “medium” California Dashboard performance band, showing 0.8 points below standard (evidencing a decline of 18 points year-over-year). A total of 54% of students from this group met or exceeded CAASPP math proficiency criteria in spring 2025.

Based on 2025 CAASPP data, students with disabilities demonstrated performance within the “medium” (yellow) Dashboard performance level in ELA and the “low” (orange) level in math, below the District average. Year-over-year ELA achievement, as illustrated on the California School Dashboard, shows an increase of 3.7 points for 137 participating students (23.9 points below standard), while achievement in math shows a decrease of 20.1 points (60 points below standard) as compared to spring 2024 CAASPP scores. Of the 135 participating students receiving special education services, 42% met or exceeded standard in ELA, while 32% reached proficiency levels in math. When looking at opportunity gaps within individual schools within LBUSD based on the 2025 California School Dashboard, El Morro Elementary students with disabilities were placed within the “low” (orange) level in English Language Arts. This small cohort of 30 students scored 22.7 points below standard (a decline of 17.8 points compared to 2023-24), with an overall proficiency rate of 34.61%. Additionally, at both El Morro and Thurston Middle Schools, students with disabilities were placed within the “low” (orange) performance band in math. Elementary students at El Morro scored 42.5 points below standard (overall proficiency rate of 32% for a cohort of 30 students), while 6-8 students at Thurston performed 51.3 points below standard (overall proficiency rate of 41% for 47 students in the special education cohort). Specific goals and actions to address opportunity gaps for significant student groups will be embedded within the 2026-27 LCAP and School Plans for Student Achievement (SPSAs). It should be noted that foster and homeless youth are too small in cohort size to be considered a significant student population, to protect student identity and privacy.

The California Science Test (CAST), included in the 2025 California School Dashboard for accountability purposes only, is part of the statewide CAASPP assessment system and measures how well students in grades 5, 8, and once in high school (LBHS students are assessed in Grade 11), are mastering California’s Next Generation Science Standards. The results provide valuable information to educators, families, and the community about student learning in science and help guide instructional planning in LBUSD. The overall CAST proficiency rate for the spring 2025 test administration is 63% for all participating students, a decrease of 2% compared to the prior year. 30% of students with disabilities assessed met or exceeded science standards, an increase of 4% from 2023-24. 50% of students from economically disadvantaged homes scored within the proficient-to-advanced range, a decrease of 5% from the previous year. Data from the English Learner student group was not collected for CAST due to the small sample size of participating students. Based on the 2025

California School Dashboard (reporting on CAST data for informational purposes only), LBUSD students scored an average of 68.5 points above standard, consistent with the prior year.

LBUSD Historical CAASPP data indicates that in 2025, students achieved proficiency within 5-8% of the five years before the Pandemic, with 77.5% of LBUSD students meeting or exceeding standards in ELA, and 72% meeting or exceeding standards in Mathematics. These multi-year results confirm that LBUSD students are maintaining high achievement and evidencing incremental gains in critical student groups. While the percentage of students exceeding standards in ELA has held steady (within 1% of the prior year), longitudinal data shows growth in students moving from “Nearly Met” to “Met” performance bands, reflecting progress among targeted intervention groups. In math, LBUSD has seen overall steady gains, with a modest increase of 2% in overall proficiency rates between the 2024 and 2025 test administrations. An improvement in conceptual understanding and problem solving is evidenced over time, particularly in middle school grades, where 10% more students shifted from “Nearly Met” to “Met/Exceeded in spring 2025. LBUSD staff continue to focus our efforts on helping every student demonstrate academic growth to meet grade-level expectations and prepare for post-secondary pathways. CAASPP/CAST scores are used in combination with additional diagnostic and formative student assessment data to help school teams identify areas of focus.

Additional K-10 Academic Performance Data: 2024-25 End of Year Outcomes
Throughout the academic year, CAASPP scores are used in combination with additional diagnostic and formative student assessment data to help school teams identify areas of focus for the current academic year and to better understand students’ specific strengths and needs in literacy and mathematics. The District's action of developing comprehensive assessment systems and integrating these systems into the MTSS framework for instructional decision-making proved to be especially powerful in helping students reach grade-level proficiency and remain on a trajectory toward college and career readiness. The integration of i-Ready diagnostic testing provided a clear indication of reading and math standards mastery levels. The i-Ready Diagnostic Assessments were administered to students in grades kindergarten through eight at the beginning and midyear points of the 2024-25 academic year, to provide teachers and support staff with specific and actionable data to inform instruction, design targeted interventions, and set growth goals for students in the areas of reading and math. Students in grades 9-10 completed the i-Ready Diagnostic in fall 2024 as a universal screener to determine students who may be eligible for targeted tutorials and additional progress monitoring. In spring 2024, students across grades K-10 again participated in i-Ready testing to measure proficiency toward meeting grade-level standards and to monitor student progress toward individual goals. End-of-year i-Ready Diagnostic data showed growth across grade levels and student groups when compared to baseline data from fall 2024, evidencing the effectiveness of learning recovery and acceleration strategies provided through multi-tiered systems of support. Going forward, teachers will continue to utilize i-Ready as a vital tool for identifying student strengths and growth areas to re-engage students in learning essential concepts and standards.

The tiered performance placements in i-Ready correspond to the following instructional levels:

Tier 1 (Green): Student performance is within-to-above grade level, based on proficiency towards end-of-year grade-level standards. Students placed in Tier 1 are identified as benefiting from universal, core classroom instruction and do not require supplemental academic interventions.

Tier 2 (Yellow): Student performance is approaching grade-level range, based on proficiency towards end-of-year grade-level standards. Students placed in Tier 2 are identified as potential candidates for targeted, supplemental academic interventions to address areas of need.

Tier 3 (Red): Student performance is below grade-level range, based on proficiency towards end-of-year grade-level standards. Students placed in Tier 3 are identified as potential candidates for intensive, supplemental academic interventions to address areas of need.

LBUSD i-Ready Outcomes 2024-25

Based on End-of-Year i-Ready Reading Diagnostic data, 93% of participating students performed within Tiers 1-2. 75-78% of students have consistently scored within Tier 1 over the past four years, while the number of students eligible for Tier 3 interventions has decreased from 9% to 7% since 2021-22. 125 of the original 249 academic intervention candidates (50%) exited Tier 3 at the end of the 2024-25 school year. 124 students across grades K-10 were identified as students who may benefit from intensive, supplemental, small-group/ individualized instruction. These students were considered for additional support in reading in fall 2025.

Based on End-of-Year i-Ready Math Diagnostic data, 96% of participating students performed within Tiers 1-2. The number of students scoring within Tier 1 has grown incrementally over the past four years, while the number of students eligible for Tier 3 interventions has remained at 5-6% since spring 2023. 117 of the original 231 students (51%) who were placed within Tier 3 exited at the end of the 2025 school year. 114 students across grades K-10 were identified as potential candidates for intensive Tier 3 math academic interventions. These students were considered for additional support in fall 2025. This data evidences continuous improvement in student outcomes over the past four years.

Students with Disabilities:
The number of students with disabilities eligible for Tier 3 reading interventions decreased from 73 to 53 (27%) by the end of the academic year. Of the 159 students assessed at the end of the year, 60 students were placed in Tier 1. This was an increase of 22 students based on fall 2024 i-Ready Diagnostic outcomes. The number of students with disabilities eligible for Tier 3 math interventions decreased from 69 to 45 (35%) by the end of the academic year. Of the 155 students assessed at the end of the year, 64 students were placed in Tier 1. This was an increase of 30 students based on fall 2024 i-Ready Diagnostic outcomes.

Students who are English Learners:
The number of students who are English learners eligible for Tier 3 reading interventions decreased from 24 to 9 (34%) by the end of the 2024-25 school year. Of the 42 students assessed in spring 2025, 22 students were placed in Tier 1. This is an increase of 14 students based on beginning-of-year reading assessment data. The number of students who are English learners eligible for Tier 3 math interventions decreased from 18 to 7 (61%) by the end of the 2024-25 school year. Of the 42 students assessed in spring 2025, 24 students were placed in Tier 1. This was an increase of 14 students based on beginning-of-year math assessment data.

Students from Economically Disadvantaged Homes:
The number of students from economically disadvantaged homes eligible for Tier 3 reading interventions decreased from 20 to 11 (45%) by the end of the 2023-24 school year. Of the 104 students assessed in spring 2025, 74 students were placed in Tier 1. This is an increase of 26 students based on fall reading scores. The number of students from economically disadvantaged homes eligible for Tier 3 math interventions decreased from 24 to 6 (75%) by the end of the 2024-25 school year. Of the 105 students assessed in spring 2025, 78 students were placed in Tier 1. This was an increase of 42 students based on fall math scores.

Spring 2025 i-Ready Diagnostic: State and National Comparison Data:
Nationwide, over ten million K-8 students completed the i-Ready Math Diagnostic, and over eight million students completed the reading diagnostic in spring 2025. At the state level, over one million students in grades K-8 participated in i-Ready testing at the end of the 2024-25 academic year. While comparable spring data is unavailable for high school students, an examination of national and state performance data for elementary and middle school grade levels indicates LBUSD students far outperformed their peers in both i-Ready reading and math end-of-year assessments. i-Ready data is not available for district-to-district comparisons. Though many local districts use the platform, the data is not publicly available to make comparisons other than broad state and national comparisons.

In the area of READING,
LBUSD K-8 students performed 27% higher than the national student group, and 28% higher than the California student group, when looking at the number of students who placed within the Tier 1 (within-to-above grade level band).
LBUSD also had significantly fewer students scoring within the Tier 3 (below grade level) band when compared to peers across the nation and state, at 16% and 18% lower, respectively.

In the area of MATHEMATICS,
LBUSD K-8 students scored 28% higher than the national student group, and 33% higher than the California student group, when comparing the number of students who placed in the Tier 1 level.
LBUSD data also shows 17% fewer students within the Tier 3 band, as compared to the national average, and 14% fewer students identified for intensive interventions as compared to the statewide average.

LBUSD Response to Dashboard Indicator Area 1: Academic Performance

To address the state indicator area of academic performance in English language arts and mathematics, as described within the California School Dashboard, LBUSD instructional teams will continue to focus on high-quality, rigorous, standards-based instruction designed to provide students with engaging and meaningful learning experiences. Analysis of student performance indicators provides an opportunity for reflection and analysis of instructional routines, data practices, and targeted supports. Students evidencing a need in foundational academic skills will be provided with supplemental, targeted interventions through school-based multi-tiered systems of support. The modest drop in state test scores reinforces the importance of MTSS: universal screening, data cycles every 6–8 weeks, and tiered interventions. LBUSD is well-positioned to respond through its Tier 2 and Tier 3 supports and formative cycles.

LBUSD’s instructional design leverages research-backed strategies validated by What Works Clearinghouse:
-Formative feedback cycles using Tools for Teachers and CAASPP interim tasks.
-Data triangulation through i-Ready, classroom assessments, and summative CAASPP data.
-Inclusive co-teaching and Universal Design for Learning (UDL) for Students with Disabilities and Students who are Multilingual and English Learners.
-Goal-setting and student agency: students track progress and articulate growth targets.
-Professional Learning Focus: Data literacy, formative feedback strategies, and equity-based differentiation

To address increased proficiency in math standards, elementary sites will implement the newly adopted Amplify math curriculum and devote considerable time throughout the 2026-27 academic year to instructional coaching, collaborative planning, and professional development to support teachers with this launch. The secondary math team will continue the early math curriculum adoption process, consisting of visiting high-performing schools and observing math classes, exploring various curriculum options, and becoming well-versed in the expectations aligned to the new California Math Frameworks.

Based on 2025 CAASPP data, students with disabilities, students from socioeconomically disadvantaged homes, and students who are English learners demonstrated performance below the District average. This opportunity gap will be addressed through continued specialized academic instruction, access to core content and grade level standards, inclusive educational opportunities, individualized, small-group instruction, personalized learning, and specialized professional development for instructional teams.

Multi-Tiered Systems of Support (MTSS) for Significant Student Groups:

Students Who Are English Learners: Progress monitoring via Ellevation, language scaffolds & academic vocabulary; Lexia ELD and i-Lit; HS ELD elective for targeted instruction across domains, summer academy. EL performance is monitored closely through multiple measures; language-rich science instruction and targeted ELD are the levers for 2026 gains.

Students with Disabilities: Orton-Gillingham for foundational literacy; Do the Math for number sense/concepts; individualized MyPath; inclusive instruction & co-teaching emphasis, ESY/summer academy. LBUSD’s SWD proficiency is rising and remains competitive with, and is often above, county/state SWD averages; we are closing gaps through targeted, evidence-based supports.

Students from Economically Disadvantaged Homes: Double-dose supports (Tier 2 pull-outs/boost classes), after-school tutoring, summer academies; ongoing progress monitoring to adjust services. Even with last year’s small dip, SED proficiency in LBUSD remains substantially above overall state rates; new Tier 2/3 cycles are designed to regain and extend ground in 2026.

*Homeless and Foster Youth are too small in cohort size to be considered a significant student population, in order to protect student identity and privacy.

K-8 i-Ready 2025-26 Midyear Performance Summary

This fall, 1,386 kindergarten through eighth-grade students participated in i-Ready diagnostic testing to determine strengths and growth areas in grade-level skills. Students were reassessed at the midyear point, and will complete one final diagnostic at the end of the year to track individual progress and proficiency toward meeting content area standards. i-Ready data is used by school teams to drive instructional decisions, set school-wide growth targets, and determine which students may benefit from supplemental targeted or intensive academic interventions. Based on winter 2026 diagnostic data in the area of reading, 93% of K-8 students were placed within Tiers 1-2, while 7% of students assessed scored within the Tier 3 band. Based on midyear math diagnostic results, 95% of K-8 students performed within Tiers 1-2 (approaching- above grade level), and 5% of participating students placed within the Tier 3 (below grade level) band.

Students who Are English Learners:
In winter 2026, 40 students identified as English learners (EL) participated in i-Ready midyear diagnostic testing. There is much to celebrate in comparing the fall to winter data. The percentage of students within the Tier 1 level in reading increased by 28% from fall to winter. In the area of math, the number of students advancing to Tier 1 increased by 15% compared to beginning-of-year data. Students placed within the Tier 3 performance level decreased by 8% from fall to winter.

To continue addressing opportunity gaps and supporting the academic growth of English Learners, LBUSD school teams have sustained and refined systems designed to monitor progress, strengthen instructional practice, and provide targeted language development supports. During the current school year, the district is serving 49 English Learners across sites. The Ellevation platform continues to support consistent progress monitoring and the integration of language-based scaffolds within core instruction, while students access supplemental, evidence-based English language development programs, including i-Lit and LexiaELD, to reinforce foundational literacy and language skills. In addition, the district piloted the Readable English program through an eight-week instructional cycle for a small cohort of students, resulting in measurable growth in reading proficiency. This pilot emphasized phonics development, decoding accuracy, reading fluency, vocabulary acquisition, pronunciation, and structured comprehension practice, while also building student confidence in reading aloud and participating across academic settings.

Students with Disabilities:
126 K-8 students receiving special education services were reassessed at the midyear via the i-Ready Diagnostic. In the area of reading, gains were evidenced by an 14% decrease in the number of students placed in the Tier 3 band. The number of students scoring within the Tier 1 level increased by 6% from fall to winter. In the area of math, the number of students performing within the Tier 1 band increased by 5%, while the number of students recommended for intensive Tier 3 interventions decreased by 16% between fall and winter test administrations.
The Special Education Department continues to prioritize the implementation of evidence-based practices and research-based curricula to support student achievement. Personalized learning remains a central strategy to promote skill proficiency and academic growth for all students. Ongoing professional development focuses on expanding staff certification and expertise in Dyslexia across general and special education settings. Tier 3 reading interventions have been strengthened and expanded, with services provided during the instructional day and through after-school programs at the elementary and middle school levels, including “Read to Succeed” and “Zero Period Intervention”.

The Special Education Department also continues to enhance student skill proficiency and academic progress through personalized learning grounded in disaggregated data from common assessments, including i-Ready and DIBELS. Collaborative planning and targeted Tier 3 interventions remain central to instructional decision-making. Before- and after-school intervention programs continue to provide equitable access to specialized supports that address reading disorders and close achievement gaps at both the elementary and middle school levels. The department is reviewing and refining the co-teaching model to ensure alignment with evidence-based practices and research-supported instructional strategies. In addition, the use of i-Ready instructional tools is being deepened through coaching and professional support for teachers and instructional assistants across all campuses.
The department maintains a strong focus on improving compliance with special education regulations and IEP standards. Professional development continues to focus on training to support best practice in assessment and the development of thorough and comprehensive Individualized Education Plans. Parent engagement is a key priority, with increased opportunities for families to collaborate with school teams and participate in workshops in partnership with the Family Resource Center. Inclusive practices continue to be emphasized district-wide through collaboration with parents and community partners. Initiatives range from peer buddy programs at the elementary level to

broader community-wide events. The district is also exploring expanded moderate community-based instruction opportunities, including services for out-of-district students, to further strengthen inclusive practices within the district.

Economically Disadvantaged Student Group:
A total of 84 K-8 students from economically disadvantaged homes were assessed via the i-Ready mid-year diagnostic in winter 2026. Midyear data in reading shows a reduction of 5% in students scoring within the Tier 3 band, as compared to the fall test administration. There was also growth in the number of students placed within the Tier 1 level, growing from 47% at the beginning of the year to 57% in January 2026. In the area of math, the number of students scoring within the Tier 1 performance band increased by 10%. The number of students identified as candidates for intensive Tier 3 interventions decreased by 5% when comparing beginning and midyear assessment data.

Students who demonstrated a need for additional academic support, as identified through a comprehensive review of multiple data sources, including i-Ready diagnostic results, CAASPP scores, course grades, and other formative and summative assessments, received supplemental and targeted interventions in both English Language Arts and mathematics. During the 2025–26 academic year, these supports included structured Tier 3 intensive pull-out groups in reading and math, complemented by Tier 2 instructional supports at the elementary level, as well as ELA Academy and targeted ELA and math boost courses at the middle school level.

The effectiveness of current supplemental academic supports in place is evidenced by the significant number of students demonstrating growth on the i-Ready mid-year diagnostic. We look forward to seeing continued growth over the coming months and will reassess K-10 students this spring to determine end-of-year performance levels and next steps for providing appropriate levels of both support and challenge within all LBUSD classrooms.

High School 2025-26 Performance Update: Mathematics
The Laguna Beach High School mathematics department utilized a comprehensive system of seven distinct data points to monitor and support student achievement, including iReady diagnostic scores, CAASPP results, IXL Arena diagnostics, final exam performance, and both current and prior course grades, with letter grades continuing to serve as a critical indicator of readiness for graduation and college admissions. Over the past two years, the department made notable strides in personalizing instruction and intervention through structured data chats that promoted student ownership of learning; students set individual math goals that were shared with families alongside diagnostic results, while parents were kept informed of targeted supports through the school's Multi-Tiered Systems of Support (MTSS), including direct communication with teachers and administrators. Instructionally, the team refined its approach by implementing weekly intervention tutorials for students receiving Tier 2 and Tier 3 supports and continuously reviewed student performance data to ensure accurate placement and responsiveness to changing needs. Additionally, ninth- and tenth-grade students participated in targeted skill-building workshops during tutorial periods to address commonly missed concepts identified in benchmark assessments, reinforcing foundational skills.
As of Winter 2026, the majority of students in grades nine and ten were performing within or above grade level in mathematics, with 70.2% in Tier 1, while 19.3% received supplemental Tier 2 support and 10.4% required intensive Tier 3 intervention, totaling 114 students who were receiving targeted or intensive services. Encouragingly, student movement across tiers reflected overall academic progress, with 66 students (17.2%) improving their tier placement during the first half of the 2025–26 school year, compared to only 13 students (3.4%) whose placement declined, and the majority (79.4%) maintaining their current level. More specifically, significant numbers of students exited intervention supports midyear, including 48% of those initially identified for Tier 2 or Tier 3 services, demonstrating the effectiveness of instructional strategies and interventions; this included particularly strong gains among tenth-grade students, where 64% exited Tier 2 and

61% exited Tier 3. At the same time, 40 students newly entered intervention tiers, reflecting the department's ongoing commitment to responsive, data-driven identification of student needs. Overall, the data indicated a balanced system that not only supported struggling learners but also successfully advanced a substantial proportion of students toward grade-level proficiency or beyond.

High School 2025-26 Performance Update: English Language Arts
During the 2024–25 school year, 79% of Laguna Beach High School English Language Arts students met or exceeded standards on the CAASPP state assessment, reflecting strong overall achievement. The English department built on this foundation by continuing to implement its core instructional practices, including the use of common assessments, both grade-level and vertical articulation, collaborative Professional Learning Community (PLC) data analysis, and targeted in-class skill development. Students who required additional support were identified through multiple data sources, including iReady diagnostic results, CAASPP scores, and current course grades, and they participated in weekly, prescribed tutorial sessions aligned to their individual learning needs.

Midyear data from the 2025–26 school year indicated that a majority of students were performing within or above grade level, with 61% of ninth-grade students and 56% of tenth-grade students placed in Tier 1 based on fall iReady diagnostic results. An additional 26% of ninth graders and 22% of tenth graders were identified as approaching grade level (Tier 2), while 13% of ninth graders and 22% of tenth graders were performing below grade level (Tier 3), highlighting areas for continued targeted support, particularly at the tenth-grade level. Intervention data further demonstrated both responsiveness and effectiveness of supports, as 15 students, or 38% of those initially identified for Tier 2 or Tier 3 services, made sufficient progress to exit supplemental intervention by midyear. At the same time, additional students entered intervention as new needs were identified, resulting in a total of 31 ninth- and tenth-grade students receiving targeted or intensive ELA support at the midpoint of the year. Overall, the data reflected a balanced and responsive system in which ongoing progress monitoring, targeted instruction, and structured intervention contributed to student growth while maintaining strong overall performance outcomes.

Response to Midyear Academic Performance Outcomes

Students evidencing a need for additional academic support through analysis of multiple metrics, including i-Ready diagnostic data, CAASPP state testing scores, course grades, and additional formative and summative assessment data, are served through supplemental and targeted interventions in ELA and math. During the 2025-26 academic year, prescriptive intervention programs include Tier 3 intensive reading and math pull-out service groups coupled with Tier 2, instruction at the elementary level, along with ELA Academy, and both ELA and math boost courses at the middle school.

These interventions provide opportunities for students to receive a "double-dose" of instruction in areas of need in a small group setting, designed specifically for learning acceleration and remediation. Participating students are assessed on an ongoing basis to monitor progress and determine appropriate levels of support. Elementary and middle school teams implemented after-school tutoring and skill remediation programs in literacy and math to expand service offerings further. At the high school level, supplemental academic support includes in-class interventions in literacy and math provided within the traditional class period and prescriptive tutorials. Content-specific teachers on special assignment (TOSAs) provide additional support in math and English for students evidencing a need based on data from iReady diagnostics, grades, common formative assessments, and teacher referrals. Summer academies for students in grades kindergarten through eleventh are offered as an extended school year option for students who qualify. In summer 2025, 196 students participated in these additional intensive learning opportunities.

Elementary (Grades K-5):
At Top of the World and El Morro Elementary Schools, Tier 3, supplemental reading instruction provides individualized, small-group, or one-to-one interventions designed to meet the specific needs of students requiring intensive support. These sessions are delivered four times per week for 45 minutes each, with each intervention cycle lasting six to seven/eight weeks. The program includes a decision-making meeting with the grade level teachers, the intervention teachers and coaches at the beginning of each cycle, looking at benchmark data and placement tests. A structured literacy approach is utilized, which incorporates multisensory learning, explicit instruction with immediate corrective feedback, and systematic, sequential, and cumulative teaching methods. This evidence-based approach is rooted in research and focuses on diagnostic teaching, allowing instruction to be continuously adjusted to address individual student needs. In Tier 3, instructional materials and strategies include Orton-Gillingham, Phonics for Reading, and direct instruction of reading comprehension skills and strategies. Progress monitoring is conducted biweekly to measure progress and ensure mastery of targeted skills. Through Tier 2, targeted supplemental reading interventions, the classroom teacher utilizes the assistance of a designated Instructional Assistant to work with a small group of students while the instructor also works with a group of students. Resources used during this time include iReady MyPath lessons, iReady Magnetic Reading curriculum delivered via small group direct teaching, skill-building lessons, literature circles, and word work activities. The goal is to close learning gaps effectively and support measurable growth over time. Both Tier 2 and Tier 3 reading instruction include consistent monitoring of student progress through DIBELS Progress Monitoring and iReady Growth Monitoring assessments. After each diagnostic, students engage in data chats to review their progress, discuss areas of growth, and celebrate their successes. This process empowers students to take ownership of their learning by understanding their progress and setting personal goals for improvement. By fostering a sense of accountability and motivation, students are encouraged to actively participate in their academic development while building confidence in their abilities.

In math, elementary students receive targeted instruction 30-45 minutes a day (based on grade level), four to five times per week in a small group setting. Instruction is informed based on i-Ready prerequisite reports that coincide with current grade level content. Staff use signature practices such as Cognitively Guided Instruction (CGI) routines (e.g., word problems, number talks, and notice and wonder), Factswise for math fact fluency, and Eduprotocol's Math Reps to support student understanding. Each intervention cycle lasts between 6 and 7 weeks. The school-wide practices of integrating student data chats and personalized learning goals have been highly effective in positively impacting student outcomes. Students receiving Tier 2, supplemental, and Tier 3, intensive, math support are assessed via the i-Ready Growth Monitoring assessment and FactsWise Fluency skills tests. Students are also routinely assessed on prerequisite math skills to inform personalized instruction addressing specific knowledge gaps in order to reinforce conceptual understanding and skills needed to meaningfully access grade-level content. Math interventionists and classroom teachers engage in ongoing data analysis and collaborative planning through ongoing data cycle meetings to review progress monitoring and i-Ready Diagnostic assessment data, review student strengths and areas for growth, and determine flexible, skill-based math intervention groups.

Middle School (Grades 6-8):
At Thurston, Tier 1 universal supports, available to all students and delivered by the ELA teachers within the Tutorial intervention period, are offered twice weekly. Tier 2 supplemental reading interventions and Tier 3 intensive supports, known as the ELA Boost and ELA Academy courses, are offered to students who have been identified as not meeting grade-level proficiency by at least two determining factors, including CAASPP scores, iReady Diagnostic scores, teacher recommendations, or ELA grades. These classes meet three times per week for a total of 245 minutes per week, and afford students the opportunity to access a “double dose” of ELA instruction to bolster foundational reading skills required to master higher-level English material in the secondary grades. Using the Read 180 and Read 180 Reach curriculum, both courses take a structured, research-based approach to improve students’ reading comprehension skills. Typically, students who are

performing two or more years below grade level are enrolled in ELA Academy, whereas students whose skills are less than two years below grade level expectations are invited to participate in ELA Boost. However, students are offered flexibility within these options in order to accommodate scheduling constraints, availability of spots in the classes, and what is in the best interest of the individual student. The purpose of both courses is to foster growth in reading comprehension and to bring students up to grade-level proficiency. These classes, taken in addition to the student's regular ELA class, replace the student's elective course in their class schedule. Alternatively, students who wish to maintain their elective course during the intervention slot may add a zero-period class to their schedule. The minimum time for this intervention is one semester, although additional time is offered to students who are evidencing a need. A typical day in ELA Academy and Boost begins with whole-class instruction focusing on reading strategies centered on an informational text, followed by independent time on the publisher's app, which tracks individual progress across several domains, and finally, a 15-minute silent reading period.

In math, TMS Tier 2 supports include targeted interventions provided during the flexible tutorial time, allowing students to receive additional math instruction twice weekly. For students needing more intensive support, Tier 3 support is the semester-long Math Boost elective class for 6th, 7th, and 8th-grade students, with separate elective courses for each grade level. Placement in Math Boost is determined using i-Ready Diagnostic assessments, which identify specific skill gaps and areas of need. The Math Boost elective uses i-Ready resources, enabling a personalized, data-driven approach to closing learning gaps while also supporting students with their current grade-level math coursework. Staff also utilize the support of a math paraeducator within the course, allowing for more individualized assistance and ensuring that each student’s unique needs are met. Instruction focuses on building foundational skills and supplementing grade-level learning to help students achieve grade-level proficiency. This comprehensive intervention system ensures that all students receive the support they need to succeed academically while addressing their specific learning goals. In Math Boost, growth is measured primarily through i-Ready diagnostic data, which serves as both entrance and exit criteria for the intervention. The i-Ready diagnostic is administered three times a year—at the beginning, middle, and end of the school year—to align with semester timelines. This allows the TMS instructional team to track progress and determine student placement in and out of the program. Additionally, teacher observations play a key role in measuring growth. These include observations made in the Math Boost elective as well as in students’ regular math courses. These observations help provide a comprehensive picture of student progress, enabling teachers to address specific learning needs and celebrate successes. When determining a student's readiness to exit the intervention, the team uses comparative data, such as improvements in i-Ready scores and evidence of skill growth from classroom performance, to ensure that students are on track to meet grade-level expectations. This multi-faceted approach helps us identify and support measurable growth in mathematics proficiency.

High School (Grades 9-12):
At Laguna Beach High, all English students receive universal Tier 1 support driven by iReady growth results. Students identified as benefitting from Tier 2 and Tier 3 targeted or intensive supports using multiple data points (Spring/Fall iReady, 8th grade CAASPP, academic grades) receive once-weekly priority tutorials. Students evidencing a need also access targeted individual skill and grade interventions via teacher/TOSA-designed strategies, targeted writing skills development, executive functioning skills, and one-on-one support. Common assessments, grade level, and vertical articulation and collaborative analysis of student data during Professional Learning Community (PLC) time to assess fidelity and the impacts of supports are some of the ELA Team's signature practices that lend to support of students.

In math, LBHS students receive targeted interventions driven by multiple data points, including iReady historical results, current and prior math grades, fall benchmark assessments, and CAASPP scores. Students performing below grade level receive 1-2 weekly math tutorials, blending personalized skill lessons, one-on-one support, and focus on current state standards. This fall, the math instructional team also designed and implemented skill-building workshops for ninth and tenth graders during tutorials that addressed the most frequently missed

concepts from the fall benchmark assessments. In 2024, LBHS launched a daily peer tutoring program to support math students. Students can access support from math tutors before and after school, and during the tutorial period. This program is led by our Peer Tutoring TOSA, Brooke Sargent, and integrates peer tutor training, peer support, and community service. Over the fall semester, tutors supported their math peers for a total of 109 hours. The LBHS MTSS team routinely conducts reviews of student performance to ensure each teacher's Tier 2 and Tier 3 roster remains accurate and aligned to intervention needs. Finally, the recently reimagined high school tutorial period has also helped teachers and students through dedicated time to use for support at Tiers 1, 2, and 3, as well as to provide unique opportunities for students. Students across LBHS are offering daily choices for the tutorial period. Options include everything from accessing additional support from school staff, researching a passion, attending career talks with industry professionals, and meeting with school club presidents. This FLEX time allows students to seek expanded learning opportunities based on voice and choice, focused on their individual needs and interests. Overall, tutorial attendance rates have remained consistently high at 92-96% under this new model, with all grades evidencing strong participation. Academic support and interventions represent 70% of all options self-selected by students, with wellness, counseling, and SEL offerings also maintaining popularity.

All students will be reassessed at the end of the academic year to monitor progress and inform instructional planning for 2026-27.

Dashboard Indicator Area 2: College/Career and Dashboard Indicator 3: Graduation Rate

The College and Career Indicator (CCI) shows how well schools prepare high school students for success after graduation, whether in postsecondary education or a career. College readiness is defined as completing rigorous coursework, passing challenging exams, or receiving a state seal. Graduates classified as "prepared" must meet one or more of the following criteria:
-CAASPP: Receive a score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics CAASPP state assessment
-Advanced Placement (AP): Complete two AP courses with a grade of C- or better; receive a score of 3 or higher on two AP exams; or complete one AP course with a grade of C- or better and receive a score of 3 or higher on an AP exam.
-College Credit Courses: Complete two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
-State Seal of Biliteracy (SSB): Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
-UC A-G: Meet all requirements for admission to a UC or CSU school and meet one of the additional criteria below:
– Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
– Complete one semester, two quarters, or two trimesters of College Credit Courses within high school with a grade of C- or better in academic/CTE subjects, where college credits are awarded for each course
– Complete one AP course with a grade of C- or better, or receive a score of 3 or higher on one AP exam
– Complete a CTE Pathway

Career readiness is defined as completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce. Graduates classified as "prepared" must meet at least one of the following criteria:
Completion of two years of leadership/military science and a score of 3 or higher in one CAASPP subject area (ELA or math), and a score of at least 2 in the other CAASPP subject area.

-Completion of a CTE pathway with a grade of C or better in a capstone course and either a score of at least 3 in one CAASPP subject area and a score of 2 in the other CAASPP subject area, or completion of one semester/two quarters/two trimesters of college coursework with a grade of C or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
-Completion of a registered pre-apprenticeship
-Transition Classroom and Work-Based Learning Experiences (available only to students who earn an alternative pathway diploma): Complete at least 100 hours of work experience and the equivalent of four semester courses of college and career exploration/preparation designed to prepare a student with an individualized education program (IEP) for employment and independent living

Laguna Beach High School students earned a status of “very high” on the Dashboard College and Career Indicator in 2025, with 82.5% of students meeting “prepared” criteria for college and career. This is an increase of 3.4% compared to the Class of 2024. All students within this cohort either placed within the very high (blue) performance band or were not assigned a performance color.

Laguna Beach Unified also placed in the “very high” performance band in the area of graduation rate. In spring 2025, 97.5% of seniors within the LBHS five-year cohort graduated with regular diplomas. This is a decrease of 1.7% as compared to the Class of 2024 cohort. When examining significant student groups, students from economically disadvantaged homes placed within the “medium” (yellow) Dashboard performance band, with a graduation rate of 94% for the 67 students in this cohort. All other student groups were placed within the very high level, or did not receive a performance color, due to the small size of the cohort.

Student achievement remains a primary focus in LBUSD, with 87% of 2025 graduates meeting UC/CSU A-G requirements and 65% earning a Golden State Seal Merit Diploma. Additionally, 85% of students earned early college credit through Advanced Placement (AP) exams, Career Technical Education (CTE) articulated courses, or dual/concurrent enrollment. These outcomes were supported by high participation rates in rigorous coursework, as 81% of students enrolled in at least one AP class and 73% participated in one or more CTE classes during their high school careers. Furthermore, 50% of the graduating class earned a Seal of Biliteracy.

The district’s emphasis on civic engagement and career exploration was also evident in the accomplishments of the Class of 2025. Nineteen percent of graduates, totaling 37 students, earned the State Seal of Civic Engagement. This distinction recognized students who were actively involved in their communities and understood the principles of democracy. Career readiness was further bolstered by the 23% of seniors who completed a CTE pathway in fields such as engineering design, software development, and patient care. Additionally, 35% of seniors participated in work-based learning opportunities, including internships and student-led enterprises, which provided them with practical, real-world experience.
The college-going culture within LBUSD remained robust, with 96% of the 194 survey respondents in the Class of 2025 expressing intent to continue their education in the fall of 2025. While 72% of these students planned to attend four-year colleges, 22% intended to enroll in two-year institutions. A significant 15% of the graduating class, comprising 29 students, identified as first-generation college students. The range of institutions chosen was broad, including various University of California and California State University campuses, as well as prestigious out-of-state and international options such as Harvard University, Georgia Institute of Technology, and the University of St Andrews.

Academic performance in standardized testing also showed positive trends. In Spring 2025, LBHS students completed 838 AP exams with an average pass rate of 92%, which was a 4% increase from the prior year. Notably, 74% of participating students scored a 4 or 5 on at least one AP exam. For the graduating class specifically, 69.2% of all enrolled seniors scored a 3 or higher on at least one AP test during high school, a significant increase from previous classes. Laguna Beach High School has been recognized on the AP District Honor Rolls. The AP

District Honor Roll recognizes school districts committed to increasing access to AP for underrepresented students while simultaneously maintaining or increasing the percentage of students earning AP Exam scores of 3 or higher. AP District Honor Roll recipients are committed to expanding the availability of AP courses among prepared and motivated students of all backgrounds.
Early College Credit Opportunities

Advanced Placement Courses:
LBHS students have multiple pathways by which to earn college credit. Advanced Placement (AP) courses continue to provide an opportunity for accelerated learning and potential credit toward college/university coursework through participation in annual AP exams. At LBHS, there are currently 454 students participating in AP classes (49% of the total student population, and an increase of 54 students as compared to 2024-25 participants, for a total of 1,093 AP course enrollments across 27 unique course offerings. The number of enrollments in advanced placement classes was higher than in the previous year, attributed to the addition of AP Environmental Science, AP Pre-Calculus, and AP Physics 2 courses, demonstrating that high school students in LBUSD continue to access college-level coursework at high rates. To date, 59% of current LBHS students have taken at least one AP course during their high school careers thus far. This is an increase of 5% as compared to the previous two years.

Dual and Concurrent Enrollment:
Through dual enrollment opportunities, students are able to complete units through Saddleback College, Irvine Valley College, and other local community colleges. As of winter 2026, 21% of current LBHS students earned college credit through dual enrollment classes or concurrent enrollment in college-level courses, taken outside of LBUSD. This data is consistent with 2024-25 midyear metrics.

Career Technical Education (CTE) Pathway Courses:
LBHS offers nine distinct CTE pathways: Dance & Choreography, Emergency Response, Engineering Design, Graphic Design, Patient Care, Professional Theatre, Systems Programming, and Visual & Commercial Arts. There are currently 340 LBHS students (41%) enrolled in one or more CTE courses. All of our LBUSD on-campus CTE Pathway courses currently provide students with the opportunity to earn early college credits through articulation agreements with Orange County Community Colleges (primarily) Saddleback College. To date, 43% of current LBHS students have earned college credit through CTE articulated courses, either via LBUSD CTE articulated agreements or CCA CTE articulated agreements.

The first semester of the 2025-26 academic year was filled with a wide variety of work-based learning opportunities for LBUSD students. In the performing arts, students worked directly with industry professionals to learn professional-level dance routines, participate in dialect coaching and stage combat workshops, and receive weekly individualized voice lessons in preparation for concerts and performances. Music students also participated in an interschool choir clinic led by a professional expert, supporting authentic rehearsal practices and vertical articulation between middle and high school programs. In Patient Care and Emergency Response Pathways, students completed CPR certification, EMT students practiced synthesizing patient assessments in simulated clinical scenarios, and students engaged with a guest social worker to learn about career pathways in social services. In Systems Programming, students researched careers in UX design and analyzed required skills and pathways. In our Graphic Design Pathways, students partnered with Spyder Lab and earned over 250 certifications. These experiences provided hands-on exposure to industry practices, strengthened career awareness and preparation, and connected academic learning to real-world applications.

Dashboard Indicator 4: Chronic Absenteeism

LBUSD placed in the “medium” Dashboard performance band in the area of chronic absenteeism. In 2024-25, 8.8% of students missed 10% or more days of school, meeting the criteria for chronically absent. This is within 0.3% of the previous year’s data. Implementation of school and district-based attendance interventions and support plans continues to address student attendance concerns. Several student groups (Hispanic students-11% chronically absent, students from socioeconomically disadvantaged homes-14.5% chronically absent, and Caucasian students-9% chronically absent), placed within the California School Dashboard “low” (orange) performance level. District-wide, students with disabilities were placed in the “very low” (red) California School Dashboard level, with 16.3% of students from this group chronically absent. At the individual school level, Thurston Middle School, though in the green “high” performance band overall, had three significant student groups place within the Dashboard orange (very low) level: students who are two or more races (7.3% chronically absent), students from socioeconomically disadvantaged homes (10.8% chronically absent), and students with disabilities (17% chronically absent). At Top of the World Elementary, all significant student groups were placed in the “low” performance category: Caucasian students (8% chronically absent), students with disabilities (14% chronically absent), students from economically disadvantaged homes (13%), Hispanic students (13%), and students who are two or more races (5%). TOW overall evidenced “low” performance in the area of chronic absenteeism on the 2025 California School Dashboard. At El Morro Elementary School, two significant student groups were placed within the orange (“low”) performance level: students with disabilities (18% chronically absent) and Caucasian students (12% chronically absent). The overall Dashboard performance level for EMS in 2025 was in the “low” (orange range). In addition to the attendance interventions listed below, LBUSD schools will develop specific goals and actions to address increasing school attendance within their 2026-27 School Plans for Student Achievement.

Response to 2023 “Red”/”Very Low” Chronic Absenteeism Performance Indicators:
Based on the 2023 California School Dashboard, El Morro Elementary School had two student groups (Hispanic and SWD) placed within the red Dashboard performance level, while Thurston Middle School had one student group (SWD) within the red performance level. In 2025, neither El Morro nor Thurston had any student groups within the very low band.

2025-26 Chronic Absenteeism Performance Update
In an effort to promote positive school attendance, school teams increased personalized communication with families to better understand potential barriers to school attendance. Teams then worked collaboratively with LBUSD families to develop individualized attendance support plans to ensure students have access to needed resources to reduce absences. As an important component of school multi-tiered systems of support, team members routinely track and analyze student attendance, providing immediate outreach and intervention to students evidencing a need. Interventions include phone calls and written communication to families, daily student check-ins, attendance support meetings (SART), and formal attendance contracts. Students not showing improvement in attendance, reaching 9 unexcused absences, 11 tardies, or absences for any reason totaling or exceeding 10% of the school days to date, may be referred to the District Attendance Review Team (DART), which entails a formal meeting with parents, law enforcement, district personnel, and potentially Orange County Truancy Mediation Team members.

At the 2025-26 midyear point, the chronic absentee rate stood at 12%, affecting 268 students across grades K-12, which marked a 2.5% increase from the same point in the previous year. Additionally, 11% of the student population, or 259 students, missed three or more days due to unexcused reasons such as travel, a trend that remained consistent with the 11.8% reported at the midyear point of 2024-25. The Average Daily Attendance remained stable at 95%, matching the midyear data from the prior academic cycle.

To address these trends, all district site teams developed and implemented comprehensive attendance improvement plans aimed at fostering a culture of positive attendance through the multi-tiered systems of support. Team members routinely tracked and analyzed attendance data to provide immediate outreach, which included phone calls, written communications, and daily student check-ins. For students with more persistent attendance issues, the district utilized formal interventions such as School Attendance Review Team meetings and the development of attendance contracts. As of mid-January 2026, the district had conducted 34 attendance support meetings and established 21 attendance contracts, with the highest concentration of these interventions occurring at the high school level. Furthermore, for students who reached specific thresholds of unexcused absences or tardies, the district utilized the District Attendance Review Team process, involving formal meetings with parents, district personnel, and law enforcement. By early 2026, a total of 437 attendance letters had been distributed to families to facilitate communication and encourage improved student participation.

As of April 2026, the LBUSD chronic absenteeism rate is 9.7%, affecting 216 students. A total of 491 students have been absent from school without a valid excuse on three or more days. LBUSD has sent 596 attendance letters, held 63 attendance support meetings, and developed 51 attendance contracts. In an effort to focus on continuous improvement, the District has partnered with the Orange County Truancy Mediation Team to provide more intensive, Tier 2 attendance supports, which could result in referrals to the OC District Attorney Truancy Support Team if Tier 3 supports are warranted. LBUSD will also implement parent education opportunities throughout the year, in partnership with the Family Resource Center and Orange County Department of Education Truancy Support Team. LBUSD will also work to promote short-term Independent Study options for planned absences not to exceed 15 cumulative school days.

Dashboard Indicator 5: English Learner Progress

In Spring 2025, 50 LBUSD students identified as English Learners participated in the annual Summative English Language Proficiency Assessments of California (ELPAC) to measure performance across four domains: listening, speaking, reading, and writing. LBUSD students across all grade levels, kindergarten through twelfth, showed strong performance on the ELPAC, with the majority of students scoring within the “well-developed” or “moderately developed” English language proficiency levels (3 and 4).

The English Learner Progress Indicator (ELPI) of the California School Dashboard evaluates whether students identified as English Learners make annual progress toward English proficiency by advancing ELPAC levels or maintaining ELPAC Level 4 (well-developed English language skills). Of the 35 students with comparative ELPAC data, 62.9% made progress toward English language proficiency. This is a 7.9% decrease from 2023-24. As a result, LBUSD placed within the “medium” performance category.
To address opportunity gaps and bolster the academic growth of English Learners (ELs) in alignment with the English Learner Progress Indicator (ELPI), the Laguna Beach Unified School District (LBUSD) sustained and refined its systems for monitoring progress and providing targeted language development. During the 2025-26 school year, the district served 49 English Learners across its various school sites. The district utilized the Ellevation platform to maintain consistent progress monitoring and integrated language-based scaffolds within core instruction. Students further reinforced their foundational literacy and language skills through supplemental, evidence-based programs such as i-Lit and LexiaELD. Additionally, a pilot of the Readable English program was conducted over an eight-week cycle with a small cohort, which resulted in measurable gains in reading proficiency, phonics development, decoding accuracy, and reading fluency, while also increasing student confidence in academic participation.

At the secondary level, the high school English Language Development elective, which was first introduced during the 2024-25 academic year, continued to evolve as a critical support for students in grades 10–12 who had not yet met reclassification criteria. Access was also extended to ninth-grade newcomer students during their initial years of enrollment. Instruction in this course was intentionally differentiated to accommodate students at the Emerging, Expanding, and Bridging proficiency levels. The curriculum focused on explicit academic vocabulary instruction, modeling the writing process, and using scaffolded structures like sentence frames to support grade-level writing expectations. Outcomes from the initial pilot year demonstrated significant progress toward reclassification and graduation, and current enrollment data indicated continued momentum toward English proficiency for the district's multilingual learners.
Students who are English Learners also benefited from the additional classroom support provided to them through elementary and middle school paraprofessionals, as well as the District EL instructional coach. Teachers at the elementary and secondary levels had the opportunity to participate in professional learning community sessions devoted to enacting the principles of the English Learner Roadmap and culturally responsive teaching practices to create inclusive classroom communities designed to optimize English language development. In 2025-26, secondary students also participated in ELPAC Interim Assessments in order to pinpoint the specific growth areas aligned to language domains. A continued goal for students from the LBUSD English and multilingual learner group is to continue to increase the number of students reaching the Tier 1 (within-to-above grade level) i-Ready Diagnostic performance bands, and continue to maintain high English language proficient reclassification rates of 25-30%.

Dashboard Indicator 6: Suspension Rate

The California School Dashboard Suspension Rate indicator refers to the percentage of students within a school district suspended for at least one school day. For most state indicators, the desired outcome is a high number or percent within the current year and an increase from the previous year. However, for the suspension rate indicator, the desired outcome is a low rate and a decline from the year prior. The 2024-25 LBUSD suspension rate was 1.7%, a decrease of 1.2% from the previous year. This places LBUSD in the "high" performance band on the current Dashboard.

While nearly all significant student groups were placed within the "high"(green) or "very high" (blue) Dashboard performance bands, students who are English learners were placed within the orange ("low") performance level, with 4.8% of students within this cohort of 68 students suspended for at least one day during the 2024-25 academic year. At the site level, El Morro Elementary had one group, Caucasian students placed within the orange band, with 1.7% of students from this cohort of 299 students suspended for one day or more. Overall, EMS maintained a low school-wide suspension rate of 1.1%. Teams across all district schools continued to refine and implement tiered behavior interventions, restorative practices, and alternative means of correction to address challenging student behaviors on campus.

2023 California School Dashboard: Low-Performing Student Groups:
One District school, Top of the World Elementary, was identified by the state for Additional Targeted Support and Assistance (ATSI) due to the 2022-23 8.9% suspension rate for students with disabilities (indicating a "very low" performance level).

Top of the World Elementary, following ATSI status, saw a decrease of 1.2% among this population of 65 students in 2024, following the implementation of a school plan emphasizing de-escalation strategies and positive behavior intervention and support. In 2025, TOW had a school-wide suspension rate of just 0.2%. The suspension rate of students with disabilities was 1.5%, a decrease of 6.2% as compared to the prior year for this cohort of 68 students. To improve services and support for students with disabilities in the area of behavior during the

2025-26 academic year, Top of the World consulted and collaborated with Board Certified Behavior Analysts (BCBAs) to provide further professional development, coaching, and direct service in classrooms. Select instructional assistants also received high-level training in behavior intervention to work collaboratively with teachers and school staff to support individual students experiencing challenges with behavior in the classroom setting.

2025-26 Suspension Rate Update
The Laguna Beach Unified School District has established a robust framework for student discipline that prioritizes restorative practices within a progressive discipline system. This human-centered approach is designed to cultivate a safe and respectful learning environment by emphasizing belonging, respect, and kindness across all campuses. The district operates under a legal framework mandated by the California Education Code and Board Policy, which dictates that exclusionary measures such as suspension and expulsion are used only when necessary for safety or as required by law. Central to this system is the goal of providing opportunities for redemption and a growth mindset, ensuring that discipline incidents are addressed through a thorough, impartial investigation of facts followed by a multi-stage review process.

To reduce reliance on exclusionary discipline, LBUSD utilizes a wide array of alternatives to suspension that focus on accountability and repairing harm. In-the-moment responses include restorative conversations, mediation, and family meetings aimed at collaborative problem-solving. More intensive supports involve restorative circles, structured conferences, and post-incident reflections to rebuild trust. Targeted interventions further support students through peer-to-peer mediation, individualized counseling, and skill-building programs like "behavior academies". For substance-related issues, the district partners with California Youth Services to provide specialized programs such as JADE. Data through March 2026 shows that the most frequently implemented responses were conferences with students and parent conferences, significantly outnumbering formal suspensions.
Current data reflects a positive shift in student behavior, with the districtwide suspension rate dropping to 1.0% as of April 2026, involving 24 total students. This represents a steady decline from a peak of 2.9% in the 2023-24 school year and remains well below the California state average. While Laguna Beach High School reported a 2.3% suspension rate, other sites like Thurston Middle School saw a dramatic decrease from 7.4% in the previous year to 1.1% in the current cycle. The majority of these incidents were categorized under causing or threatening physical injury, with bullying and hostile educational environments accounting for fewer occurrences. Approximately 16.6% of suspended students were repeat offenders, highlighting the district's ongoing need for targeted behavioral support.

The district's commitment to a safe climate is further validated by the February 2026 California Healthy Kids Survey results, which indicate high levels of perceived safety and school connectedness among students. Perceptions of safety reached 90% in the 9th grade and 89% in the 7th and 11th grades, significantly outperforming Orange County averages. Similarly, school connectedness was reported at 81% for 11th graders, surpassing neighboring districts. Looking forward, LBUSD plans to strengthen Tier 1 social-emotional learning and expand student voice programs to continue decreasing exclusionary responses. By integrating these practices within its Multi-Tiered System of Supports (MTSS) and fostering strong community partnerships, the district remains dedicated to continuous improvement and the long-term social-emotional health of its students.
California School Dashboard: Local Indicators
Local indicators, included within the California Dashboard, include priorities for which there is no state-level data collected. These indicators serve to inform processes and planning within the Local Control Accountability Plan. Districts are assigned a rating of “met,” or “not met,” in each of the five local measures. In 2024-25, Laguna Beach Unified met the performance standards for all local indicators.

The 2025 California School Dashboard data points provide a strong foundation on which LBUSD educators and support staff can continue to build. District goals addressing college and career readiness, social-emotional competencies and self-identity, and safe, equitable, and inclusive schools emphasize the prioritization of state and local indicator areas. Site teams will continue to work collaboratively with community partners to develop school plans for student achievement, ensuring specialized supports are designated to address gaps in learning, social-emotional wellness, behavior, or attendance for individual students and specific student groups evidencing a need. All LBUSD staff will work together to create optimal conditions in which students will grow to become empowered learners, creative problem-solvers, effective communicators, constructive collaborators, and empathetic citizens, enabling them to thrive beyond the classroom walls in the postsecondary world and beyond.

LBUSD Specialized Programs and Practices

Innovative Learning, Civic Engagement, and Sustainability:
LBUSD continued to expand authentic, student-centered learning opportunities aligned with the Learner Profile and LCAP priorities. At Laguna Beach High School, the Authentic Exploratory Research (AER) course doubled enrollment to 43 students in 2025–26, allowing students to pursue year-long research projects connected to personal interests under the mentorship of industry professionals. Student projects addressed diverse real-world topics and culminated in public presentations for authentic audiences. Districtwide unit design efforts also continued to strengthen rigorous, relevant learning experiences. To date, 117 teachers have collaboratively designed 264 competency-based instructional units integrating communication, collaboration, creativity, critical thinking, and problem-solving skills through authentic projects and guiding questions. During 2025–26, professional learning emphasized the intentional and balanced integration of technology alongside screen-free learning experiences.

The LBHS FLOW (Fire, Land, Ocean, Water) program further elevated civic engagement and environmental stewardship through interdisciplinary learning experiences, community partnerships, and student-led action projects connected to local environmental issues. Highlights included partnerships with the Coast Film and Music Festival and Laguna Canyon Foundation, FLOW Week guest speakers and events, the FLOW Fair, and student civic action projects focused on fire safety, sustainability, and water access. Students also continued to pursue the California State Seal of Civic Engagement through FLOW-related work. LBUSD expanded its focus on sustainability and environmental literacy through districtwide curriculum alignment to California Environmental Principles and Concepts and professional learning connected to the United Nations Sustainable Development Goals. Student Green Teams engaged in sustainability audits, energy conservation campaigns, waste reduction efforts, and environmental data analysis. Additional experiential learning opportunities included watershed protection projects, stormwater analysis, Fix-It Fests, expanded garden literacy programming, Farm-to-Table nutrition education, and outdoor wellness initiatives. LBUSD also earned the 2025 California Green Ribbon School Green Achiever Award, the state’s highest recognition for environmental sustainability and stewardship.

Library Services and Expanded Learning:
LBUSD library services continued to strengthen inquiry, literacy engagement, research skills, and responsible information use through collaboration with classroom teachers and inquiry-based learning experiences. Libraries intentionally promoted curiosity, student voice, and independent reading through expanded Free Voluntary Reading opportunities, weekly elementary library visits, author events, book clubs, and literacy celebrations. Libraries also served as hubs for student leadership and innovation through programs such as debate, eSports, and applied STEM opportunities.

Expanded learning opportunities continued through the District's partnership with the Boys and Girls Club of Laguna Beach. The Expanded Learning Opportunities Program (ELO-P) provided no-cost academic support, social-emotional learning, enrichment activities, and summer programming for eligible TK–6 students, with enrollment increasing from 76 to 87 students. Elementary after-school enrichment programs offered through SchoolPower also provided a wide range of accessible opportunities in areas such as arts, language, engineering, coding, music, and leadership.

Visual and Performing Arts:
LBUSD continued to provide comprehensive visual and performing arts opportunities across all grade spans, emphasizing authentic performance, creativity, interdisciplinary learning, and community partnerships. Elementary students participated in arts-integrated experiences, including museum partnerships, dance clinics, family art nights, plein air events, theatre previews, and collaborative projects with high school students. At the secondary level, students engaged in authentic artistic experiences through FLOW-related art installations, TK–12 art contests, community exhibitions, collaborations with professional artists, and career exploration opportunities connected to arts and design programs. High school ceramics students expanded portfolio development and community exhibitions, while music and theatre programs increased performance opportunities and district-wide collaboration. The district also expanded secondary arts pathways through the addition of new Theatre Production and Vocal Arts 2 courses to strengthen technical theatre, musicianship, and performance opportunities. Across all disciplines, VAPA programming continued to support student engagement, creativity, wellness, and community connection.

Summer Learning Opportunities:
LBUSD Summer Academy and enrichment programs continued to support academic growth, engagement, and social-emotional development. The Elementary and Middle School Summer Academy served 120 students through intensive Tier 3 intervention focused on literacy and math acceleration, with co-teaching models, multilingual learner support, and integrated enrichment opportunities. Program outcomes showed 100% of students demonstrated growth in one or more assessed areas.
The LBHS Summer Academy and Credit Recovery Program provided targeted intervention, credit recovery, bridge courses, and college and career readiness experiences designed to support graduation readiness and successful transitions to high school and postsecondary pathways. All participating credit recovery students earned course credit toward graduation. The LEAD enrichment program served 556 students through 137 enrichment courses taught by LBUSD staff and community partners. Survey data reflected strong student engagement, confidence-building, exploration of interests, and positive social-emotional outcomes. Expansion of the LEAD Peer Mentor program also strengthened leadership opportunities for high school students.

Early Learning and Future-Ready Learning Environments:
LBUSD continued expanding early learning opportunities through preschool, Transitional Kindergarten, and Learning Link programs designed to support school readiness, inclusion, and early social-emotional development. The preschool program served 38 students and emphasized inclusive learning experiences for students receiving special education support. The Transitional Kindergarten program expanded to four classrooms with extended-day support.
Districtwide, LBUSD maintained its commitment to future-ready learning environments through continued implementation of student-centered 4C's Learning Environment classrooms, 1:1 student device access, and instructional technology platforms. The district again reported zero teacher misassignments, full access to standards-aligned instructional materials, and facilities meeting good repair standards.

Learner Profile and Instructional Innovation:

Throughout 2025–26, LBUSD continued implementation of the Learner Profile and Framework for the Future to support the development of empowered learners, creative problem-solvers, effective communicators, constructive collaborators, and empathetic citizens. Design teams developed prototypes and systems to strengthen competency-based learning, including digital portfolios, vertical articulation practices, reimagined learning walks, and interactive goal-setting systems for multilingual learners.
Celebration of Our Learning (COOL) expanded opportunities for students to showcase durable skills and authentic learning experiences for community audiences. The Learner Profile continues to guide district innovation, instructional design, and LCAP development.

Counseling, Wellness, and Student Support:
Counseling teams across all LBUSD schools continued to prioritize student wellness, belonging, academic support, and relationship-building through comprehensive Multi-Tiered Systems of Support (MTSS). Counseling staff provided schoolwide wellness programming, SEL instruction, peer mentoring, executive functioning support, restorative practices, bullying prevention education, and family engagement opportunities. Approximately 7,700 counseling contacts were documented districtwide by the midyear reporting period.
At the elementary level, counseling staff implemented tiered supports including classroom SEL lessons, restorative circles, PBIS structures, small-group counseling, Check-In/Check-Out systems, and individualized support addressing anxiety, self-esteem, grief, executive functioning, and emotional regulation.
Middle school counseling services focused on proactive behavioral and social-emotional supports, including classroom lessons aligned to CASEL competencies, Counseling Connections tutorials, executive functioning groups, restorative mediation, DBT skill-building groups, wellness programming through The Cove, peer mentoring, and alternatives to suspension. At Laguna Beach High School, counseling services emphasized academic planning, postsecondary readiness, wellness education, and individualized support. Students participated in grade-level counseling lessons focused on self-advocacy, career exploration, college planning, and transition support. Wellness programming addressed stress management, substance use prevention, coping strategies, and social media awareness, while counseling teams continued to provide targeted interventions, safety planning, and individualized academic and emotional support.

Community Perception Data Trends

Academic Growth:
Community survey data reflected consistently positive perceptions related to academic rigor, engagement, and student support. Eighty-two percent of students reported participation in challenging learning activities, while 84% reported engagement in relevant learning experiences. Parents similarly reported strong perceptions regarding challenging and engaging instruction. Perceptions of academic support and college counseling also remained highly favorable among students and parents. Secondary students reported positive perceptions regarding college readiness and increasing confidence in career readiness, although stakeholder feedback indicated a continued need to expand real-world learning opportunities, career exploration, and durable skill development. Professional learning remained a district priority, with staff reporting positive impacts from ongoing training and instructional development opportunities.

Social-Emotional Strength, Connectedness, and Student Agency:
Survey data continued to reflect strong relationships between students and staff, with 88% of students reporting access to a supportive adult at school. Students and parents also reported positive perceptions regarding trust, respect, counseling access, and supportive learning environments.

Student agency indicators remained strong, including opportunities to ask questions, receive feedback, and demonstrate learning in multiple ways. Areas for continued focus include strengthening acknowledgment of students' interests and strengths, increasing relationship-building opportunities, and ensuring all students feel supported and connected.

School Climate and Safety:
Community partner survey results reflected consistently positive perceptions regarding school climate, staff support, inclusion, and safety. Students, parents, and community members reported high levels of agreement that school staff care about students and are committed to helping them succeed.
Perceptions of physical safety remained high, although students identified ongoing concerns related to bullying and reporting comfort. Students also continued to report strong awareness of anti-bullying systems and supports. District priorities moving forward include strengthening digital citizenship education, expanding bullying prevention efforts, and increasing awareness of anonymous reporting systems such as WeTip. Survey data also reflected strong perceptions regarding equity, diversity, and inclusive environments where student voices are valued.

Community Partner Engagement:
Family and community engagement remained a district strength, with high levels of satisfaction regarding opportunities for participation, educational workshops, and school communication. Parents reported increasing satisfaction with classroom, school, and district communication over time, while community participation in engagement opportunities also increased significantly. Stakeholders expressed continued interest in hands-on workshops, academic support resources, and opportunities to provide feedback. Moving forward, LBUSD will continue refining communication systems and increasing awareness of available programs, services, and engagement opportunities.

LCAP Annual Update Considerations:
Stakeholder feedback gathered through multiple LCAP community convenings reflected strong confidence in LBUSD's systems, supports, and overall direction. Educational partners consistently highlighted the district's integrated approach to academic, behavioral, and social-emotional support through MTSS, counseling services, intervention systems, enrichment opportunities, family partnerships, and student-centered learning experiences. Stakeholders identified strong relationships, extensive opportunities, and cohesive systems of support as defining strengths of LBUSD. At the same time, participants emphasized the importance of balancing high achievement expectations with student well-being, purpose, and long-term fulfillment. Feedback consistently highlighted the need to strengthen student voice, increase clarity around pathways and opportunities, and ensure rigor remains paired with balance and belonging. In response, LBUSD will continue prioritizing rigorous and engaging instruction, real-world learning experiences, competency-based learning, targeted intervention systems, expanded career exploration opportunities, sustainability education, and inclusive student-centered practices. The district will also maintain strong MTSS systems, expanded counseling and wellness supports, academic intervention programs, and English learner services.

District priorities moving forward include strengthening relationships and belonging, elevating student voice, increasing opportunities for authentic and project-based learning, supporting durable skill development, expanding practical life skill opportunities, enhancing communication systems, and continuing efforts related to bullying prevention, digital citizenship, and inclusive school climates. Additional priorities added through Governing Board direction include implementation of recommendations from the Ad Hoc Arts Committee and Transportation Committee, including the addition of a District Arts Coordinator, transportation access for afterschool CTE opportunities, and additional transportation support staffing.

Learning Recovery Emergency Block Grant (LREBG)
LBUSD incorporated additional Learning Recovery Emergency Block Grant funds in the amount of $40,749 into the 2026–27 LCAP to support the Elementary Summer Academy (LCAP Action 1.9) based on identified student needs through analysis of i-Ready diagnostics, CAASPP data, and MTSS progress monitoring.
District data indicated that while most students are performing at or above grade level, a subset of students continues to require targeted Tier 2 and Tier 3 intervention in literacy and mathematics. Funds will support high-dosage small-group instruction, co-teaching models, differentiated intervention, supports for English learners and students with disabilities, and integrated enrichment opportunities. This investment aligns with research supporting extended learning time, high-dosage tutoring, and enrichment-based intervention models. Local Summer Academy outcomes further validated this approach, with 100% of participating students demonstrating academic growth and strong increases in student confidence, engagement, and readiness for the school year.

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
The LBUSD LCAP Advisory Committee consists of high school students, parents/guardians, and certificated, classified, (including both classified and certificated bargaining unit representatives), and management staff. Parent representatives from School Site Councils, DELAC, PTA, Special Education Parent Mentor and Community Advisory Council groups, and School Power Educational Foundation serve on the committee as leaders of the LBUSD community. An additional LCAP convening was conducted to gather input from any interested LBUSD parents/guardians, students, or broader community members. This event was open to the public.	The committee convened twice in spring 2026 to review District performance data related to LCAP goals and areas of focus, hear a student panel addressing the LBUSD learner experience, learn about the LBUSD Learner Profile and Framework for the Future, and engage in collaborative conversations to report considerations and recommendations for the 2026-27 LCAP and related actions The broader public LCAP convening to gather additional input was held in spring 2026.
LBUSD Students (Grades 5-12), Staff, Parents/Guardians, & Community Members	Participation in LBUSD Annual Community LCAP Survey (February-March 2026)
LBUSD Students (Elementary, Middle, High School Representatives, First Generation and Multilingual Student Empathy Interviews)	Annual LCAP Focus Groups/Empathy Interviews
District English Learner Advisory Committee (DELAC)	Two DELAC meetings were devoted to discussing LCAP goals, actions, and related metrics, in addition to services and supports specific to Multilingual and EL students. Participants were given the opportunity to provide feedback on all draft programs, initiatives, and expenditures.
Special Education Local Plan Area (SELPA)	District leadership met with the SELPA biweekly. District goals, progress, and ongoing needs were shared with the SELPA and reviewed periodically.

Educational Partner(s)	Process for Engagement
School Site Councils (SSCs): Participants consist of parents, staff, and administrators from each school site. The SSCs also have representatives from various subgroups, including students who are Multilingual and English language learners, and students with disabilities. The secondary SSCs also include student representation.	During ongoing SSC meetings, the school principals led conversations and solicited input related to District LCAP goals and actions, including student performance metrics. Council members from each school site also worked collaboratively to develop, implement, and analyze annual School Plans for Student Achievement (SPSAs), aligned to District LCAP goals and District priorities to ensure cohesion and alignment across LBUSD schools.
School Parent Teacher Associations (PTAs) and the LBUSD PTA Council	Reports addressing student performance relative to LCAP metrics, as well as proposed goals, actions, and areas of focus were shared at ongoing site and district meetings, with opportunities for collaborative discussions, questions, and feedback embedded within each gathering.
LBUSD Leadership Team	The District facilitated several weekly leadership meetings with school and District leaders to discuss student performance data. LCAP metrics, areas of strength and growth, and proposed LCAP goals, actions, and expenditures, all with an emphasis on continuous improvement. Leadership team members were instrumental in analyzing perception data, student outcomes, and identifying District priority areas.
School Staff	Site principals routinely met with school staff during ongoing meeting forums. Two meetings this year were dedicated to presenting and discussing learner outcomes related to LCAP goals and metrics, understanding District priority areas and transferring this focus to the school site to create School Plans for Student Achievement, and reviewing survey and perception data to identify areas for improvement and propose actions to meet student needs.
Governing Board	Three public meetings of the LBUSD Governing Board this year included LCAP presentations, with a fourth meeting addressing the Local Indicators Report and Board approval of the LCAP for the upcoming school year. The fall meeting included a presentation on student outcomes from the prior year related to LCAP goals and metrics. The Midyear LCAP report provided updates on student progress from the current academic year and examined California School Dashboard performance levels. The spring Governing Board

Educational Partner(s)	Process for Engagement
	meeting on May 14, 2026, includes a public hearing and a presentation of the proposed District Local Control Accountability Plan for 2026-27, along with the 2026-27 Budget Overview, to the Governing Board and members of the community. Following opportunities to review the draft plan, community members are welcome to complete a community feedback form to share feedback with District leadership and members of the Board. The final LBUSD LCAP approval occurs during a regular Board meeting on June 8, 2026. The LCAP Local Indicators Report is also presented to the Board on June 8, 2026.

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

Engaging Community Educational Partners

LBUSD facilitates an ongoing, strategic, and comprehensive community partner engagement process throughout the school year to gather meaningful feedback and input that directly informs the development, refinement, and implementation of the Local Control and Accountability Plan (LCAP). This process is intentionally designed as a continuous improvement cycle, organized into three distinct phases: fall, winter, and spring, to ensure that the school community's voice remains central to decision-making related to LCAP goals, actions, metrics, and expenditures. In fall 2025, LCAP goal-related metrics and student outcome data were shared and analyzed with a broad range of educational partners, including the Governing Board, District, and site leadership teams, PTAs, School Site Councils, and the District English Language Advisory Council (DELAC). These sessions provided opportunities to reflect on progress, identify emerging trends, and surface areas of strength and growth aligned to the District’s three goal areas.

A midyear LCAP progress report was presented during a regularly scheduled Board of Education meeting in February 2026 to promote clarity and shared understanding of district performance. Throughout the winter and early spring months, LBUSD conducted an extensive series of student focus groups across elementary, middle, and high school sites, as well as targeted empathy interviews with specific student groups, including First Generation leaders and multilingual learners. These engagements provided rich qualitative data that deepened the district’s understanding of the student experience behind key metrics. In parallel, the annual LBUSD Community Partner Survey was administered in February–March 2026 to students in grades 5–12, parents/guardians, staff, and community members, yielding 1,879 responses and offering a comprehensive view of perceptions across academic growth, social-emotional wellness, school climate and safety, and community engagement.

In spring 2026, LBUSD convened multiple LCAP Community Educational Partner sessions, bringing together students, families, staff, and community members to review data, engage in collaborative dialogue, and provide recommendations for the 2026–27 LCAP. These convenings, which included representation from advisory groups such as PTA, DELAC, School Site Councils, and community partners, as well as student leadership groups, served as a critical component of the District’s inclusive planning process. This year, LBUSD also added a third convening for members of the public and the broader Laguna Beach community. Participants engaged deeply with district data, student

panel insights, and system-level reflections, affirming strong alignment between LCAP actions and student outcomes while also identifying opportunities for refinement and recalibration.

2026 LBUSD Community Survey: Summary of Findings

As part of its commitment to inclusive, data-driven planning, LBUSD's 2026 Community Partner Survey captured the voices of students, families, staff, and community members across all four priority areas. Results reflect a district that continues to demonstrate strong outcomes, high levels of engagement, and a deep commitment to continuous improvement, while also surfacing important areas for growth.
In the area of academic growth and college and career readiness, survey data indicate sustained positive perceptions across stakeholder groups. Eighty-two percent of students reported regular participation in challenging learning activities, and 84% affirmed that their learning experiences are engaging and relevant, both representing multi-year upward trends. Parents similarly reported strong perceptions of academic rigor and relevance, with 86% indicating their children participate in challenging learning and 89% affirming engagement in meaningful coursework. Access to academic supports remains a consistent strength, with 86% of students and 83% of parents reporting favorable perceptions, while 89% of high school students and 91% of parents expressed confidence in the availability of effective college counseling services. These data points are further reinforced by convening feedback, where participants identified the College and Career Center, dual enrollment opportunities, and career exploration pathways as foundational supports that "help students prioritize what they are passionate about" and navigate postsecondary planning with confidence.

At the same time, survey and convening data reveal an important nuance in stakeholder perceptions of readiness. While students are well-supported in accessing college pathways, only 59% of students reported feeling prepared with career-related skills, and 63% indicated confidence in their preparation for college-level expectations, with a significant proportion of neutral responses. This aligns closely with student focus group and panel feedback, in which students expressed a desire for more real-world learning, practical life skills such as financial literacy, and clearer guidance in connecting academic experiences to long-term goals. Convening participants echoed this sentiment, noting that while students are well-prepared to "get into college," they often need additional support in understanding "how to pick a major" or define their broader purpose.
In the area of social-emotional wellness, connectedness, and student agency, survey results continue to reflect strong relational systems across LBUSD schools. Eighty-eight percent of students reported having at least one trusted adult on campus, consistent with prior years, while 86% of parents expressed trust and respect for school staff. Students also reported high levels of encouragement to ask questions (82%) and opportunities to demonstrate learning in diverse ways, reinforcing the District's emphasis on agency and voice. Access to counseling and social-emotional supports remains a strength, with 88% of students and 86% of parents indicating favorable perceptions.

These findings are strongly corroborated by student focus groups and panel data, which show that students consistently describe relationships with teachers and staff as the most impactful aspect of their experience. Students shared that they feel supported when adults "take time to know them," "notice when they need help," and provide guidance both academically and personally. High school students emphasized that trusted adults are those who "connect beyond the class," while younger students highlighted the importance of kindness, encouragement, and recognition. Across all grade levels, students demonstrated a clear understanding of the District's Learner Profile competencies, describing empowered learners as confident, self-advocating, and curious, and empathetic citizens as individuals who understand and support others.
At the same time, both survey and convening data point to a growing need to address student stress and balance. Students and educational partners consistently reported increased pressure from academic expectations, extracurricular commitments, and social influences.

Convening feedback described students as “well-rounded but also experiencing a lot of pressure,” with particular concern around “GPA culture” and the impact of social media on student well-being. Student focus group responses further reinforce this theme, with students noting challenges related to homework load, overlapping assessments, and limited time for rest and balance. These insights highlight the importance of continuing to strengthen systems that support student wellness while maintaining high expectations for achievement.
In the domains of school climate, safety, and inclusion, survey data indicate consistently high levels of positive perceptions. Ninety-eight percent of students reported feeling safe or neutral about their safety at school, and 95% of parents affirmed that their children feel safe on campus. Additionally, 83% of students indicated that their teachers care about them, while 90% of parents reported that school staff genuinely care about students. Perceptions of diversity and equity remain strong, with 85% of students and 81% of parents affirming that staff promote inclusive practices. Students also reported increasing confidence in reporting bullying and a strong belief that schools take such concerns seriously.

Student voice further enriches this data, illustrating the lived experience behind these metrics. Students across all grade levels described LBUSD as a place where they feel a strong sense of belonging, supported by friendships, clubs, and extracurricular opportunities. Programs such as First Gen Leaders, arts, athletics, and student leadership were identified as key contributors to connection and identity. Students also shared that a sense of belonging can look different for each individual. While many feel connected, others may experience challenges with judgment, social dynamics, or building trust. Participants in the convening echoed this perspective, emphasizing the importance of continuing to seek opportunities to elevate students whose perspectives may be underrepresented, particularly those who may not typically engage in leadership or participation.
Finally, in the area of community partner engagement, survey data demonstrate continued growth in participation and satisfaction. Ninety percent of parents reported that LBUSD provides opportunities to engage in school events, while 83% indicated that the district offers meaningful educational opportunities for families. Communication remains a strength, with 89% of parents expressing satisfaction with school-level communication and increasing access to information through multiple platforms. Convening feedback further emphasized the importance of maintaining strong communication systems while increasing awareness of the full range of programs and supports available to students and families.

Capturing Student Voice: Focus Groups, Panels, and Lived Experience

Student voice remains a cornerstone of LBUSD’s LCAP development process, providing essential insight into the lived experiences that underlie survey data and performance metrics. Across elementary, middle, and high school focus groups and panels, students consistently described LBUSD as an opportunity-rich, supportive environment characterized by strong relationships, diverse programs, and meaningful learning experiences. Students emphasized that their most engaging learning occurs when instruction is interactive, collaborative, and relevant, highlighting hands-on projects, group work, and real-world applications as key drivers of motivation and understanding. From elementary students enjoying math games and creative projects, to high school students engaging in research, internships, and student-led initiatives, there is a clear and consistent preference for active, student-centered learning experiences.

Students also articulated a strong sense of purpose and aspiration, defining future success not only in terms of career and financial stability, but also personal fulfillment, relationships, and contributing to their communities. High school students, in particular, emphasized the importance of pursuing passions, exploring opportunities, and developing a sense of identity and direction. These perspectives align closely with LCAP goals related to college and career readiness and the development of the whole child. At the same time, student feedback provides important guidance for continuous improvement. Across all grade levels, students expressed a need for greater balance, including

more manageable workloads, improved pacing, and opportunities for rest and reflection. Students also called for greater relevance in learning, expanded access to real-world and life-skills experiences, and greater consistency in instructional practices that promote engagement and agency. In the area of inclusion, students highlighted the importance of creating more opportunities for connection, amplifying diverse voices, and ensuring that all students feel seen, heard, and valued.

Across all three goal areas, student voice provides compelling evidence that LBUSD's programs, supports, and services are having a meaningful and measurable impact on the student experience. Students consistently describe experiences that align directly with LCAP priorities: engaging and relevant learning opportunities, strong relationships with trusted adults, and access to a wide range of programs and supports. They demonstrate an ability to articulate key competencies such as agency, empathy, and collaboration, indicating that the district's vision for the Learner Profile is being realized in practice.
At the same time, students offer nuanced insights that help refine and strengthen the work moving forward. They are asking for greater consistency in instructional practices, increased relevance and real-world application of learning, stronger support for managing stress and workload, and more intentional efforts to ensure every student feels a sense of belonging. These insights reflect a student body that is not only engaged but also reflective, self-aware, and invested in improving their educational experience. Overall, the student focus group and panel data characterize LBUSD as a district where students feel supported, connected, and challenged, with access to meaningful opportunities for growth. The effectiveness of LCAP actions is evident in students' lived experiences; however, continued attention to balance, relevance, and inclusivity will be essential to ensure that every student, every day, fully benefits from the district's programs and services.

LCAP Community Educational Partner Convenings: Summary of Feedback

Feedback from the 2026 LCAP Community Convenings reflects a highly aligned, consistent collective voice among students, staff, community partners, and families. Participants characterized LBUSD as a high-performing, opportunity-rich system supported by strong relationships, robust programming, and a comprehensive system of care. At the same time, a central theme emerged across all stakeholder groups: the need to rebalance the student experience to ensure that academic excellence is paired with well-being, purpose, and sustainability. As one participant summarized, the district's success is driven not by any single program, but by "the collective of the numerous opportunities" available to students.

Across all three goal areas, participants identified key system-wide insights. First, relationships remain the core driver of student success, with strong connections between students and staff consistently identified as foundational. Second, while access to opportunities is robust, students need more intentional guidance and structured pathways to meaningfully navigate them. Third, there is a growing need to address student stress and ensure that systems support both achievement and well-being. Finally, stakeholders emphasized the importance of elevating student voice and ensuring that decision-making processes reflect the experiences and perspectives of all students, particularly those who may not be traditionally represented.

During the Governing Board Meeting on April 16, 2026, the Board Ad Hoc Arts Committee and Ad Hoc Transportation Committee provided recommended actions for 2026-27. At the direction of the Governing Board, these recommendations were integrated within the LCAP (Action 1.1 and 3.6, respectively).

Following the presentation of the LCAP Draft at the Governing Board meeting on May 14, 2026, the Board, in response to community feedback, directed staff to continue ongoing conversations around the potential elimination of class ranking for high school seniors. This directive has been added to Action 3.3: School Climate

Overall, the comprehensive engagement of community educational partners, including survey data, focus groups, student panels, and feedback from convenings, demonstrates a strong culture of collaboration, clarity, and continuous improvement within LBUSD. These insights will directly inform the ongoing refinement of LCAP goals and actions, ensuring that the District remains responsive to the evolving needs of its students, families, and community, and continues to provide an educational experience in which every student is prepared, supported, and empowered to thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.	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.

As part of the Laguna Beach Unified School District's (LBUSD) commitment to nurturing well-rounded, future-ready students, we acknowledge the critical importance of embedding a comprehensive goal focused on college and career readiness within our Local Control Accountability Plan (LCAP) for the years 2024-2027. Our LCAP goals are informed by the District's learner profile, which emphasizes the importance of students becoming empowered learners, creative problem solvers, effective communicators, constructive collaborators, and empathetic citizens. These competencies are crucial for success in college, careers, and beyond, as they equip students with the skills necessary to navigate and contribute to a complex, interconnected world.

The rationale for prioritizing these skills is multifaceted, reflecting the evolving demands of the global economy, the workplace, and societal needs. Our rapidly changing world requires individuals who are not only academically proficient but also adept at collaborating across diverse cultures and disciplines, innovating through creativity, effectively communicating ideas, and critically evaluating information to solve complex problems. The significance of stewardship in fostering a sense of responsibility towards our community and environment aligns with the district's emphasis on environmental sustainability and community engagement, reinforcing our commitment to developing ethical leaders who are prepared to address the challenges of the future. Therefore, our LCAP goal dedicated to college and career readiness will focus on integrating these essential skills into all aspects of our curriculum. This approach will ensure that every student graduates from LBUSD not just college-ready but career-ready, prepared to contribute meaningfully to society and to pursue lifelong learning and personal growth.

In alignment with our mission to equip each student with the knowledge, experiences, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world, the inclusion of a goal centered on college and career readiness ensures that our educational programs and initiatives are structured to meet the diverse needs of our student body. This includes addressing the unique challenges faced by significant student groups, such as English learners, students with disabilities, and socioeconomically disadvantaged students, thereby upholding our commitment to equity and inclusivity. The development of this goal also responds to the insights gained from our annual performance review of state and local indicators, which highlighted areas of strength in addition to

opportunities for improvement in preparing students for their future careers and educational endeavors. By focusing on these critical 21st-century skills, we are both responding to the current performance data and proactively preparing our students for the demands and opportunities of the future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP scores: ELA	All students: 78.96% met/exceeded standard EL: 26.96% met/exceeded standard SWD: 46.66%met/exceeded standard SED: 65.38% met/exceeded standard RFEP: 75% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group (2023 LBUSD CAASPP scores)	All students: 78.7% met/exceeded standard EL: 31.82% met/exceeded standard SWD: 46.72% met/exceeded standard SED: 73.55% met/exceeded standard RFEP: 76.93% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group (2024 LBUSD CAASPP scores)	All students: 77.5% met/exceeded standard EL: 32% met/exceeded standard SWD: 42% met/exceeded standard SED: 65% met/exceeded standard RFEP: 77% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group (2025 LBUSD CAASPP scores)	All students: 85% will meet/exceed standard EL: 45% will meet/exceed standard SWD: 60% will meet/exceed standard SED: 80% will meet/exceed standard RFEP: 80% will meet/exceed standard	All students: -1% EL: 5% SWD: -5% SED: 0 RFEP 2% *Homeless, FY, student groups are not large enough to include as a significant student group
1.2	CAASPP scores: Math	All students: 69.26% met/exceeded standard EL: 21.43% met/exceeded standard	All students: 70.48% met/exceeded standard	All students: 72.1% met/exceeded standard	All students: 85% will meet/exceed standard	All students: 3% EL: 39% SWD: 6% SED: 6.24% RFEP: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 37.5% met/exceeded standard SED: 53.82% met/exceeded standard RFEP: 69.81% met/exceeded standard *Homeless, FYstudent groups are not large enough to include as a significant student group (2023 LBUSD CAASPP scores)	EL: 45.45% met/exceeded standard SWD: 42.62% met/exceeded standard SED: 60.06% met/exceeded standard RFEP: 66.67% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group (2024 LBUSD CAASPP scores)	EL: 59% met/exceeded standard SWD: 32% met/exceeded standard SED: 54% met/exceeded standard RFEP: 63% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group (2025 LBUSD CAASPP scores)	EL: 45% will meet/exceed standard SWD: 50% will meet/exceed standard SED: 70% will meet/exceed standard RFEP: 75% will meet/exceed standard	*Homeless, FY, student groups are not large enough to include as a significant student group
1.3	CAASPP scores: Science	All students: 66.08% met/exceeded standard SWD: 37.5% met/exceeded standard SED: 55.74% met/exceeded standard RFEP: 51.61% *Homeless, FY, EL student groups are not large enough to include as a significant student group	All students: 64.57% met/exceeded standard SWD: 26% met/exceeded standard SED: 54.84% met/exceeded standard RFEP: 48.39% met/exceeded standard	All students: 63% met/exceeded standard SWD: 30% met/exceeded standard SED: 50% met/exceeded standard RFEP: 53% met/exceeded standard *Homeless, EL, FY student groups are	All students: 80% will meet/exceed standard SWD: 50% will meet/exceed standard SED: 70% will meet/exceed standard RFEP: 60% will meet/exceed standard	All students: -3% SWD: -8% SED: -06% RFEP: 1% *Homeless, EL, FY, student groups are not large enough to include as a significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023 LBUSD CAASPP scores)	*Homeless, EL, FY student groups are not large enough to include as a significant student group (2024 LBUSD CAASPP scores)	not large enough to include as a significant student group (2025 LBUSD CAASPP scores)		
1.4	English Learner Progress Indicator (ELPI)	66.7% of students who are English learners made progress towards English Language Proficiency as measured by the ELPI (2022-23)	70.7% of students who are English learners made progress towards English Language Proficiency as measured by the ELPI (2023-24)	63% of students who are English learners made progress towards English Language Proficiency as measured by the ELPI (2024-25)	80% of students who are English learners will make progress towards English Language Proficiency as measured by the ELPI	-4%
1.5	College and Career Indicator (CCI)	All students: 71.3% of all twelfth graders (Class of 2023) met "prepared" criteria SWD: 20% met "prepared" criteria Hispanic/Latino: 53.7% met "prepared" criteria *Homeless, FY, EL, RFEP student groups are not large enough to include as a significant student group (2022-23)	All students: 75.4% of all twelfth graders (Class of 2024) met "prepared" criteria Hispanic/Latino: 71.4% met "prepared" criteria *Homeless, FY, SWD, EL, RFEP student groups are not large enough to include as a significant student group (2023-24)	All students: 83% of all twelfth graders (Class of 2025) met "prepared" criteria *Homeless, Hispanic/Latino, FY, SWD, EL, RFEP student groups are not large enough to include as a significant student group (2024-25)	All students: 85% of all twelfth graders will meet "prepared" criteria SWD: 35% of twelfth graders will meet "prepared" criteria Hispanic/Latino:70 % of twelfth graders will meet "prepared" criteria	All students: 12% Hispanic/Latino: n/a SWD: n/a EL: n/a *Homeless, FY, SWD, EL, RFEP, Hispanic/Latino student groups are not large enough to include as a significant student group
1.6	Graduation Rate (4-year cohort data)	All students: 96.4% of students within the four-	All students: 99.2% of students	All students: 97.5% of students	All students: 98% of students within	All students: 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year cohort received a high school diploma at the end of Grade 12 (Class of 2023) SWD: 83.3% of students within the four-year cohort received a high school diploma at the end of Grade 12 (Class of 2023) Hispanic/Latino student group: 90% of students within the four-year cohort received a high school diploma at the end of Grade 12 (Class of 2023) *Homeless, FY, EL, RFEP student groups are not large enough to include as a significant student group	within the four-year cohort received a high school diploma at the end of Grade 12 (Class of 2024) Hispanic/Latino student group: 97.1% of students within the four-year cohort received a high school diploma at the end of Grade 12 (Class of 2023) *Homeless, SWD, FY, EL, RFEP student groups are not large enough to include as a significant student group	within the four-year cohort received a high school diploma at the end of Grade 12 (Class of 2025) *Homeless, SWD, FY, EL, RFEP, Hispanic/Latino student groups are not large enough to include as a significant student group	the four-year cohort will receive a high school diploma at the end of Grade 12 SWD: 90% of students within the four-year cohort will receive a high school diploma at the end of Grade 12 Hispanic/Latino Student Group: 98% of students within the four-year cohort will receive a high school diploma at the end of Grade 12	Hispanic/Latino student group *Homeless, SWD, FY, EL, RFEP, Hispanic/Latino student groups are not large enough to include as a significant student group
1.7	UC Eligibility	83% of graduates completed the A-G course requirements to enroll in UC schools (Class of 2023)	79% of graduates completed the A-G course requirements to enroll in UC schools (Class of 2024)	87% of graduates completed the A-G course requirements to enroll in UC schools (Class of 2025)	86% of graduates will complete the A-G course requirements to enroll in UC schools	3%
1.8	CTE Pathway Completion	19% of graduates completed a CTE pathway (Class of 2023)	23% of graduates completed a CTE pathway (Class of 2024)	23% of graduates completed a CTE pathway (Class of 2025)	25% of graduates will complete a CTE pathway	4%
1.9	State Seal of Biliteracy	33% of graduates earned the State Seal of Biliteracy (Class of 2023)	44% of graduates earned the State Seal of Biliteracy (Class of 2024)	50% of graduates earned the State Seal of Biliteracy (Class of 2025)	36% of graduates will earn the State Seal of Biliteracy	17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Work-based Learning Opportunities	36% of graduates participated in work-based learning opportunities during senior year (Class of 2023)	39% of graduates participated in work-based learning opportunities during senior year (Class of 2024)	35% of graduates participated in work-based learning opportunities during senior year (Class of 2025)	40% of graduates will participate in work-based learning opportunities during senior year	-1%
1.11	CTE Enrollment	38.25% of high school students enrolled in 1 or more CTE courses (2022-23)	40% of high school students enrolled in 1 or more CTE courses (2023-24)	41% of high school students enrolled in 1 or more CTE courses (2024-25)	40% of high school students will enroll in 1 or more CTE courses	3%
1.12	AP Pass Rate (scores of 3 or higher)	86% Pass Rate (2022-23)	88% Pass Rate (2023-24)	92% Pass Rate (2024-25)	90% Pass Rate	6%
1.13	Early College Credit: Dual/Concurrent Enrollments	218 enrollments in dual/concurrent courses (2023-24)=21% of LBHS students earning early college credit	168 students enrolled in dual/concurrent classes=19% of LBHS students earning early college credit (2024-25) *107 students enrolled in dual enrollment through LBUSD CCAP courses=12% of LBHS students	134 students enrolled in dual/concurrent classes=16% of LBHS students earning early college credit (2025-26) *through LBUSD CCAP courses	30% of high school students will complete dual/concurrent enrollment courses	-5%
1.14	Early College Credit: CTE Articulated Classes	189 enrollments in CTE articulated courses=25% of LBHS students earning potential early college credit	242 students enrolled in CTE articulated courses=29.7% of LBHS students earning potential early college credit (2024-25)	224 students enrolled in CTE articulated courses=27% of LBHS students earning potential early college credit (2025-26)	30% of high school students will complete CTE-articulated courses	2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	AP Course Enrollments: Percentage of Students who have taken 1 or more AP courses	54% of high school students have taken 1 or more AP classes during their high school careers (2023-24)	54% of high school students have taken 1 or more AP classes during their high school careers (2024-25)	59% of high school students have taken 1 or more AP classes during their high school careers (2025-26)	60% of high school students will take 1 or more AP courses during their high school careers	5%
1.16	Percentage of High School Seniors Passing 1 or more AP Exams in High School	60% of high school seniors passed 1 or more AP exams during high school (Class of 2023)	57.6% of high school seniors passed 1 or more AP exams during high school (Class of 2024)	69.2% of high school seniors passed 1 or more AP exams during high school (Class of 2025)	70% of high school seniors will pass 1 or more AP exams during high school	9%
1.17	Early Assessment Program (CAASPP): Grade 11	Percentage of students meeting EAP (readiness for college level work): ELA: 84.27% Math: 49.78% (2022-23)	Percentage of students meeting EAP (readiness for college level work): ELA: 88% Math: 67% (2023-24)	Percentage of students meeting EAP (readiness for college level work): ELA: 79% Math: 60% (2024-25)	ELA: 85% Math: 70%	ELA: -5% Math: 5%
1.18	Drop Out Rate	High School: 1% Middle School: 0% (2022-23)	High School: .5% (1 student) Middle School: 0% (2023-24)	High School: .5% (1 student) Middle School: 0% (2024-25)	0%	High School: 0.5% Middle School: 0%
1.19	Golden State Seal of Merit Diploma	61.3% of graduates earned the Golden State Seal of Merit Diploma (Class of 2023)	65% of graduates earned the Golden State Seal of Merit Diploma (Class of 2024)	65% of graduates earned the Golden State Seal of Merit Diploma (Class of 2025)	70% of graduates will earn the Golden State Seal of Merit Diploma (Class of 2023)	9%
1.20	Appropriately Assigned Teachers	Percent of teacher mis-assignments=0% (2022-23)/ "Standard Met" (California School Dashboard)	Percent of teacher mis-assignments=0% (2023-24)/ "Standard Met"	Percent of teacher mis-assignments=0% (2024-25)/ "Standard Met"	0% teacher mis-assignments/"Standard Met" (California School Dashboard)	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Access to Instructional Materials Aligned to State Standards and Curriculum Frameworks	Percent of students without access to instructional materials aligned to state standards and curriculum frameworks=0%/ "Standard Met" (California School Dashboard) (2022-23)	Percent of students without access to instructional materials aligned to state standards and curriculum frameworks=0%/ "Standard Met" (California School Dashboard) (2023-24)	Percent of students without access to instructional materials aligned to state standards and curriculum frameworks=0%/ "Standard Met" (California School Dashboard) (2024-25)	0% students without access to instructional materials aligned to state standards and curriculum frameworks/"Standard Met" (California School Dashboard)	0
1.22	Course Offerings & Broad Course of Study	100% of elementary schools are supported by specialist teachers in World language, science, music, art, computer science, and physical education 100% of secondary schools have access to electives that include VAPA, STEAM, CTE, leadership, and world languages (2022-23)	100% of elementary schools are supported by specialist teachers in World language, science, music, art, computer science, and physical education 100% of secondary schools have access to electives that include VAPA, STEAM, CTE, leadership, and world languages (2023-24)	100% of elementary schools are supported by specialist teachers in World language, science, music, art, computer science, and physical education 100% of secondary schools have access to electives that include VAPA, STEAM, CTE, leadership, and world languages (2024-25)	100% of elementary schools are supported by specialist teachers in World language, science, music, art, computer science, and physical education 100% of secondary schools have access to electives that include VAPA, STEAM, CTE, leadership, and world languages	0
1.23	Access to Expanded Learning Opportunities Program	100% of TK-6th grade students from unduplicated groups	100% of TK-6th grade students from unduplicated	100% of TK-6th grade students from unduplicated	100% of TK-6th grade students from unduplicated	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		have access to extended school day and school year programming through the LBUSD Expanded Learning Opportunities Program (74 total enrollments: 2023-24)	groups have access to extended school day and school year programming through the LBUSD Expanded Learning Opportunities Program (76 total enrollments: 2024-25)	groups have access to extended school day and school year programming through the LBUSD Expanded Learning Opportunities Program (87 total enrollments: 2025-26)	groups have access to extended school day and school year programming through the LBUSD Expanded Learning Opportunities Program	
1.24	K-10 i-Ready Diagnostic Assessment Performance Data: Students Recommended for Tier 3 Academic Interventions at End of Year	ELA: All students: 8% of students performed within the Tier 3 (below grade level) band ELA-SWD: 30% ELA-EL: 30% ELA: SED: 15% Math: All students: 6% of students performed within the Tier 3 (below grade level) band MATH-SWD: 27% MATH-EL: 25% MATH: SED: 11% *Based on 2022-23 End of Year i-Ready Diagnostic Results *Homeless, FY, RFEP student groups are not large enough to include as a significant student group	ELA: All students: 7% of students performed within the Tier 3 (below grade level) band ELA-SWD: 28% ELA-EL: 36% ELA: SED: 17% (2023-24) Math: All students: 5% of students performed within the Tier 3 (below grade level) band Math-SWD: 30% Math-EL: 25% Math: SED: 12% *Based on 2023-24 End of Year i-Ready Diagnostic Results *Homeless, FY, RFEP student	ELA: All students: 7% of students performed within the Tier 3 (below grade level) band ELA-SWD: 33% ELA-EL: 36% ELA: SED: 11% (2024-25) Math: All students: 6% of students performed within the Tier 3 (below grade level) band Math-SWD: 29% Math-EL: 17% Math: SED: 6% *Based on 2024-25 End of Year i-Ready Diagnostic Results *Homeless, FY, RFEP student	ELA: All students: 5% of students will perform within the Tier 3 (below grade level) band ELA-SWD: 20% ELA-EL: 20% ELA: SED: 5% Math: All students: 4% of students will perform within the Tier 3 (below grade level) band math-SWD: 17% math-EL: 15% math: SED: 5%	ELA All students: 1% ELA-SWD: -3% ELA-EL: -6% ELA-SED: 4% MATH All students: 0% MATH-SWD: -2% MATH-EL: 8% MATH-SED: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23)	groups are not large enough to include as a significant student group (2023-24)	groups are not large enough to include as a significant student group (2024-25)		
1.25	LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "challenging learning activities"	76% of student annual survey participants in grades 5-12 reported regular participation in challenging learning activities (2023-24)	78% of student annual survey participants in grades 5-12 reported regular participation in challenging learning activities (2024-25)	82% of student annual survey participants in grades 5-12 reported regular participation in challenging learning activities (2025-26)	85% of student annual survey participants in grades 5-12 will report regular participation in challenging learning activities	6%
1.26	LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "relevant learning activities"	81% of student annual survey participants in grades 5-12 reported regular participation in relevant learning activities (2023-24)	84% of student annual survey participants in grades 5-12 reported regular participation in relevant learning activities (2024-25)	84% of student annual survey participants in grades 5-12 reported regular participation in relevant learning activities (2025-26)	90% of student annual survey participants in grades 5-12 will report regular participation in relevant learning activities	3%
1.27	LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college	58% of student annual survey participants in grades 6-12 reported that LBUSD prepares them with the skills needed for college (2023-24)	63% of student annual survey participants in grades 6-12 reported that LBUSD prepares them with the skills needed for college (2024-25)	63% of student annual survey participants in grades 6-12 reported that LBUSD prepares them with the skills needed for college (2025-26)	70% of student annual survey participants in grades 6-12 will report that LBUSD prepares them with the skills needed for college	5%
1.28	LBUSD Annual Community LCAP Survey: Students in	48% of student annual survey participants in grades 6-12 reported	55% of student annual survey participants in	59% of student annual survey participants in	65% of student annual survey participants in	11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for a career	that LBUSD prepares them with the skills needed for a career (2023-24)	grades 6-12 reported that LBUSD prepares them with the skills needed for a career (2024-25)	grades 6-12 reported that LBUSD prepares them with the skills needed for a career (2025-26)	grades 6-12 will report that LBUSD prepares them with the skills needed for a career	
1.29	LBUSD Annual Community LCAP Survey: Staff reporting that District professional development opportunities positively impact their practice .	73% of staff annual survey participants reported that District professional development opportunities positively impact their practice (2023-24) Compilation of staff surveys following District-wide dedicated Professional Development Days (3 per year-90-100% staff participation): 89.1% overall staff satisfaction with professional development (2023-24)	74% of staff annual survey participants reported that District professional development opportunities positively impact their practice (2024-25) Compilation of staff surveys following District-wide dedicated Professional Development Days (3 per year-90-100% staff participation): 89% overall staff satisfaction with professional development (2024-25)	66% of staff annual survey participants reported that District professional development opportunities positively impact their practice (2025-26) Compilation of staff surveys following District-wide dedicated Professional Development Days (3 per year-90-100% staff participation): 88% overall staff satisfaction with professional development (2025-26)	85% of staff annual survey participants will report that District professional development opportunities positively impact their practice. Compilation of staff surveys following District-wide dedicated Professional Development Days (3 per year-90-100% staff participation): 90% overall staff satisfaction with professional development	-7% -1%
1.30	LBUSD Annual Community LCAP Survey: Percentage of high school students and parents/guardians	87% of high school students and 76% of parents/guardians (with high school students)	90% of high school students and 90% of parents/guardians	89% of high school students and 91% of parents/guardians	95% of high school students and 85% of parents/guardians	Students=2% Parents/Guardians =15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reporting effective college counseling and supports	participating in the LCAP survey reported effective college counseling and supports *9% of students and 10% of parents provided neutral responses (2023-24)	(with high school students) participating in the LCAP survey reported effective college counseling supports (2024-25)	(with high school students) participating in the LCAP survey reported effective college counseling supports (2025-26)	(with high school students) participating in the LCAP survey will report effective college counseling and supports	
1.31	LBUSD Annual Community LCAP Survey: Percentage of students and parents/guardians reporting academic supports are available to students	81% of students and 76% of parents/guardians participating in the LCAP survey reported academic supports are available to students *11% of students and 5% of parents provided neutral responses (2023-24)	86% of students and 83% of parents/guardians participating in the LCAP survey reported academic supports are available to students (2024-25)	86% of students and 83% of parents/guardians participating in the LCAP survey reported academic supports are available to students (2025-26)	90% of students and 85% of parents/guardians participating in the LCAP survey will report academic supports are available to students	Students=5% Parents/Guardians =7%

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.

An analysis of how this goal was carried out in the previous year indicates that LBUSD's implementation of Goal 1 actions has been both comprehensive and impactful, resulting in strong academic outcomes, expanded access to postsecondary pathways, and increased student engagement. The District sustained a high level of fidelity to planned actions, continuing to prioritize rigorous, standards-based instruction, expanded course access, and real-world learning opportunities supported through a cohesive system of Multi-Tiered Systems of Support (MTSS). The intentional alignment of instructional practices, assessment systems, and enrichment opportunities has contributed to a consistent pattern of high performance across student groups.

Student achievement data from 2025 (and thus far in 2026) reflects continued excellence. LBUSD students maintained "very high" performance levels on CAASPP assessments in both English language arts and mathematics, significantly outperforming state and county averages. In addition, the District demonstrated measurable progress in college and career readiness outcomes. The College and Career

Indicator increased to 82.5% of students meeting the “prepared” benchmark, while nearly all graduating seniors (96%) reported plans to pursue postsecondary education. Participation in advanced coursework also remained strong, with increases in both Advanced Placement performance and overall pass rates, as well as sustained enrollment in dual enrollment and Career Technical Education (CTE) pathways. Approximately one-third of students engaged in work-based learning experiences, reinforcing the District’s commitment to experiential learning and real-world application.

The effectiveness of these actions is further supported by local assessment data. Implementation of i-Ready diagnostics and targeted intervention strategies resulted in notable growth across grade levels, with the majority of students performing at or above grade level and a substantial proportion of students exiting intensive intervention tiers by the end of the year. These outcomes suggest that instructional supports are both timely and responsive, enabling students to make meaningful academic gains and remain on track for college and career readiness.

Perception data collected through the 2025–26 LCAP survey reinforces these findings. A strong majority of students (82%) reported participating in challenging coursework, and 84% indicated that their learning experiences are engaging and relevant. Families similarly expressed high levels of confidence in the District’s academic program, particularly in the areas of academic support and college counseling. Educational partner feedback further highlights the effectiveness of key systems, including the College and Career Center, expanded course offerings, and personalized guidance structures, which were consistently identified as essential supports that help students navigate academic pathways and plan for the future.

Student feedback provides additional insight into how these actions are experienced in practice. Across grade spans, students described their most impactful learning as hands-on, collaborative, and connected to real-world contexts. Opportunities such as internships, research projects, and CTE courses were cited as particularly valuable in helping students apply their learning and develop confidence in their abilities. At the same time, students emphasized the importance of having choice in their learning and opportunities to explore their interests, which aligns with the District’s focus on personalized and competency-based learning experiences.

While these outcomes demonstrate clear progress, data from multiple sources point to areas for continued growth. Despite strong academic indicators, perceptions of career readiness remain comparatively lower. Survey results show that a smaller proportion of students feel confident in their preparedness for careers, indicating that while academic pathways are well-established, additional support is needed to help students connect their learning to future goals. Educational partner feedback reinforces this finding, noting that students benefit from expanded opportunities but may lack clarity in how to navigate these options or align them with long-term aspirations. Stakeholders emphasized the importance of strengthening career exploration, increasing exposure to diverse pathways, and providing clearer guidance to support informed decision-making.

Another consistent theme emerging from student and stakeholder feedback is the need to address balance within the student experience. While the District offers a wide array of academic and extracurricular opportunities, some students report feeling overwhelmed by competing demands. Convening participants described a system that is highly effective but increasingly complex, suggesting that future efforts should focus on ensuring that rigor is paired with intentional supports for time management, wellness, and engagement.

Efforts to support historically underserved student groups also show positive outcomes, particularly through targeted academic interventions and expanded access to support services. Reductions in intensive intervention needs across student subgroups indicate that MTSS

structures are effectively addressing learning gaps. However, continued focus is needed to ensure equitable access to advanced coursework, career pathways, and experiential learning opportunities, particularly for students who may not actively seek out these supports.

In summary, the implementation of Goal 1 actions during the 2025–26 cycle reflects a well-executed and effective approach that is producing strong academic results and expanding opportunities for students. Moving forward, the District will build on this success by strengthening career-connected learning, enhancing pathway clarity, and ensuring that systems of support continue to evolve in ways that promote both high achievement and a balanced, meaningful student experience.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For 2025-26, there were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

For 2026-27:
Expenditure Increase (Action 1.1 – Teaching & Learning)
General Fund expenditures for Teaching and Learning will increase from $39,518,855 in the 2025-26 Estimated Actuals to $40,665,585 in the 2026-27 Budget. The majority of this increase reflects ongoing salary and benefit adjustments, including step and column increases and staffing adjustments.
In addition, approximately $250,000 of the increase supports the implementation of prioritized recommendations from the Ad Hoc Arts Committee. These investments include the addition of an Arts Coordinator position. Collectively, these actions are designed to strengthen and broaden student access to high-quality arts experiences across the district.

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

The strategic actions implemented under Goal 1 have continued to demonstrate a high level of effectiveness in advancing student achievement, engagement, and preparedness for postsecondary success. Academic performance remains a clear area of strength, with LBUSD students performing in the “very high” range on the California School Dashboard in both English language arts and mathematics, significantly exceeding state and county averages. These outcomes reflect the continued implementation of rigorous, standards-based instruction, differentiated learning experiences, and a comprehensive system of supports aligned through Multi-Tiered Systems of Support (MTSS). In addition, the district sustained strong performance in college and career readiness indicators, with 82.5% of students meeting the “prepared” criteria on the College and Career Indicator—an increase over the prior year—and 96% of seniors reporting plans to continue their education following graduation. These results demonstrate that LBUSD’s core academic and postsecondary systems are functioning at a high level and producing consistent, positive outcomes.

Access to advanced coursework and early college credit opportunities remained strong and continues to expand. Students engaged in a wide range of pathways, including Advanced Placement (AP), dual and concurrent enrollment, and Career Technical Education (CTE) programs. In 2024–25, students completed 838 AP exams with a 92% pass rate, reflecting continued growth in both participation and performance. Additionally, 23% of graduates completed a full CTE pathway, and 35% participated in work-based learning experiences such as internships, student-led enterprises, and simulated workplace environments. These opportunities, combined with the continued integration

of real-world learning experiences in the classroom, are contributing to increased student engagement and confidence, as reflected in both outcome and perception data.

Academic growth systems, particularly the use of i-Ready diagnostics and MTSS structures, have also proven highly effective. End-of-year data indicate that 93% of students performed within Tier 1 or Tier 2 in reading and 96% in mathematics, with approximately half of the students initially identified for Tier 3 supports exiting intervention by year's end. These gains were evident across grade spans and student groups, including students with disabilities, English learners, and socioeconomically disadvantaged students, demonstrating the effectiveness of targeted intervention strategies and personalized learning approaches. These outcomes affirm that the district's comprehensive assessment system and tiered supports are successfully addressing learning gaps and promoting continuous improvement.

Perception data from the 2025–26 LCAP Community Survey further reinforces the effectiveness of these actions. Eighty-two percent of students reported regular participation in challenging learning activities, and 84% affirmed that their coursework is engaging and relevant, reflecting sustained high levels of academic engagement. Similarly, 86% of students and 83% of parents reported positive perceptions of access to academic supports, while 89% of high school students and 91% of parents expressed confidence in the availability of effective college counseling services. These data points indicate that students and families are not only accessing the district's systems of support but also experiencing them as meaningful and impactful.

Student voice and educational partner feedback provide additional confirmation of effectiveness, particularly in the areas of engagement and real-world learning. Across focus groups and panels, students consistently identified hands-on, collaborative, and applied learning experiences as the most meaningful aspects of their education. Programs such as CTE pathways, internships, interdisciplinary projects, and courses like Authentic Exploratory Research (AER) were described as highly engaging and relevant, helping students connect their learning to real-world contexts. Educational partners similarly identified the College and Career Center and expanded pathway options as "cornerstone supports" that provide students with meaningful exposure to future opportunities and help them navigate postsecondary planning with confidence. These findings demonstrate strong alignment between LCAP actions and the lived student experience, affirming that the district's efforts are both visible and valued.

At the same time, plan reflections, survey data, and convening feedback highlight important areas where actions have been effective but require refinement to fully meet the goal. While students are highly prepared academically and well-supported in accessing college pathways, a gap remains in perceptions of career readiness. In 2026, only 59% of students and 55% of parents reported that LBUSD prepares students with the skills needed for a career, with a notable percentage of neutral responses. This indicates that while systems for college readiness are well-established and effective, systems for career exploration, pathway clarity, and real-world application are still emerging and require further development. Convening feedback reinforces this finding, noting that students often understand how to "get into college" but need more intentional guidance in determining "how to pick a major," identify career pathways, and connect their learning to long-term purpose.

Additionally, educational partner feedback identified a growing need to ensure that the district's extensive opportunities are experienced as coherent and manageable for all students. While the breadth of programs and pathways is a clear strength, stakeholders noted that students can feel "pulled in many directions," and that the cumulative demands of rigorous coursework, extracurricular involvement, and future planning can contribute to stress and, at times, a disconnect from learning. This reflection aligns with student focus group feedback, where students emphasized the need for balance, more intentional pacing, and opportunities to engage deeply in meaningful learning rather than

navigating competing demands. As a result, the district recognizes the importance of refining systems to ensure that access to opportunities is paired with clarity, coherence, and balance.

Plan reflections also highlight the need to expand equitable access and awareness of available opportunities. While participation in advanced coursework, CTE, and work-based learning remains strong, educational partners emphasized that not all students are equally aware of or accessing these pathways. There is a continued need to ensure that students who may not traditionally identify as college-bound, as well as historically underserved student groups, have clear entry points, targeted outreach, and personalized guidance to fully benefit from the district's offerings. This aligns with broader district priorities to close opportunity gaps and ensure that all students are supported in navigating pathways aligned to their interests and goals.

Overall, the actions implemented under Goal 1 have been highly effective in driving strong academic outcomes, expanding access to rigorous and relevant learning experiences, and preparing students for postsecondary success. At the same time, ongoing plan reflections and educational partner input point to the next phase of this work: refining and rebalancing systems to strengthen career readiness, increase pathway clarity and coherence, expand equitable access, and ensure that the student experience remains both rigorous and sustainable.

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 on implementation during the 2025–26 cycle have informed targeted refinements to Goal 1, ensuring that planned actions more fully align with emerging student needs, perception data, and educational partner feedback. While LBUSD continues to demonstrate strong performance across academic indicators and sustained success in college readiness outcomes, multiple data sources, including survey results, student focus groups, student panels, and community convenings, highlight the need to more intentionally connect academic experiences to purpose, direction, and real-world application. As a result, the District will refine the scope and implementation of Goal 1 actions to place greater emphasis on coherence and intentionality within college and career pathways. While access to opportunities remains a strength, feedback indicates that students benefit most when these opportunities are clearly connected and supported through structured guidance. In particular, student panel feedback emphasized that while students feel well-prepared to navigate the college application process, they often feel less prepared for the practical realities of adulthood. Students expressed a desire for more explicit instruction in life skills such as financial literacy, managing student debt, taxes, and everyday decision-making, noting that these are "skills we need for everyday life" and that learning them earlier would better prepare them for independence and long-term success. In response, LBUSD will strengthen the alignment between coursework, career exploration, and life readiness by embedding practical, real-world applications into core, tutorial, enrichment, and elective experiences across grade levels.

Adjustments will also be made to better support student navigation of available opportunities. While systems such as the College and Career Center, dual enrollment, and CTE pathways are well-established, feedback indicates that not all students access these resources equitably or with a clear understanding of how they connect to future goals. To address this, LBUSD will enhance outreach, communication, and advising structures to ensure that all students—particularly those who may be less likely to self-advocate—receive timely and personalized guidance. This work will include more intentional use of data to identify students who would benefit from additional support, as well as continued collaboration between counselors, teachers, and families to promote awareness and participation in advanced coursework, career pathways, and applied learning opportunities.

In response to survey data indicating moderate levels of student confidence in career readiness, the District will also refine instructional and programmatic approaches to elevate applied learning and transferable skill development. This includes expanding opportunities for students to engage in authentic problem-solving, interdisciplinary projects, and experiences that develop competencies such as communication, critical thinking, and adaptability. Student panel participants further emphasized the importance of learning experiences that help them "understand what they want to do" and connect classroom learning to real-life outcomes, reinforcing the need for intentional integration of career exploration and life skills throughout the curriculum. These refinements are aligned with the LBUSD Learner Profile and reflect a broader shift toward ensuring that academic rigor is complemented by meaningful, real-world application.

Additionally, educational partner feedback highlights the importance of balancing high expectations with a sustainable and engaging student experience. Students described feeling both highly supported and, at times, overwhelmed by the breadth of opportunities and expectations, reinforcing the need to ensure that access to programs does not come at the expense of clarity, purpose, or well-being. As a result, LBUSD will incorporate greater attention to pacing, workload, and alignment of instructional practices to support both achievement and balance, while continuing to elevate learning experiences that are purposeful and engaging.

Finally, the District will continue to refine metrics and progress monitoring tools to more accurately capture student experiences related to readiness, engagement, and access. This includes leveraging survey data, student voice, and local assessment systems to inform ongoing adjustments and ensure that actions remain responsive to student needs, particularly in the areas of career clarity, life readiness, and equitable access to opportunities. Through these refinements, LBUSD is strengthening the implementation of Goal 1 to ensure that systems of support, learning opportunities, and pathways are not only robust but also coherent, relevant, and aligned to the evolving needs of all learners, preparing students not only for college but for life beyond the classroom.

On April 16, 2026, following presentations to the Governing Board by the Board-directed Ad hoc Arts Committee, staff were directed to incorporate the recommendations of the committee into the draft LCAP for Board consideration. For 2026-27, this recommendation entails hiring a District Arts Coordinator. This additional position will be incorporated into Goal 1 Action 1.1: Teaching and Learning.

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	Teaching and Learning	1.1 Teaching and Learning Provide differentiated, standards-based, engaging learning opportunities with an emphasis on real-world application for all students that facilitate meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship through:	$40,665,585.00	No

Action #	Title	Description	Total Funds	Contributing
		-Coordination of staffing to facilitate challenging and relevant student learning opportunities, aligned to the LBUSD Learner Profile and Framework for the Future, across a wide range of disciplines, including humanities, STEAM, physical and health education, environmental literacy, visual and performing arts, world languages, career education, leadership, stewardship, and research. -Strategic organization of school and student schedules to maintain smaller class sizes, prioritize building connections between staff and students, and ensure opportunities for targeted and personalized learning supports -Provision of opportunities for students to demonstrate understanding and mastery of concepts through a variety of ways, including multi-modal options, project-based learning, and digital portfolios, fostering student voice and choice -Supporting students with research skills and project execution, as well as required and desired learning and curiosity through LBUSD library and information services. School library teams will curate and update diverse and relevant print and digital text collections to meet educational standards, promote a love of reading, match resources to student interests, and support the broad range of needs within the LBUSD student community. -Provision of expanded learning opportunities through after-school and summer programming for students TK-12, inclusive of academic intervention and credit recovery programs, enrichment classes with options offering early career exploration opportunities, and school clubs to address knowledge gaps and cultivate interests and passions. Based on 2026 LCAP Student Focus Group recommendations, staff will explore non-credit-bearing opportunities for instruction in life skills and personal finance through enrichment, workshop, and tutorial offerings. -Integration of evidence-based and personalized learning practices to address a broad range of unique learning needs, inclusive of strategies to foster English language and literacy skills, and setting individual and targeted growth goals for individual students to create the conditions for		

Action #	Title	Description	Total Funds	Contributing
		continuous improvement in reaching proficiency in academic content standards. -Redesigning and reimagining units of study with an emphasis on inquiry-based learning, real-world problem-solving, solutionary learning, and relevance to the world beyond the classroom. -Ensuring staff are appropriately assigned and credentialed -Hire a District Arts Coordinator to oversee Visual and Performing Arts programming Success Indicators/Metrics: 1.1: CAASPP scores: ELA 1.2: CAASPP scores: Math 1.3: CAASPP scores: Science 1.4: English Learner Progress Indicator (ELPI) 1.6 Graduation Rate (4-year cohort data) 1.7: UC Eligibility 1.12: AP Pass Rate (scores of 3 or higher) 1.18: Drop Out Rate 1.19: Golden State Seal of Merit Diploma 1.20: Appropriately Assigned Teachers 1.22: Course Offerings & Broad Course of Study 1.23: Access to Expanded Learning Opportunities Program 1.24: K-10 i-Ready Diagnostic Assessment Performance Data: Students Recommended for Tier 3 Academic Interventions at End of Year 1.25: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "challenging learning activities" 1.26: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "relevant learning activities" 1.27: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college		

Action #	Title	Description	Total Funds	Contributing
		1.28: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for a career 1.31: LBUSD Annual Community LCAP Survey: Percentage of students and parents/guardians reporting academic supports are available to students		
1.2	1.2: Learning Programs and Systems	Ensure all students have equitable access to standards-aligned instructional materials and resources, as well as timely and actionable assessments to measure learning through: -Continuous updates of curricular materials to align with state standards and frameworks, guaranteeing a coherent progression of skill development. -Collaborative planning with leadership teams and workgroups to review content-specific assessments, instructional materials, and professional development. -Integration of classroom assessments that include formative, summative, and Diagnostic tools to inform instructional methodologies, individual progress monitoring, and personalized learning plans in real-time. -2026-27: Implementation of new Elementary Math Curriculum (Amplify) and continuation of the Secondary Math Adoption Pilot Process Success Indicators/Metrics: 1.21: Access to Instructional Materials Aligned to State Standards and Curriculum Frameworks 1.29: LBUSD Annual Community LCAP Survey: Staff reporting that District professional development opportunities positively impact their practice	$1,893,680.00	No
1.3	1.3 Comprehensive Assessment/Learning Management Systems and Student	Provide a system that assesses and provides access to student information and academic progress using timely and effective tools, coupled with meaningful integration of technology to support student learning through:	$4,131,348.00	No

Action #	Title	Description	Total Funds	Contributing
	Information Technology Program	-Enhancing the capacity and usage of District learning management systems by students, staff, and parents/guardians -Ensuring access to and effective use of the student information and learning management systems by staff and parents/guardians -Maintaining a 1:1 device program for all K-12 students to enhance classroom instruction, provide access to digital/personalized learning programs, and allow for continued learning outside of the traditional school day/school year. -Maintaining a districtwide technology infrastructure that facilitates efficient use of devices and online learning -Providing timely technical assistance, digital citizenship instructional resources, and digital media support to staff and parents/guardians Success Indicators/Metrics: 1.21: Access to Instructional Materials Aligned to State Standards and Curriculum Frameworks 1.29: LBUSD Annual Community LCAP Survey: Staff reporting that District professional development opportunities positively impact their practice 1.27: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college 1.24: K-10 i-Ready Diagnostic Assessment Performance Data: Students Recommended for Tier 3 Academic Interventions at End of Year 1.31: LBUSD Annual Community LCAP Survey: Percentage of students and parents/guardians reporting academic supports are available to students		
1.4	College-Based Programs, Services, and Counseling	Provide college-based programs and deliver school counseling services that enhance student growth in academic, career, and social/emotional development by:	$275,401.00	No

Action #	Title	Description	Total Funds	Contributing
		-Providing college and career counseling as well as financial aid and scholarship services for all students, including additional layers of support for first-generation students, pupils who are English learners, students with disabilities, and at-promise youth. -Promoting student opportunities for early college credits through Advanced Placement courses, articulated CTE courses, dual enrollment, and concurrent college enrollment, with extra layers of outreach/communication for students who are English learners, students receiving special education support, first-generation college students, and students interested in non-traditional post-secondary or career pathways. -Integrating interest and strength-based goal setting for all students supported by digital inventories such as Thrively and StrengthFinder, coupled with student goal-setting conferences, and District-wide integration of personalized learning profiles (LBUSD Student Story Project). -Developing four-year high school postsecondary plans for all students -Providing opportunities for first-generation college students to attend dedicated “Future Leader” club meetings to learn about post-secondary opportunities available, how to navigate the college admissions process, how to apply for financial assistance, and to attend field trips to local colleges/universities as well as organizations that directly relate to specific career paths. -Maintaining student biliteracy through evidence-based language programs and targeted professional learning for instructional staff -Aligning advising structures to include non-traditional career pathways and course-career pathway connections. Success Indicators/Metrics: 1.5: College and Career Indicator (CCI) 1.6 Graduation Rate (4-year cohort data) 1.7: UC Eligibility 1.8: CTE Pathway Completion		

Action #	Title	Description	Total Funds	Contributing
		1.9: State Seal of Biliteracy 1.10: Work-based Learning Opportunities 1.11: CTE Enrollment 1.13: Early College Credit: Dual/Concurrent Enrollments 1.14: Early College Credit: CTE Articulated Classes 1.15: AP Course Enrollments: Percentage of Students who have taken 1 or more AP courses 1.17: Early Assessment Program (CAASPP): Grade 11 1.18: Drop Out Rate 1.19: Golden State Seal of Merit Diploma 1.22: Course Offerings & Broad Course of Study 1.23: Access to Expanded Learning Opportunities Program 1.27: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college 1.30: LBUSD Annual Community LCAP Survey: Percentage of high school students and parents/guardians reporting effective college counseling and supports 1.31: LBUSD Annual Community LCAP Survey: Percentage of students and parents/guardians reporting academic supports are available to students		
1.5	Career Readiness Programs	Provide career education that integrates work-based learning across all grade levels and content areas, while developing student strengths, talents, and interests, that contribute to the development of a meaningful post-high school graduation plan by: -Continuing to offer a wide variety of secondary courses that cultivate college and career readiness skills, including dedicated CTE courses as well as the Authentic Exploratory Research course and FLOW program. -Engaging elementary and middle school students in early career exploration through enrichment offerings, elective courses, design thinking, real-world problem-solving, learning exhibitions, career talks, industry partners/community mentors, and integration of career pathway connections embedded within core content instruction.	$1,287,975.00	No

Action #	Title	Description	Total Funds	Contributing
		-Continuing the utilization of The 12 Essential Elements for CTE framework as the foundation for the District's career education plan. -Increasing college and career field trips, industry speakers, expert-facilitated presentations, college and career fairs and special events, student self-inventories, internships, industry certifications, and advisory boards for all students -Maintaining current CTE pathways (both on and off-campus) in partnership with College and Career Advantage (CCA). -Expanding civic engagement and environmental literacy and sustainability efforts through service learning, stewardship, solutionary-learning projects, and opportunities to make positive contributions to the local community. Success Indicators/Metrics: 1.28: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for a career 1.8: CTE Pathway Completion 1.9: State Seal of Biliteracy 1.10: Work-based Learning Opportunities 1.11: CTE Enrollment 1.22: Course Offerings & Broad Course of Study 1.23: Access to Expanded Learning Opportunities Program		
1.6	Professional Learning	Provide professional development opportunities for LBUSD certificated and classified staff that support the integration of evidence-based best practices and pedagogy within Tier 1 core instruction, in addition to strategies for learning acceleration and recovery, including the development of Tiers 2-3 targeted and supplemental academic interventions for students performing below grade level academic expectations through: -Providing a menu of professional learning options aligned to certificated and classified staff articulated needs and District areas of focus on	$375,534.00	No

Action #	Title	Description	Total Funds	Contributing
		dedicated professional development days occurring three times per year, ensuring offerings are aligned to individual roles and responsibilities. -Maintaining “Lunch and Learn,” before/afterschool, and summer optional professional learning opportunities that occur within the academic day, whereby staff may “opt in” when sessions are offered on topics of interest or relevance, including supporting students who are English learners, implementing Tier 2-3 supplemental resources, supporting students with dyslexia, early literacy, sustainability, and environmental literacy, technology-based applications and tools/ artificial intelligence (AI), and digital literacy. -Facilitating professional development for teachers that is aligned to state content area standards and frameworks, school goals, and District areas of focus, including lesson and unit design, guaranteed and viable curriculum and related resources/specialized programs, assessment administration, and student progress monitoring data analysis, restorative practices and classroom management, and vertical and horizontal team articulation to promote alignment and cohesion across grade levels, schools, and the District. -Expanding opportunities for learning walks and classroom visits within LBUSD schools as well as model schools outside of the District to observe innovative practices. -Continuing targeted professional learning for instructional coaches and specialists across all grade spans. -Maintaining dedicated weekly professional learning community (PLC) time at all LBUSD schools to allow teams to engage in conversations related to student learning, student performance indicators, multi-tiered systems of support, and best practices to ensure all students thrive. -Integrating professional learning opportunities focused on understanding and integrating the competencies included within the LBUSD Learner Profile and Framework for the Future.		

Action #	Title	Description	Total Funds	Contributing
		Providing dedicated time for the LBUSD leadership team members to engage in learning sessions related to LBUSD area of focus, as described above. Success Indicators/Metrics: 1.1: CAASPP scores: ELA 1.2: CAASPP scores: Math 1.3: CAASPP scores: Science 1.4: English Learner Progress Indicator (ELPI) 1.12: AP Pass Rate (scores of 3 or higher) 1.16: Percentage of High School Seniors Passing 1 or more AP Exams in High School 1.24: K-10 i-Ready Diagnostic Assessment Performance Data: Students Recommended for Tier 3 Academic Interventions at End of Year 1.25: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "challenging learning activities" 1.26: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "relevant learning activities" 1.27: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college 1.28: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for a career 1.29: LBUSD Annual Community LCAP Survey: Staff reporting that District professional development opportunities positively impact their practice		
1.7	Multi-Tiered System of Support (MTSS): Academic Interventions	Provide instruction designed to address learning recovery and acceleration through the integration of targeted, supplemental, academic interventions for students evidencing a need by: -Implementing universal screening tools in math and reading at all LBUSD schools to identify student proficiency levels across all content area domains, as well as to determine students who may benefit from	$557,051.00	No

Action #	Title	Description	Total Funds	Contributing
		supplemental and specialized instruction due to gaps in knowledge, requiring reinforcement in specific skills. -Facilitating essential learning outcomes (ELOs) and common formative assessments (CFAs) in all content areas and across all grade levels -Providing data-informed individualized targeted, supplemental academic interventions and enrichment/challenge opportunities for students at each school within all MTSS tiers (1-3) within the traditional school day, using dedicated “What I Need” (WIN) time at the elementary level and flexible tutorial periods at the secondary level. -Continuing to build capacity in the incorporation of structured, balanced literacy approaches aligned to Science of Reading principles. -Continuing to refine assessment and specialized academic instruction for students with multiple types of dyslexia in consultation with experts in the field. -Engaging in regular progress monitoring and related data analysis following administration of diagnostic and benchmark assessments to inform instructional decisions, individualized interventions, and personalized learning plans. Success Indicators/Metrics: 1.1: CAASPP scores: ELA 1.2: CAASPP scores: Math 1.3: CAASPP scores: Science 1.4: English Learner Progress Indicator (ELPI) 1.6 Graduation Rate (4-year cohort data) 1.18: Drop Out Rate 1.24: K-10 i-Ready Diagnostic Assessment Performance Data: Students Recommended for Tier 3 Academic Interventions at End of Year 1.31: LBUSD Annual Community LCAP Survey: Percentage of students and parents/guardians reporting academic supports are available to students		

Action #	Title	Description	Total Funds	Contributing
1.8	Early Learning Program	Coordinate early childhood learning and services for preschool/pre-Kindergarten children and their families through: -Providing developmental screenings for school readiness and child development -Providing hands-on learning opportunities for 2-5 year-old students through the Learning Link program -Offering early childhood-focused parent education workshops and literacy events -Expanding community and healthcare partnerships to support early learning, including Laguna Beach -Early Learning Community Task Force -Offering summer transitional kindergarten and kindergarten readiness camps -Offering expanded day opportunities for transitional kindergarten and kindergarten students -Maintaining a preschool to serve the community of Laguna Beach Success Indicators/Metrics: 1.20: Appropriately Assigned Teachers 1.22: Course Offerings & Broad Course of Study 1.23: Access to Expanded Learning Opportunities Program	$1,470,738.00	No
1.9	Extended Learning Opportunities	Provide extended opportunities beyond the school day and school year, focused on learning acceleration and remediation for students evidencing a need through below grade-level performance indicators and provide student interest-driven expanded learning enrichment opportunities through:	$972,596.00	No

Action #	Title	Description	Total Funds	Contributing
		-Expanding afterschool clubs and tutoring opportunities -Continuing the implementation of summer academic academies at the elementary, middle, and high school levels to provide targeted, small-group academic interventions, credit recovery, social-emotional learning, and enrichment classes. -Continuing the implementation of enrichment-focused courses outside of the traditional school day/school year to cultivate student interests, passions, and skill development, to include independent living/basic life skills and personal finance. Use of Learning Recovery Block Grant Funds: Elementary Summer Academy (Informed by Needs Assessment) LBUSD will allocate Learning Recovery funds in the amount of $40,749 to the Elementary Summer Academy based on a comprehensive needs assessment conducted through analysis of midyear 2025–26 student performance data, including i-Ready diagnostics, CAASPP outcomes, and Multi-Tiered System of Supports (MTSS) progress monitoring. The District's needs assessment identified that, while the majority of K–7 students are performing at or above grade level, a persistent subset of students continues to require targeted and intensive academic intervention, particularly in literacy and mathematics. Midyear i-Ready diagnostic data indicate that 5–7% of K–8 students remain in Tier 3 (below grade level) in reading and math, with additional students in Tier 2 requiring supplemental support. At the elementary level, 10% of students began the year in Tier 3 reading and 11% in Tier 3 math, with continued need for intervention despite strong overall growth trends. Middle school data similarly reflects that 12–16% of students entered the year below grade level, with a portion still requiring ongoing support at midyear. In response to this needs assessment, LBUSD will utilize Learning Recovery funds to support the Elementary Summer Academy, a 4-week, intensive Tier 3 intervention program designed to accelerate learning and address unfinished learning through evidence-based practices. The program prioritizes students identified through MTSS processes, including those performing below grade level and those requiring individualized or specialized supports.		

Action #	Title	Description	Total Funds	Contributing
		Funds will support: -High-dosage, small-group, and individualized instruction in literacy and mathematics -Co-teaching models that reduce student-to-teacher ratios and enable differentiated instruction -Targeted supports for priority student groups, including English Learners and students with disabilities -Integrated enrichment opportunities to increase engagement and provide additional time for personalized instruction This investment is strongly supported by scholarly research. Meta-analyses and large-scale studies demonstrate that extended learning time and intensive summer programs produce significant gains for students performing below grade level (Cooper et al., 2000; Kim & Quinn, 2013). Research further shows that high-dosage tutoring, defined as small-group or one-to-one instruction delivered frequently, is one of the most effective strategies for accelerating student learning, particularly for students in Tier 2 and Tier 3 (Nickow, Oreopoulos, & Quan, 2020). Additionally, studies on summer learning interventions emphasize that programs combining academic instruction with enrichment and strong student engagement components yield the greatest academic and social-emotional benefits (McCombs et al., 2011). These findings directly align with LBUSD's program model, which integrates targeted academic instruction with enrichment experiences to support the whole child. Local program outcomes further validate this approach. Data from the 2025 Summer Academy indicates that: -100% of participating students demonstrated academic growth -88–90% of students reported improved reading and math skills -84% reported increased confidence and readiness for the school year By aligning Learning Recovery expenditures with a clearly defined needs assessment and implementing evidence-based intervention strategies, LBUSD ensures that resources are strategically directed to students with the greatest need. This investment advances the District's LCAP goals by accelerating academic growth, addressing opportunity gaps, and		

Action #	Title	Description	Total Funds	Contributing
		supporting student readiness for success in the upcoming school year and beyond. Success Indicators/Metrics: 1.22: Course Offerings & Broad Course of Study 1.23: Access to Expanded Learning Opportunities Program 1.24: K-10 i-Ready Diagnostic Assessment Performance Data: Students Recommended for Tier 3 Academic Interventions at End of Year 1.27: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college 1.18: Drop Out Rate 1.17: Early Assessment Program (CAASPP): Grade 11 1.4: English Learner Progress Indicator (ELPI) 1.1: CAASPP scores: ELA 1.2: CAASPP scores: Math 1.3: CAASPP scores: Science 1.31: LBUSD Annual Community LCAP Survey: Percentage of students and parents/guardians reporting academic supports are available to students		
1.10	Environmental and Sustainability Education	Provide relevant environmental and sustainability education to promote awareness and understanding of critical issues, empower action, develop critical thinking, encourage stewardship, and prepare future leaders through: Maintaining employment of a District Coordinator of Environmental Literacy, serving under the direction of the Director of Maintenance and Sustainability, to co-lead LBUSD schools in: -Curriculum integration of environmental and sustainability topics across subject areas -Project-based learning involving real-world problems -Field experiences/field trips that directly connect students with the natural world -Community partnerships and service learning opportunities	$273,790.00	No

Action #	Title	Description	Total Funds	Contributing
		-School-wide initiatives, including recycling programs, energy-saving campaigns, and eco-friendly policies to reinforce lessons from the classroom -Professional learning for instructional staff related to fostering environmental literacy in the classroom -Nature-centric interventions Success Indicators/Metrics: 1.3: CAASPP scores: Science 1.25: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "challenging learning activities" 1.26: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "relevant learning activities" 1.27: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college 1.28: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for a career 1.29: LBUSD Annual Community LCAP Survey: Staff reporting that District professional development opportunities positively impact their practice		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In crafting the Laguna Beach Unified School District's (LBUSD) Local Control Accountability Plan (LCAP) for 2024-2027, Goal 2 aims to foster social-emotional competencies and self-identity through student agency, engagement, resiliency, and positive relationships. This goal is deeply rooted in the collective insights and aspirations expressed by our students, staff, parents/guardians, and the broader school community. Drawing upon the comprehensive dialogue, feedback, and reflections addressing the LBUSD student experience from our community educational partners, including LCAP Committee members and student panelists, it's clear that nurturing the whole child is paramount for our district.

Educational partner input and committee feedback highlight the critical importance of addressing social-emotional learning (SEL) comprehensively across all grade levels. LBUSD staff, students, and parents/guardians have consistently underscored the need for expanding awareness and accessibility of SEL supports, affirming the intrinsic link between social-emotional wellness and academic success. LCAP Committee feedback further illuminated the desire for LBUSD to prioritize SEL across the board, with suggestions for increasing student resilience and ensuring a vertical alignment of SEL approaches from elementary through high school. Student focus groups provided invaluable insights into what students value in their educational experience, emphasizing the significance of feeling connected and known, and having a variety of learning experiences that promote agency. Their voices have underscored the necessity for spaces and opportunities that promote social-emotional growth and the importance of empathetic citizenship within our school community.

Reflecting on these discussions, the need to foster social-emotional competencies and self-identity is clear. This goal is foundational to developing well-rounded individuals who are not only academically prepared but are also empathetic, resilient, and engaged members of their communities. To address this, LBUSD will expand its SEL programs and supports, ensuring accessibility for all students and parents. We will also continue to cultivate environments that encourage student agency, offering diverse and inclusive opportunities for engagement and building stronger relationships within our school community. By prioritizing these efforts in our LCAP, LBUSD reaffirms its commitment to the holistic development of every student, preparing them for success both within and beyond our school walls.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting services are available to address social-emotional concerns	85% of students are in agreement that services are available to address social-emotional concerns *10% provided neutral responses 82% of parents/guardians are in agreement that services are available to address social-emotional concerns *11% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	90% of students are in agreement that services are available to address social-emotional concerns 86% of parents/guardians are in agreement that services are available to address social-emotional concerns (LBUSD Annual Community LCAP Survey 2025)	88% of students are in agreement that services are available to address social-emotional concerns 86% of parents/guardians are in agreement that services are available to address social-emotional concerns (LBUSD Annual Community LCAP Survey 2026)	90% of students will be in agreement that services are available to address social-emotional concerns 90% of parents/guardians will be in agreement that services are available to address social-emotional concerns	3% (students) 4% (parents/guardians)
2.2	Annual community LCAP survey: Percent of students in grades 5-12 reporting they have at least 1 adult at school who supports them	84% of students are in agreement that they have at least 1 adult at school who supports them *10% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	88% of students are in agreement that they have at least 1 adult at school who supports them (LBUSD Annual Community LCAP Survey 2025)	88% of students are in agreement that they have at least 1 adult at school who supports them (LBUSD Annual Community LCAP Survey 2026)	90% of students will be in agreement that they have at least 1 adult at school who supports them	4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Annual community LCAP survey: Percent of students in grades 5-12 reporting school staff take the time to get to know their strengths/interests Annual community LCAP survey: Parents/guardians reporting school staff take the time to get to know their students' strengths/interests	67% of students are in agreement that school staff take the time to get to know their strengths/interests *19% provided neutral responses 73% of parents/guardians are in agreement that school staff take the time to get to know their students' strengths/interests *10% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	67% of students are in agreement that school staff take the time to get to know their strengths/interests 80% of parents/guardians are in agreement that school staff take the time to get to know their students' strengths/interests (LBUSD Annual Community LCAP Survey 2025)	66% of students are in agreement that school staff take the time to get to know their strengths/interests 79% of parents/guardians are in agreement that school staff take the time to get to know their students' strengths/interests (LBUSD Annual Community LCAP Survey 2026)	80% of students will be in agreement that school staff take the time to get to know their strengths/interests 85% of parents/guardians will be in agreement that school staff take the time to get to know their students' strengths/interests	Students:-1% Parents/guardians: 6%
2.4	Annual community LCAP survey: Parents/guardians reporting they trust and respect school staff	81% of parents/guardians are in agreement that they trust and respect school staff *8% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	86% of parents/guardians are in agreement that they trust and respect school staff (LBUSD Annual Community LCAP Survey 2025)	86% of parents/guardians are in agreement that they trust and respect school staff (LBUSD Annual Community LCAP Survey 2026)	86% of parents/guardians will be in agreement that they trust and respect school staff	5%
2.5	Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers or school staff help them	69% of students (grades 5-12) are in agreement that teachers or school staff	70% of students (grades 5-12) are in agreement that teachers or school staff help them set	68% of students (grades 5-12) are in agreement that teachers or school staff help them set	80% of students (grades 5-12) will be in agreement that teachers or school staff help	Students: -1% Parents: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	set goals for improvement Annual community LCAP survey: Parents/guardians reporting teachers or school staff help students set goals for improvement	help them set goals for improvement *19% provided neutral responses 73% of parents/guardians are in agreement that teachers or school staff help students set goals for improvement *10% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	goals for improvement 75% of parents/guardians are in agreement that teachers or school staff help students set goals for improvement (LBUSD Annual Community LCAP Survey 2025)	goals for improvement 77% of parents/guardians are in agreement that teachers or school staff help students set goals for improvement (LBUSD Annual Community LCAP Survey 2026)	them set goals for improvement 85% of parents/guardians will be in agreement that teachers or school staff help students set goals for improvement	
2.6	Annual community LCAP survey: Percent of students (grades 5-12) reporting they are given choice in how they show learning	59% of students in grades 5-12 are in agreement that they are given choice in how they show learning *19% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	58% of students in grades 5-12 are in agreement that they are given choice in how they show learning (LBUSD Annual Community LCAP Survey 2025)	60% of students in grades 5-12 are in agreement that they are given choice in how they show learning (LBUSD Annual Community LCAP Survey 2026)	75% of students will be in agreement that they are given choice in how they show learning	1%
2.7	Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers encourage them to ask questions	79% of students are in agreement teachers encourage them to ask questions *14% provided neutral responses	80% of students are in agreement teachers encourage them to ask questions	82% of students are in agreement teachers encourage them to ask questions	90% of students will be in agreement teachers encourage them to ask questions	3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(LBUSD Annual Community LCAP Survey 2024)	(LBUSD Annual Community LCAP Survey 2025)	(LBUSD Annual Community LCAP Survey 2026)		
2.8	Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers provide meaningful feedback on assignments Annual community LCAP survey: Parents/guardians reporting teachers provide meaningful feedback on assignments	73% of students are in agreement that teachers provide meaningful feedback on assignments *16% provided neutral responses 67% of parents/guardians are in agreement that teachers provide meaningful feedback on assignments *14% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	73% of students are in agreement that teachers provide meaningful feedback on assignments 70% of parents/guardians are in agreement that teachers provide meaningful feedback on assignments (LBUSD Annual Community LCAP Survey 2025)	74% of students are in agreement that teachers provide meaningful feedback on assignments 69% of parents/guardians are in agreement that teachers provide meaningful feedback on assignments (LBUSD Annual Community LCAP Survey 2026)	85% of students will be in agreement that teachers provide meaningful feedback on assignments 80% of parents/guardians will be in agreement that teachers provide meaningful feedback on assignments	Students: 1% Parents/Guardians: 2%
2.9	Annual community LCAP survey: Percent of students (grades 5-12) reporting LBUSD provides a positive learning environment for all students	85% of students are in agreement that LBUSD provides a positive learning environment for all students *11% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	84% of students are in agreement that LBUSD provides a positive learning environment for all students (LBUSD Annual Community LCAP Survey 2025)	83% of students are in agreement that LBUSD provides a positive learning environment for all students (LBUSD Annual Community LCAP Survey 2026)	95% of students will be in agreement that LBUSD provides a positive learning environment for all students	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Discipline Data: Suspension and Expulsion Rates	Suspension Rates: All students: 2.2% TOW SWD (ATSI): 8.9% LBUSD Expulsion Rate: 1% (2022-23)	Suspension Rates: All students: 2.9% TOW SWD (exited ATSI): 7.7% LBUSD Expulsion Rate: 1% (2023-24)	Suspension Rates: All students: 1.7% TOW SWD (ATSI): 0.2% LBUSD Expulsion Rate: 1% (2024-25)	Suspension Rates: All students: <2% TOW SWD (ATSI): <2% LBUSD Expulsion Rate: 0%	suspension rate: -0.5% expulsion rate: 0 TOW (ATSI 2023-24: -8.7%)
2.11	Average Daily Attendance	94% (2022-23)	95% (2023-24)	95% (2024-25)	97%	1%
2.12	Chronic Absenteeism Rate	All students: 14.2% EL: 24.6% Hispanic/Latino: 22.8% SWD: 24.3% SED: 22.3% (2022-23)	All students: 8.6% EL: 13% Hispanic/Latino: 11.1% SWD: 11.8% SED: 14.6% (2023-24)	All students: 8.8% EL: 6.7% Hispanic/Latino: 10.9% SWD: 16.3% SED: 14.5% (2024-25)	All students: <7% EL: <10% Hispanic/Latino: <10% SWD: <10% SED: <10%	All students: -5.4% EL: -17.9% Hispanic/Latino: -11.9% SWD: -12.5% SED: -7.8%
2.13	Annual community LCAP survey: Percent of students (grades 5-12) reporting there is at least 1 adult at school they feel comfortable talking to about concerns	69% of students are in agreement that there is at least 1 adult at school they feel comfortable talking to about concerns (LBUSD Annual Community LCAP Survey 2024)	74% of students are in agreement that there is at least 1 adult at school they feel comfortable talking to about concerns (LBUSD Annual Community LCAP Survey 2025)	74% of students are in agreement that there is at least 1 adult at school they feel comfortable talking to about concerns (LBUSD Annual Community LCAP Survey 2026)	80% of students will be in agreement that there is at least 1 adult at school they feel comfortable talking to about concerns	5%

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.

In 2025–26, Laguna Beach Unified School District continued to fully implement its planned actions for Goal 2, which strives to foster social-emotional competencies, student agency, and a positive sense of self. The district's approach remained grounded in high-quality social-

emotional learning (SEL), expanded mental health services, tiered systems of support, and a sustained focus on cultivating safe, connected, and inclusive school environments. Implementation remained closely aligned to the district's original plan, with no substantive differences between planned and actual actions. All school sites continued to benefit from dedicated counseling staff, student support specialists, and site-based systems designed to provide individualized care through one-on-one counseling, small group interventions, and preventative programming. Wellness centers at the secondary level and SEL-aligned classroom practices at the elementary level continued to serve as key structures for delivering tiered supports within a cohesive Multi-Tiered System of Supports (MTSS).

The effectiveness of these actions is reflected in both perception and outcome data. In 2026, 88% of students in grades 5–12 reported having at least one trusted adult on campus, maintaining strong relational outcomes consistent with prior years. Similarly, 88% of students and 86% of parents reported favorable perceptions of access to counseling and social-emotional support services, indicating that these resources remain visible, accessible, and widely utilized. Students also reported high levels of encouragement to ask questions (82%) and continued access to positive learning environments (84%), reinforcing the integration of SEL practices within classroom instruction. Parent perceptions further support these findings, with 86% expressing trust and respect for school staff and strong confidence in the district's ability to support student well-being.

Student voice collected through focus groups, empathy interviews, and panel discussions provides additional evidence of the impact of Goal 2 actions. Across grade spans, students consistently identified relationships with both peers and trusted adults as the most significant contributors to their sense of belonging and identity development. Students described feeling supported when adults "take the time to know them," offer help proactively, and create environments where they feel comfortable expressing themselves. Opportunities such as clubs, electives, and collaborative learning experiences were also cited as essential to building confidence, identity, and connection. At the same time, students demonstrated a clear understanding of agency, describing empowered learners as individuals who advocate for themselves, take ownership of their learning, and are encouraged to ask questions and explore their interests.

Professional development continued to play a central role in implementation, with ongoing training in trauma-informed practices, restorative approaches, and student-centered instructional strategies. These efforts have contributed to a strong culture of care and responsiveness across campuses, with educational partners noting that LBUSD's "whole-child" approach and visible counseling supports are key drivers of student success. Stakeholders consistently identified the integration of academic, behavioral, and social-emotional supports within MTSS structures as a defining strength, ensuring that students are supported proactively and holistically.

Outcome data related to attendance and behavior further illustrate both progress and ongoing areas of need. Chronic absenteeism rates remained relatively stable in 2025–26 at 8.8%, consistent with the prior year and significantly below the statewide average, indicating that existing attendance supports and outreach strategies are effective for the majority of students. However, this data also highlights continued disparities among specific student groups, reinforcing the need for more targeted and personalized interventions. In the area of student behavior, the district demonstrated notable improvement, with suspension rates decreasing to 1.7% in 2024–25, a reduction of 1.2 percentage points from the previous year and below the statewide average. This decline suggests that investments in restorative practices, proactive behavioral supports, and relationship-centered approaches are yielding positive outcomes.

Despite these strengths, analysis of 2025–26 data and stakeholder feedback highlights areas for continued refinement. While overall perceptions of connectedness remain high, 66% of students reported that teachers take the time to understand their individual strengths and interests, indicating an opportunity to deepen personalization across all classrooms. Similarly, while students report access to supports,

feedback suggests variability in how consistently student voice, choice, and goal-setting are integrated into daily learning experiences. These findings point to a continued need to strengthen instructional practices that promote student agency in more consistent and intentional ways.

A prominent theme emerging from both survey data and community convenings is the increasing need to address student stress and balance. Students described navigating rigorous academic expectations alongside extracurricular commitments and social pressures, which can contribute to feelings of overwhelm. Educational partner feedback reinforced this concern, noting that while students feel supported, they are also experiencing heightened pressure and comparison, particularly in high-achieving environments. This highlights the importance of continuing to refine systems that support not only achievement but also emotional well-being, resilience, and sustainable engagement.

Additional areas for growth include expanding proactive outreach to students who may be less connected to available supports. While systems are robust, stakeholders emphasized the importance of identifying and engaging “hidden” or less-visible students, including English learners, students with disabilities, and those less involved in extracurricular activities. Ensuring that all students experience a consistent sense of belonging and access to trusted relationships remains a key priority moving forward.

Overall, implementation of Goal 2 actions during the 2025–26 cycle reflects a strong and effective system characterized by high levels of support, connection, and student-centered practices. The district has successfully maintained a culture in which relationships, access to care, and student voice are prioritized, while also demonstrating measurable improvements in key outcome areas such as student behavior. Moving forward, LBUSD will build on this foundation by deepening personalization, strengthening targeted attendance supports, and expanding proactive wellness strategies to ensure that every student experiences consistent opportunities for connection, agency, and belonging.

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 between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The specific actions implemented under Goal 2 have continued to demonstrate strong effectiveness in advancing student well-being, connectedness, and social-emotional development across LBUSD schools. The District’s coordinated system, anchored in counseling services, social-emotional learning (SEL), and Multi-Tiered Systems of Support (MTSS), has created consistent conditions in which students feel supported, connected, and able to access care when needed. High levels of student-reported access to counseling services and the sustained percentage of students identifying a trusted adult on campus reflect the strength and reliability of these systems. These outcomes indicate that the District’s investment in relationship-centered practices and proactive supports is yielding meaningful results in fostering student connection and trust.

Student voice further reinforces the effectiveness of these actions. Across focus groups and panel discussions, students consistently described LBUSD as an environment where relationships with adults and peers are central to their experience. Students emphasized that supportive teachers, approachable counselors, and opportunities to connect through clubs, athletics, and shared learning experiences

contribute significantly to their sense of belonging. Many students articulated that feeling supported by adults who “notice when they need help” or “take time to check in” increases both their confidence and engagement. These reflections align closely with the District’s focus on building strong, responsive relationships as the foundation for social-emotional growth.

Behavioral and attendance outcomes also demonstrate progress aligned to Goal 2 actions. The reduction in suspension rates reflects the positive impact of restorative practices, proactive behavioral supports, and relationship-based interventions, suggesting a shift toward more supportive and preventative approaches to student behavior. Similarly, chronic absenteeism rates remain relatively low overall, indicating that systems for monitoring attendance and providing outreach are effective for the majority of students. At the same time, the persistence of absenteeism among specific student groups highlights the need for continued refinement and targeted intervention to ensure that all students remain consistently engaged in school.

Educational partner feedback affirms that these outcomes are the result of a cohesive and integrated system of care. Stakeholders consistently identified counseling services, wellness supports, and MTSS structures as essential components of a system that “supports the whole child” and ensures that students’ academic, emotional, and social needs are addressed in tandem. This alignment across systems has been cited as a key strength, with partners noting that it is the collective impact of these efforts, rather than any single program, that drives student success. Despite these strengths, data and feedback point to important areas for continued growth. While students report strong access to support and positive relationships, there is evidence that not all students experience these supports with the same depth or consistency. In particular, responses related to personalization and student agency indicate that some students do not yet feel fully known or understood in their learning environments. Student feedback suggests that experiences of voice, choice, and individualized connection vary across classrooms, signaling an opportunity to strengthen consistent implementation of practices that promote student agency and identity development.

In addition, both student and stakeholder input highlight the increasing need to address student stress and overall well-being within a high-performing system. Students described navigating complex academic and extracurricular demands, with some expressing that the pace and expectations of school can impact their ability to remain fully engaged. Educational partners echoed this concern, emphasizing the importance of maintaining strong supports while also ensuring that systems are calibrated to promote balance, sustainability, and meaningful engagement. Overall, the actions under Goal 2 have been effective in establishing a strong foundation of support, connection, and care for students across LBUSD. The District’s emphasis on integrated systems and relationship-centered practices has resulted in high levels of access to support and positive student experiences. Moving forward, continued efforts will focus on deepening personalization, strengthening consistency in student-centered practices, and ensuring that all students, particularly those less visible within the system, experience a strong and sustained sense of belonging and support.

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 on the 2025–26 implementation of Goal 2 have informed several targeted refinements for the coming year, with a continued focus on strengthening student agency, deepening relationships, and ensuring equitable access to supports across all school sites. While the District has sustained strong outcomes related to student connectedness and access to care, multiple data sources—including survey results, student focus groups, and community convenings- highlight the need to further enhance consistency in how students experience voice, choice, and personalization in their learning environments.

In response, LBUSD will refine its approach to student agency by expanding professional learning and instructional coaching with a more explicit focus on student-centered practices. This includes strengthening the integration of goal-setting, feedback cycles, and opportunities for student voice within daily instruction. Student feedback consistently emphasized that they feel most engaged and confident when they are able to collaborate, ask questions, and contribute meaningfully to their learning. As a result, the District will work to ensure these practices are more consistently embedded across all classrooms, with particular attention to supporting teachers in recognizing and responding to individual student strengths, interests, and needs.

Additionally, reflections on behavioral and attendance data have led to refinements in how the District approaches student support and intervention. While reductions in suspension rates reflect the positive impact of restorative practices, continued variability in student experiences indicates the need to strengthen consistency in implementation across sites and classrooms. Moving forward, LBUSD will deepen its investment in restorative approaches, expand professional learning focused on proactive behavior supports, and strengthen alignment within MTSS structures to ensure that behavioral interventions are both preventative and responsive. In parallel, the District will enhance its attendance strategies by increasing personalized outreach and early intervention efforts, particularly for student groups who continue to experience higher rates of absenteeism.

Student and stakeholder feedback also highlighted the importance of addressing student stress and overall well-being within the context of a high-performing system. Students described balancing academic expectations, extracurricular commitments, and personal responsibilities, reinforcing the need for systems that promote both achievement and sustainability. In response, LBUSD will maintain an intentional focus on student wellness, including continued expansion of counseling services, proactive check-ins, and opportunities for students to build self-management and coping skills. These efforts will be aligned with ongoing SEL implementation and supported through site-based systems designed to ensure timely and equitable access to care.

To further ensure that all students feel seen, heard, and supported, the District will refine its approach to student engagement and feedback by expanding opportunities to elevate diverse student perspectives. Educational partner feedback emphasized the importance of reaching students who may not typically participate in leadership or feedback structures. As a result, LBUSD will broaden its use of focus groups, student panels, and peer connection opportunities to more intentionally include underrepresented voices, including English learners, students with disabilities, and those less connected to extracurricular programs. These efforts will help ensure that future planning reflects the full range of student experiences and needs. Taken together, these refinements reflect LBUSD’s continued commitment to continuous improvement and whole-child development. Building on a strong foundation of relationships and support systems, the District will focus on strengthening consistency, deepening personalization, and enhancing student voice to ensure that every learner experiences a sense of belonging, agency, and support.

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	Social-Emotional Support	Provide support and resources to develop social-emotional competencies through: -Facilitation of social-emotional services through the six competencies in the District Social-Emotional Learning (SEL) Framework and standards -Continued implementation of elementary and secondary social-emotional learning curriculum Integration of SPACE Framework components at all schools -Dedicated Wellspaces on the middle and high school campuses -Provision of site-based social work services through student support specialists at all LBUSD schools Continued and expanded partnerships with local community-based organizations to provide additional mental health support for students beyond the school day/year -Continued implementation of the Anti-Defamation League (ADL) No Place for Hate program -Provision of services by school counselors to enhance student growth in social-emotional development through individual student sessions, dedicated SEL interventions, and school-wide initiatives addressing mental health and wellness -Districtwide alignment and coherence of positive self-identity and school climate programs, including SEL, character, growth mindsets, anti-bias and bullying, digital citizenship, cyber safety, restorative practices, mindfulness, and interest and strength-based learning -Additional counselor/student support specialist outreach efforts dedicated to students from historically marginalized groups: students with disabilities, students who are English learners, and first-generation college students -One District school, Top of the World Elementary, was identified by the state for Additional Targeted Support and Assistance (ATSI) due to the 2022-23 8.9% suspension rate for students with disabilities (indicating a	$2,790,043.00	No

Action #	Title	Description	Total Funds	Contributing
		“very low” performance level). Top of the World Elementary, following ATSI status, saw a decrease of 1.2% among this population of 65 students in 2024, following the implementation of a school plan emphasizing de-escalation strategies and positive behavior intervention and support. In 2024-25, TOW had a school-wide suspension rate of just 0.2%. The suspension rate of students with disabilities was 1.5%, a decrease of 6.2% as compared to the prior year for this cohort of 68 students. To maintain services and support for students with disabilities in the area of behavior during the 2025-26 academic year, Top of the World consulted and collaborated with Board Certified Behavior Analysts (BCBAs) to provide further professional development, coaching, and direct service in classrooms. Select instructional assistants also received high-level training in behavior intervention to work collaboratively with teachers and school staff to support individual students experiencing challenges with behavior in the classroom setting. These supports will continue throughout 2026-27. Success Indicators/Metrics: 2.1: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting services are available to address social-emotional concerns 2.2: Annual community LCAP survey: Percent of students in grades 5-12 reporting they have at least 1 adult at school who supports them 2.3: Annual community LCAP survey: Percent of students in grades 5-12 and parents/guardians reporting school staff take the time to get to know students’ strengths/interests 2.4: Annual community LCAP survey: Parents/guardians reporting they trust and respect school staff 2.5: Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers or school staff help them set goals for improvement & Annual community LCAP survey: Parents/guardians reporting teachers or school staff help students set goals for improvement 2.9: Annual community LCAP survey: Percent of students (grades 5-12) reporting LBUSD provides a positive learning environment for all students 2.10: Discipline Data: Suspension and Expulsion Rates		
2.2	2.2 Health and Wellness Services	Provide health services that ensure the safety and wellness of students by:	$474,504.00	No

Action #	Title	Description	Total Funds	Contributing
		-Ensuring comprehensive day-to-day site health services support, including mandatory immunization tracking, health screenings for mandated grades, and complex student health support -Providing a comprehensive health education curriculum -Promoting the health and safety of students by helping them to establish lifelong health patterns -Facilitating campus-wide health and wellness initiatives -Providing access to referrals for community partner agencies to provide services beyond the scope of school-based health services -Leveraging school gardens and green initiatives as a component of overall health and wellness education Success Indicators/Metrics: 2.2: Annual community LCAP survey: Percent of students in grades 5-12 reporting they have at least 1 adult at school who supports them 2.9: Annual community LCAP survey: Percent of students (grades 5-12) reporting LBUSD provides a positive learning environment for all students 2.11: Average Daily Attendance 2.12: Chronic Absenteeism Rate		
2.3	2.3 Professional Learning	Provide professional learning opportunities for staff that support social-emotional development and competencies, progressive discipline, and positive behavior support through: -Building school-wide capacity for positive staff-student relationships, identification of risks and warning signs related to mental and physical health, and how to connect students with school-based mental health supports -Facilitating training for school staff on the recognition of signs of trauma, mental illness, and substance abuse, ensuring staff are proficient in support and assistance processes.	$126,678.00	No

Action #	Title	Description	Total Funds	Contributing
		-Providing professional development related to best practices and strategies for social-emotional wellness, behavior intervention and support, classroom management, anti-bias, learning through strengths and choice, and inclusive learning environments. -Provide training in crisis prevention and intervention, emphasizing behavior de-escalation strategies -Facilitating ongoing suicide prevention training for all TK-12 student-facing staff. Success Indicators/Metrics: 2.2: Annual community LCAP survey: Percent of students in grades 5-12 reporting they have at least 1 adult at school who supports them 2.3: Annual community LCAP survey: Percent of students in grades 5-12 and parents/guardians reporting school staff take the time to get to know students' strengths/interests 2.5: Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers or school staff help them set goals for improvement & Annual community LCAP survey: Parents/guardians reporting teachers or school staff help students set goals for improvement 2.9: Annual community LCAP survey: Percent of students (grades 5-12) reporting LBUSD provides a positive learning environment for all students 2.10: Discipline Data: Suspension and Expulsion Rates 2.6: Annual community LCAP survey: Percent of students (grades 5-12) reporting they are given choice in how they show learning 2.7: Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers encourage them to ask questions 2.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting teachers provide meaningful feedback on assignments		
2.4	Multi-Tiered Systems of Support (MTSS): Social-Emotional, Behavior, and	Provide targeted, individualized support and intervention in the areas of social-emotional wellness, attendance, and behavior by:	$167,522.00	No

Action #	Title	Description	Total Funds	Contributing
	Attendance Intervention Support	-Implementing proactive approaches at all LBUSD sites, inclusive of personalized and targeted behavior supports, school-wide Positive Behavior Interventions and Support (PBIS) programs, and progressive discipline matrices -Administering universal social-emotional screeners for K-12 students -Administering intermittent student check-in surveys that provide a snapshot across multiple climate indicators, linking students to appropriate supports as needed. -Expanding options for student counseling support -Maintaining the Tobacco Use Prevention and Education (TUPE) Program and partnerships with the California Healthy Kids Survey, Juvenile Alcohol and Drug Education (JADE), and Community Coalition -Expanding alternative means of correction options as outlined in LBUSD school progressive discipline matrices, integrating restorative practices and personalized behavior support plans (where appropriate) in response to discipline incidents. -Developing attendance support plans for students showing a pattern of truancy, excessive tardies, or chronic absenteeism -Meeting with families of students with attendance concerns at the site and District levels via School Attendance Review Team (SART), and School Attendance Review Board (SARB/DART) meetings to identify barriers to attendance, implement formal attendance contracts, and provide additional resources to support positive school attendance as needed. In 2023, Based on the Californrnia School Dashboard, groups performing within the "very low" performance band at individual school sites include Students with Disabilities (35.5% chronically absent) and Hispanic students (30.4% chronically absent) at El Morro Elementary School and Students with Disabilities (25% chronically absent) at Thurston Middle School. Based on 2025 California School Dashboard reports, several student groups (Hispanic students-11% chronically absent, students from		

Action #	Title	Description	Total Funds	Contributing
		socioeconomically disadvantaged homes-14.5% chronically absent, and Caucasian students-9% chronically absent), placed within the “low” (orange) performance level. District-wide, students with disabilities were placed in the “very low” (red) California School Dashboard level, with 16.3% of students from this group chronically absent. At the individual school level, Thurston Middle School, though in the green “high” performance band overall, had three significant student groups place within the Dashboard orange (very low) level: students who are two or more races (7.3% chronically absent), students from socioeconomically disadvantaged homes (10.8% chronically absent), and students with disabilities (17% chronically absent). At Top of the World Elementary, all significant student groups were placed in the “low” performance category: Caucasian students (8% chronically absent), students with disabilities (14% chronically absent), students from economically disadvantaged homes (13%), Hispanic students (13%), and students who are two or more races (5%). TOW overall evidenced “low” performance in the area of chronic absenteeism on the 2025 California School Dashboard. At El Morro Elementary School, two significant student groups were placed within the orange (“low”) performance level: students with disabilities (18% chronically absent) and Caucasian students (12% chronically absent). The overall Dashboard performance level for EMS in 2025 was in the “low” (orange range). In addition to the attendance interventions listed below, LBUSD schools will develop specific goals and actions to address increasing school attendance within their 2026-27 School Plans for Student Achievement. Throughout 2026-27 these groups will continue to receive ongoing attendance monitoring, personalized attendance support plans, and additional home-school communication to address potential barriers to attendance. In an effort to focus on continuous improvement, the District has partnered with the Orange County Truancy Mediation Team to provide more intensive, Tier 2 attendance supports, which could result in referrals to the OC District Attorney Truancy Support Team if Tier 3 supports are warranted. LBUSD will also implement parent education opportunities throughout the year, in partnership with the Family Resource Center and Orange County Department of Education Truancy Support Team. LBUSD		

Action #	Title	Description	Total Funds	Contributing
		will also work to promote short-term Independent Study options for planned absences not to exceed 15 cumulative school days. Success Indicators/Metrics: 2.11: Average Daily Attendance 2.12: Chronic Absenteeism Rate 2.10: Discipline Data: Suspension and Expulsion Rates 2.4: Annual community LCAP survey: Parents/guardians reporting they trust and respect school staff 2.5: Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers or school staff help them set goals for improvement & Annual community LCAP survey: Parents/guardians reporting teachers or school staff help students set goals for improvement 2.9: Annual community LCAP survey: Percent of students (grades 5-12) reporting LBUSD provides a positive learning environment for all students 2.1: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting services are available to address social-emotional concerns		
2.5	Mental Health Services	Provide support and resources for mental health services through: -Increasing awareness of mental health issues among school-aged youth -Implementing a comprehensive, evidence-based mental health support system inclusive of training, assessment, and mental health services -Facilitating ongoing training for administrators and school-based mental health providers addressing self-harm/suicide risk assessment protocols -Maintaining and communicating common procedures for evaluating student risk, including timely and appropriate next steps for support -Implementing a multi-tiered prevention and intervention approach for trauma-informed, evidence-based, systems of care Success Indicators/Metrics:	$286,389.00	No

Action #	Title	Description	Total Funds	Contributing
		2.1: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting services are available to address social-emotional concerns 2.2: Annual community LCAP survey: Percent of students in grades 5-12 reporting they have at least 1 adult at school who supports them 2.13: Annual community LCAP survey: Percent of students (grades 5-12) reporting there is at least 1 adult at school they feel comfortable talking to about concerns		
2.6	LBUSD Learner Profile	Provide programs that develop student agency, positive self-identity, and exceptional character in alignment with the Laguna Beach Unified School District Framework for the Future through: -Training LBUSD staff on the key competencies identified within the LBUSD Learner Profile: empathetic citizen, empowered learner, constructive collaborator, effective communicator, and creative problem solver -Providing dedicated time and space for instructional teams to design learning experiences where learners will practice and demonstrate proficiency related to one of the Learner Profile competencies -Facilitating opportunities for LBUSD staff to participate in “learning walks” to visit classrooms across the District to observe and debrief teaching practices and student learning in the context of building competencies in alignment with the Learner Profile and Framework for the Future -Co-constructing personalized learning experiences based on each learner’s unique strengths, skills, interests, and needs -Promoting student personalized reading selections based on individual interests and backgrounds to ensure learner voice in text options and enhancing the District reading culture with current, high-interest choices. -Strengthening partnerships with local educational organizations and utilizing data-driven tools, including Thrively, to continually adapt and improve library services to align with the LBUSD Learner Profile.	$205,883.00	No

Action #	Title	Description	Total Funds	Contributing
		-Developing learners' self-awareness, self-regulation, and perseverance -Amplifying learner voice and choice in decision-making and demonstration of learning. -Customizing the learner experience for the whole child -Sparking collaboration in the classroom -Nurturing meaningful and engaging learning communities -Integrating competency-based assessments and a mastery approach for learning -Cultivating a sense of belonging Success Indicators/Metrics: 2.5: Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers or school staff help them set goals for improvement & Annual community LCAP survey: Parents/guardians reporting teachers or school staff help students set goals for improvement 2.9: Annual community LCAP survey: Percent of students (grades 5-12) reporting LBUSD provides a positive learning environment for all students 2.3: Annual community LCAP survey: Percent of students in grades 5-12 and parents/guardians reporting school staff take the time to get to know students' strengths/interests 2.6: Annual community LCAP survey: Percent of students (grades 5-12) reporting they are given choice in how they show learning 2.7: Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers encourage them to ask questions 2.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting teachers provide meaningful feedback on assignments		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and community partner engagement	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Laguna Beach Unified School District's commitment to ensuring safe, equitable, and inclusive schools is deeply rooted in understanding and addressing the needs of all students, fostering a caring learning environment, providing targeted support, strategic planning, and engaging community partners. This comprehensive approach aims to cultivate a school culture where every student feels valued, supported, and empowered to achieve their full potential. The development and emphasis on Goal 3 are informed by a variety of data points, reflecting the insights and experiences of students, staff, parents/guardians, and community members.

Feedback from LCAP community partners underscores the importance of student well-being, inclusivity, and diversity. The community's insights emphasized LBUSD's strengths, such as its supportive community and diverse opportunities for engagement, highlighting a positive culture that promotes personal growth. Community input indicated a significant percentage of students feel connected to adults at school. There is, however, a recognized need to broaden student and parent perspectives on inclusivity. This includes promoting a broader understanding and acceptance of diverse cultures and identities and implementing strategies to improve student perspectives of belonging. Moreover, the importance of exploring additional ways to integrate students from different groups into school activities, to enhance culture building and ensure every student feels a part of the school community, has been emphasized.

In response to the identified needs and feedback, LBUSD's LCAP for 2024-2027 will focus on enhancing efforts to promote inclusivity and expanding opportunities for engagement and connection. Continued implementation of bullying prevention and education activities will also remain in effect across all District schools. LBUSD will also commit to expanding and promoting educational opportunities for parents, including workshops, online resources, and informational sessions on topics relevant to their children's education. District teams will ensure continued input opportunities for families and community members, to offer ongoing feedback on communication effectiveness and

engagement initiatives, which can then be used to tailor and improve future goals and actions in the area of engagement. By prioritizing safe, equitable, and inclusive schools, LBUSD is committed to creating a nurturing environment where every student can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff care for students. Although the LCAP survey is distributed to members of the broader community on an annual basis, the number of responses remained below 9 until the spring 2026 survey administration (and was therefore not a large enough data set to include within the LCAP). In 2026, 107 community members responded to the survey, and the community members' perceptions were added as a metric in spring 2026 for the 2026-27 LCAP.	82% of students are in agreement that their teachers care about them *14% provided neutral responses 90% of parents/guardians are in agreement that school staff care for students *5% provided neutral responses 100% of community members are in agreement that school staff care for students. (8 responses) (LBUSD Annual Community LCAP Survey 2024)	85% of students are in agreement that their teachers care about them 92% of parents/guardians are in agreement that school staff care for students (LBUSD Annual Community LCAP Survey 2025)	83% of students are in agreement that their teachers care about them 91% of parents/guardians are in agreement that school staff care for students 84% of community members (non-parents/guardians) are in agreement that school staff care for students. (Metric added this year) (LBUSD Annual Community LCAP Survey 2026)	90% of students will be in agreement that their teachers care about them 95% of parents/guardians will be in agreement that school staff care for students 86% of community members (non-parents/guardians) will be in agreement that school staff care for students.	Students: 1% Parents/Guardians: 1% Community Members: n/a
3.2	Annual community LCAP survey: Percent parents/guardians reporting they feel	81% of parents/guardians are in agreement that they feel welcome when	86% of parents/guardians are in agreement that they feel welcome when	86% of parents/guardians are in agreement that they feel welcome when	90% of parents/guardians will be in agreement that they feel welcome	5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	welcome when visiting their child's school	visiting their child's school *8% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	visiting their child's school (LBUSD Annual Community LCAP Survey 2025)	visiting their child's school (LBUSD Annual Community LCAP Survey 2026)	when visiting their child's school	
3.3	Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed.	85% of students are in agreement school staff are committed to helping students succeed. *11% provided neutral responses 86% of parents/guardians are in agreement school staff are committed to helping students succeed. *7% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	87% of students are in agreement school staff are committed to helping students succeed. 91% of parents/guardians are in agreement school staff are committed to helping students succeed. (LBUSD Annual Community LCAP Survey 2025)	87% of students are in agreement school staff are committed to helping students succeed. 88% of parents/guardians are in agreement school staff are committed to helping students succeed. (LBUSD Annual Community LCAP Survey 2026)	90% of students will be in agreement school staff are committed to helping students succeed. 90% of parents/guardians will be in agreement school staff are committed to helping students succeed.	Students: 2% Parents/Guardians: 2%
3.4	Annual community LCAP survey: Percent of students (grades 5-12) reporting they do not feel safe at school	4% of students reported they do not feel safe at school (LBUSD Annual Community LCAP Survey 2024)	3% of students reported they do not feel safe at school (LBUSD Annual Community LCAP Survey 2025	2% of students reported they do not feel safe at school (LBUSD Annual Community LCAP Survey 2026	0% of students will report they do not feel safe at school	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Annual community LCAP survey: Percent of students (grades 5-12) reporting they have never experienced direct bullying or harassment (on campus), or cyberbullying	61% of students reported they have never experienced direct bullying or harassment on campus 74% of students reported they have never experienced cyberbullying (LBUSD Annual Community LCAP Survey 2024)	66% of students reported they have never experienced direct bullying or harassment on campus 80% of students reported they have never experienced cyberbullying (LBUSD Annual Community LCAP Survey 2025)	61% of students reported they have never experienced direct bullying or harassment on campus 81% of students reported they have never experienced cyberbullying (LBUSD Annual Community LCAP Survey 2026)	80% of students will report they have never experienced direct bullying or harassment on campus 85% of students will report they have never experienced cyberbullying	Direct bullying/harassment: 0 Cyberbullying: -7%
3.6	Annual community LCAP survey: Percent of students (grades 5-12) reporting they feel comfortable reporting bullying	47% of students reported they feel completely/very comfortable reporting bullying 72% of students reported they feel completely comfortable through moderately comfortable reporting bullying (LBUSD Annual Community LCAP Survey 2025)	51% of students reported they feel completely/very comfortable reporting bullying 76% of students reported they feel completely comfortable through moderately comfortable reporting bullying (LBUSD Annual Community LCAP Survey 2025)	52% of students reported they feel completely/very comfortable reporting bullying 78% of students reported they feel completely comfortable through moderately comfortable reporting bullying (LBUSD Annual Community LCAP Survey 2026)	55% of students will report they feel completely/very comfortable reporting bullying 80% of students will report they feel completely comfortable through moderately comfortable reporting bullying	Completely comfortable reporting bullying: 5% Completely comfortable through moderately comfortable reporting bullying: 6%
3.7	Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians	81% of students are in agreement staff support diversity and	85% of students are in agreement staff support diversity and	85% of students are in agreement staff support diversity and	90% of students will be in agreement staff support diversity	Students: 4% Parents/Guardians: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reporting staff support diversity and equity within the school community	equity within the school community *13% provided neutral responses 77% of parents/guardians are in agreement staff support diversity and equity within the school community *12% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	equity within the school community 82% of parents/guardians are in agreement staff support diversity and equity within the school community (LBUSD Annual Community LCAP Survey 2025)	equity within the school community 82% of parents/guardians are in agreement staff support diversity and equity within the school community (LBUSD Annual Community LCAP Survey 2026)	and equity within the school community 90% of parents/guardians will be in agreement staff support diversity and equity within the school community	
3.8	Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard	78% of students are in agreement their school provides a safe environment for all voices to be heard *15% provided neutral responses 78% of parents/guardians are in agreement LBUSD provides a safe environment for all voices to be heard *11% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	80% of students are in agreement their school provides a safe environment for all voices to be heard *15% provided neutral responses 83% of parents/guardians are in agreement LBUSD provides a safe environment for all voices to be heard *11% provided neutral responses	81% of students are in agreement their school provides a safe environment for all voices to be heard *13% provided neutral responses 80% of parents/guardians are in agreement LBUSD provides a safe environment for all voices to be heard *10% provided neutral responses	90% of students will be in agreement their school provides a safe environment for all voices to be heard 90% of parents/guardians will be in agreement LBUSD provides a safe environment for all voices to be heard	Students: 3% Parents: 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(LBUSD Annual Community LCAP Survey 2025)	(LBUSD Annual Community LCAP Survey 2026)		
3.9	Annual community LCAP survey: Percent of staff reporting they are treated professionally	93% of staff are in agreement they are treated professionally *5% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	94% of staff are in agreement they are treated professionally (LBUSD Annual Community LCAP Survey 2025)	95% of staff are in agreement they are treated professionally (LBUSD Annual Community LCAP Survey 2026)	100% of staff will be in agreement they are treated professionally	2%
3.10	Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities for families to participate in events and activities Although the LCAP survey is distributed to members of the broader community on an annual basis, the number of responses remained below 9 until the spring 2026 survey administration (and was therefore not a large enough data set to include within the LCAP). In 2026, 107 community members responded to the survey, and the community	87% of parents/guardians are in agreement LBUSD provides opportunities for families to participate in events and activities *8% provided neutral responses *5% expressed disagreement 100% of community members are in agreement LBUSD provides opportunities for families to participate in events and activities (8 responses) (LBUSD Annual Community LCAP Survey 2024)	90% of parents/guardians are in agreement LBUSD provides opportunities for families to participate in events and activities 75% of community members are in agreement LBUSD provides opportunities for families to participate in events and activities (7 responses) (LBUSD Annual Community LCAP Survey 2025)	90% of parents/guardians are in agreement LBUSD provides opportunities for families to participate in events and activities 73% of community members are in agreement LBUSD provides opportunities for families to participate in events and activities (107 responses) (LBUSD Annual Community LCAP Survey 2026)	100% of parents/guardians and community members will be in agreement LBUSD provides opportunities for families to participate in events and activities	Parents/Guardians: 3% Community Members: -27% (low response rate: 8 respondents at baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	members' perceptions were added as a metric in spring 2026 for the 2026-27 LCAP.					
3.11	Annual community LCAP survey: Percent of parents/guardians and community members reporting they are aware of opportunities for community input on District goals and action plans. Although the LCAP survey is distributed to members of the broader community on an annual basis, the number of responses remained below 7 until the spring 2026 survey administration (and was therefore not a large enough data set to include within the LCAP). In 2026, 107 community members responded to the survey, and the community members' perceptions were added as a metric in spring 2026 for the 2026-27 LCAP.	78% of parents/guardians reported they are aware of opportunities for community input on District goals and action plans *13% provided neutral responses *9% expressed disagreement 100% of community members reported they are aware of opportunities for input on District goals and action plans (8 responses) (LBUSD Annual Community LCAP Survey 2024)	80% of parents/guardians reported they are aware of opportunities for input on District goals and action plans 86% of community members reported they are aware of opportunities for input on District goals and action plans (7 responses) (LBUSD Annual Community LCAP Survey 2025)	75% of parents/guardians reported they are aware of opportunities for input on District goals and action plans 63% of community members reported they are aware of opportunities for input on District goals and action plans (107 responses) (LBUSD Annual Community LCAP Survey 2026)	90% of parents/guardians and community members will report they are aware of opportunities for input on District goals and action plans	Parents/Guardians: -3% Community Members: -37% (low response rate: 8 respondents at baseline)
3.12	Annual community LCAP survey: Percent of parents/guardians	83% of parents/guardians reported LBUSD	83% of parents/guardians reported LBUSD	83% of parents/guardians reported LBUSD	95% of parents/guardians will report LBUSD	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reporting LBUSD provides adequate educational opportunities for parents	provides adequate educational opportunities for parents *11% provided neutral responses *6% expressed disagreement (LBUSD Annual Community LCAP Survey 2024)	provides adequate educational opportunities for parents (LBUSD Annual Community LCAP Survey 2025)	provides adequate educational opportunities for parents (LBUSD Annual Community LCAP Survey 2026)	provides adequate educational opportunities for parents	
3.13	Annual community LCAP survey: Percent of parents/guardians reporting they are "extremely" to "somewhat" satisfied with school and District communication	88% of parents/guardians reported they are "extremely" to "somewhat" satisfied with school and District communication 68% of parents/guardians reported they are "extremely" to "somewhat" satisfied with communication from their child's teacher(s) (LBUSD Annual Community LCAP Survey 2024)	86% of parents/guardians reported they are "extremely" to "somewhat" satisfied with school and District communication 72% of parents/guardians reported they are "extremely" to "somewhat" satisfied with communication from their child's teacher(s) (LBUSD Annual Community LCAP Survey 2025)	83% of parents/guardians reported they are "extremely" to "somewhat" satisfied with school and District communication 74% of parents/guardians reported they are "extremely" to "somewhat" satisfied with communication from their child's teacher(s) (LBUSD Annual Community LCAP Survey 2026)	90% of parents/guardians will report they are "extremely" to "somewhat" satisfied with school and District communication 80% of parents/guardians will report they are "extremely" to "somewhat" satisfied with communication from their child's teacher(s)	school/district communication: -5% communication from teachers: 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	ELPAC	66.7% percent of students who are English Learners made annual progress towards English Language proficiency as measured by summative ELPAC scores (2022-23)	70.7% percent of students who are English Learners made annual progress towards English Language proficiency as measured by summative ELPAC scores (2023-24)	63 percent of students who are English Learners made annual progress towards English Language proficiency as measured by summative ELPAC scores (2024-25)	70%of students who are English Learners will make annual progress towards English Language proficiency as measured by summative ELPAC scores (2022-23)	-4%
3.15	English Learner Reclassification rate	18% of students identified as English Learners met English language proficiency reclassification criteria (2022-23)	32% of students identified as English Learners met English language proficiency reclassification criteria (2023-24)	25% of students identified as English Learners met English language proficiency reclassification criteria (2024-25)	25% of students identified as English Learners will meet English language proficiency reclassification criteria	7%
3.16	Safe, clean, functional school facilities-Facilities Inspection Tool	Number of schools not in "good repair" status=0 (2022-23)	Number of schools not in "good repair" status=0 (2023-24)	Number of schools not in "good repair" status=0 (2025-25)	Number of schools not in "good repair" status=0	0
3.17	CAASPP scores (general population and significant student groups): ELA	All students: 78.96% met/exceeded standard EL: 26.96% met/exceeded standard SWD: 46.66%met/exceeded standard SED: 65.38% met/exceeded standard (2022-23) RFEP: 75% met/exceeded standard (2022-23)	All students: 78.7% met/exceeded standard EL: 31.82% met/exceeded standard SWD: 46.72% met/exceeded standard SED: 73.55% met/exceeded standard	All students: 77.5% met/exceeded standard EL: 32% met/exceeded standard SWD: 42% met/exceeded standard SED: 65% met/exceeded standard	All students: 85% will meet/exceed standard EL: 45% will meet/exceed standard SWD: 60% will meet/exceed standard SED: 80% will meet/exceed standard RFEP: 80% will meet/exceed standard	All students: -1% EL: 5% SWD: 5% SED: -1% RFEP: 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Homeless, FY, student groups are not large enough to include as a significant student group	RFEP: 76.93% met/exceeded standard (2023-2024) *Homeless, FY, student groups are not large enough to include as a significant student group	RFEP: 77% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group		
3.18	CAASPP scores (general population and significant student groups): math	All students:69.26% met/exceeded standard EL: 21.43% met/exceeded standard SWD: 37.5% met/exceeded standard SED: 53.82% met/exceeded standard (2022-23) RFEP: 70% met/exceeded standard (2022-23) *Homeless, FY, student groups are not large enough to include as a significant student group	All students: 70.48% met/exceeded standard EL: 45.45% met/exceeded standard SWD: 42.62% met/exceeded standard SED: 60.06% met/exceeded standard RFEP: 66.67% met/exceeded standard (2023-2024) *Homeless, FY, student groups are not large enough to include as a significant student group	All students: 72.1% met/exceeded standard EL: 59% met/exceeded standard SWD: 32% met/exceeded standard SED: 54% met/exceeded standard RFEP: 63% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group	All students: 80% will meet/exceed standard EL: 45% will meet/exceed standard SWD: 50% will meet/exceed standard SED: 70% will meet/exceed standard RFEP: 75% will meet/exceed standard	All students: 2% EL: 38% SWD: 5% SED: 0% RFEP: -7%
3.19	i-Ready Reading Diagnostic: End of Year	77% of students in grades K-10 scored in	78% of students in grades K-10	77% of students in grades K-10	85% of students in grades K-10 will	All students: 0% SWD: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Administration: General population and significant student groups	the Tier 1 (within-to-above grade level) band SWD: 46% EL: 37% SED: 64% (2022-23)	scored in the Tier 1 (within-to-above grade level) band SWD: 41% EL: 36% SED: 65% (2023-24)	scored in the Tier 1 (within-to-above grade level) band SWD: 37% EL: 52% SED: 71% (2024-25)	score in the Tier 1 (within-to-above grade level) reading band SWD: 66% will meet/exceed standard EL: 60% will meet/exceed standard SED: 80% will meet/exceed standard	EL: 15% SED: 7%
3.20	i-Ready Math Diagnostic: End of Year Administration: General population and significant student groups	78% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 39% EL: 41% SED: 59% (2022-23)	78% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 37% EL: 46% SED: 64% (2023-24)	79% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 42% EL: 57% SED: 74% (2024-25)	85% of students in grades K-10 will score in the Tier 1 (within-to-above grade level) math band SWD: 60% will meet/exceed standard EL: 60% will meet/exceed standard SED: 80% will meet/exceed standard	All students; 1% SWD: 3% EL: 16% SED: 15%
3.21	Parent Attendance at District English Language Advisory Council meetings	25% of families whose students are English Learners attend DELAC meetings on average (5 meetings per year)	35% of families whose students are English Learners attend DELAC meetings on average (5 meetings per year)	38% of families whose students are English Learners attend DELAC meetings on average (5 meetings per year)	35% of families whose students are English Learners will attend DELAC meetings on	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*30 families total in LBUSD whose students are English Learners (2023-24)	*30 families total in LBUSD whose students are English Learners (2024-25)	*28 families total in LBUSD whose students are English Learners (2025-26)	average (5 meetings per year)	

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.

In the 2025–26 school year, Laguna Beach Unified School District continued to advance the implementation of Goal 3 by strengthening and refining systems that promote safety, equity, and inclusivity across all schools. The District sustained a high level of alignment between planned actions and actual implementation, with no substantive deviations. Efforts remained grounded in a whole-child, community-centered approach, integrating school climate initiatives, inclusive practices, family engagement systems, and coordinated supports to ensure that all students feel safe, respected, and connected. Across campuses, the continued alignment of Multi-Tiered Systems of Support (MTSS), culturally responsive practices, and proactive outreach contributed to a cohesive and responsive system of care.

Implementation data and educational partner feedback indicate that these actions have been effective in maintaining strong conditions for student safety and belonging. Survey results from 2026 show that an overwhelming majority of students report feeling safe at school, while a similarly high percentage of parents and guardians affirm that school staff create caring and welcoming environments. For the first time, LBUSD received over 100 community member surveys (historic responses are 7-8) and was able to integrate this important perception data into the annual Goal 3 analysis. Importantly, perceptions from community-at-large respondents also reinforce these findings, with a strong majority indicating that students feel safe and that school staff demonstrate a commitment to student well-being. These consistent perceptions across students, families, and the broader community reflect the effectiveness of districtwide efforts to create safe, inclusive, and supportive school environments.

The District’s ongoing investment in inclusive practices and equitable access to resources remains a central strength of Goal 3 implementation. Targeted supports for English Learners, students with disabilities, and socioeconomically disadvantaged students continued through coordinated programming, community partnerships, and the work of the Family Resource Center (FRC). The FRC remained a critical hub for connecting families to resources, providing parent education opportunities, and facilitating access to services such as mental health support, academic guidance, and community referrals. Educational partner feedback emphasized that these wraparound services are essential in ensuring that “no students fall through the cracks,” reinforcing the effectiveness of coordinated systems designed to meet the needs of the whole child.

Family and community engagement efforts also continued to expand in both reach and impact. Survey data indicate that a high percentage of parents feel welcomed and have access to meaningful opportunities to engage in their child’s education, while community members

reported increased awareness of and participation in school events and district initiatives. The District's multi-modal communication systems, combined with targeted outreach through the FRC and school sites, have strengthened partnerships across the broader LBUSD community. Community-at-large respondents further affirmed that opportunities to engage with schools have increased, reflecting the District's commitment to transparency, accessibility, and shared responsibility for student success.

At the school site level, initiatives designed to promote inclusion and student belonging continued to be implemented with fidelity. Programs such as student-led clubs, cultural events, and campus-wide activities provided meaningful opportunities for students to express their identities and connect with peers. Students consistently described these opportunities as important to their sense of belonging, noting that having multiple avenues for involvement contributes to a more inclusive and supportive environment. These qualitative insights align with survey findings indicating strong perceptions of equity and inclusion across students, families, and community members.

The District also maintained a strong focus on safe and well-maintained learning environments. All facilities continued to meet "good repair" standards, and school safety protocols remained current and consistently practiced across sites. Ongoing collaboration with local agencies and the implementation of comprehensive safety plans have reinforced a culture of preparedness and responsiveness, contributing to the overall sense of security within the school community.

Despite these strengths, implementation data and stakeholder feedback highlight areas for continued growth. While overall perceptions of safety and belonging remain high across students, families, and community members, both survey results and convening discussions indicate the need to ensure that these experiences are consistent for all students. Educational partners emphasized the importance of reaching "hidden voices" (students who may not typically engage in leadership or feedback opportunities) and ensuring that their perspectives are represented in district planning and decision-making. Additionally, b community feedback suggests the need to continue strengthening awareness and outreach so that all families, particularly those from underrepresented groups, are fully informed of and able to access available resources and supports.

Overall, implementation of Goal 3 during the 2025–26 school year reflects a strong and well-coordinated approach that continues to foster safe, inclusive, and supportive school environments. LBUSD's integrated systems of care, combined with a sustained focus on relationships and equity, have resulted in high levels of confidence among students, families, and the broader community. Moving forward, the District will continue to refine these efforts by strengthening inclusive practices, expanding outreach, and ensuring that all students experience a consistent and meaningful sense of belonging across all school sites.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For 2025-26: There are no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

For 2026-27:
Expenditure Increase (Action 3.6 – Transportation)

Transportation expenditures increased from $2,841,449 in the 2025-26 Estimated Actuals to $3,136,430 in the 2026-27 Budget. This increase is largely attributable to anticipated contractual cost adjustments of approximately 3.3% (CPI) for transportation services with Durham and First Student.
The budget also reflects the implementation of recommendations from the Ad Hoc Transportation Committee. These include approximately $100,000 for bus monitors to enhance student supervision and safety, as well as $100,000 to expand transportation access for afterschool Career Technical Education (CTE) programs.

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

Laguna Beach Unified School District continued to make meaningful progress during the 2025–26 school year toward achieving Goal 3: Safe, Equitable, and Inclusive Schools. Through sustained implementation of coordinated systems—including campus climate initiatives, culturally responsive practices, proactive safety planning, and targeted supports for historically underserved student groups- the District has maintained strong conditions in which students experience a sense of safety, belonging, and respect. The effectiveness of these actions is reflected in consistently high perception data across students, families, and community members, as well as in qualitative feedback that highlights the strength of LBUSD's inclusive and relationship-centered culture.

Student-reported outcomes indicate that efforts to create safe and responsive school environments are having a positive impact. Students continue to express confidence in schoolwide systems for addressing concerns, including bullying prevention and response protocols, and report that adults on campus are attentive and responsive when issues arise. These findings are reinforced by student panel feedback, where students emphasized the importance of adult intervention, peer accountability, and a culture that encourages respect and support. Ongoing investments in restorative practices and digital citizenship continue to contribute to a school environment where expectations are clear, and students feel supported in navigating challenges.

Efforts to promote inclusion and belonging have also demonstrated strong effectiveness. Survey data indicate that a high percentage of students and families perceive school environments as inclusive and supportive of diverse perspectives. Community-at-large respondents similarly reported positive perceptions of school climate, noting that campuses are welcoming and that staff demonstrate a commitment to supporting all students. Students further described their experiences through participation in clubs, cultural events, and student-led identity and interest-based groups, emphasizing that having multiple pathways for connection allows them to feel accepted and valued within the broader school community. These opportunities, combined with SEL-aligned practices, continue to strengthen students' sense of identity and belonging.

Family and community engagement strategies remain an essential component of Goal 3 effectiveness. High levels of parent participation and satisfaction indicate that systems for engagement and communication are functioning well, with families reporting access to meaningful opportunities to connect with schools and contribute to the educational experience. Community feedback also reflects increased awareness of district programs and events, suggesting that outreach efforts are extending beyond immediate school communities. The Family Resource Center continues to play a critical role in this work, providing targeted supports, facilitating access to resources, and serving as a bridge between families and schools. Educational partners consistently identified these coordinated supports as a key factor in ensuring equitable access and strengthening trust within the community.

Survey data also provide important insight into how the District can continue to strengthen family engagement efforts. Parents expressed a strong interest in more hands-on workshop opportunities, particularly those focused on academic areas and strategies to support student learning at home. This feedback suggests that while current engagement structures are effective, there is an opportunity to deepen their impact by offering more practical, skill-based learning experiences for families. Expanding workshops that provide concrete tools, strategies, and guidance, such as supporting literacy, math, executive functioning, and study habits, will further strengthen the home-school partnership and enhance families' ability to actively support student success.

Communication systems have further supported the effectiveness of these actions. Families report strong access to information and consistent opportunities to engage with schools, reflecting the District's continued investment in clear, accessible, and multi-platform communication. These efforts have contributed to increased participation in events and improved awareness of available supports, reinforcing communication as a foundational element of inclusive practice.

Facilities and safety infrastructure also remain a consistent strength. All school sites continue to meet "good repair" standards, and safety procedures are regularly practiced and updated, ensuring that students learn in environments that are both physically secure and conducive to learning. These conditions, combined with strong relational supports, contribute to the overall sense of stability and care experienced across the District.

While the effectiveness of Goal 3 actions is evident, data and stakeholder feedback point to opportunities for continued growth. Educational partners emphasized the importance of ensuring that inclusive practices are experienced consistently by all students, particularly those who may be less connected to existing programs or leadership opportunities. Feedback also highlighted the need to broaden participation in engagement efforts to better reflect the diversity of the student body and community. Additionally, while family engagement remains strong overall, there is an opportunity to further tailor outreach and programming to increase relevance and responsiveness to family needs. Overall, the actions under Goal 3 have been effective in sustaining safe, inclusive, and equitable learning environments across LBUSD. The District's emphasis on coordinated systems, relationship-building, and inclusive practices has resulted in strong outcomes and positive perceptions across stakeholders. Continued focus on expanding meaningful family learning opportunities, strengthening representation, and ensuring consistent access to supports will further enhance the impact of these efforts and support all students and families in feeling connected, supported, and valued.

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 on the implementation of Goal 3 during the 2025–26 school year, drawing on community survey results, student focus groups and panels, community convenings, and ongoing progress monitoring, have informed targeted refinements for the coming year. These adjustments are designed to sustain strong outcomes while strengthening consistency, expanding access, and deepening the impact of systems that support safe, inclusive, and connected learning environments for all LBUSD students.

While survey and engagement data continue to reflect high levels of safety, belonging, and positive school climate, stakeholder feedback indicates a need to ensure that these experiences are consistently felt across all student groups. In response, the District will refine Action 3.3 (School Climate Programs) to further elevate student leadership and peer-to-peer connection. Building on prior efforts, schools will expand student-led initiatives focused on inclusion, positive behavior, and community-building, with a particular emphasis on engaging

students who may not traditionally participate in leadership opportunities. Student feedback highlighted the importance of “having different places to belong” and opportunities to connect through shared experiences, reinforcing the need to broaden access to programs that support identity, voice, and connection.

Community educational partner input also emphasized the importance of expanding and diversifying student voice structures. As a result, LBUSD will strengthen its approach to student engagement by broadening participation in focus groups, panels, and feedback opportunities to better reflect the diversity of the student population. This includes more intentional outreach to students who may be less connected to existing systems of support, ensuring that a wider range of perspectives informs decision-making and program design.

In response to family and community feedback, refinements will also be made to Action 3.2 (Family and Community Outreach). While engagement levels remain high, survey data indicate that families are seeking more hands-on, practical learning opportunities to support their children at home—particularly in academic areas. To address this, the District will expand parent education offerings through the Family Resource Center to include more interactive, skill-based workshops focused on topics such as literacy, math support, executive functioning, and study strategies. These enhancements are intended to strengthen the home-school partnership by equipping families with concrete tools and strategies that directly support student learning and well-being.

Additional refinements will focus on strengthening communication and outreach to ensure equitable access to information and resources. While awareness of programs has increased, feedback from community members and educational partners suggests the need for more targeted and personalized communication strategies, particularly for families who may be newer to the District or less familiar with available supports. The District will continue to enhance translation services, direct outreach, and community partnerships to ensure that all families are informed and able to participate meaningfully in school and district initiatives.

Adjustments have also been made to metrics and progress monitoring to better capture student and family experiences related to belonging, inclusion, and engagement. Moving forward, the District will continue to prioritize measures that reflect not only overall perceptions of safety and climate, but also the consistency of those experiences across different student groups. Additional emphasis will be placed on monitoring student voice, connection to school, and access to supportive relationships to ensure that systems remain responsive and inclusive.

These refinements reflect LBUSD’s commitment to continuous improvement and its focus on ensuring that strong outcomes are experienced equitably by all students and families. By expanding student voice, enhancing family engagement opportunities, and strengthening targeted outreach, the District will continue to build on its existing foundation while addressing areas of growth, ensuring that all students feel connected, supported, and valued within the LBUSD community.

On April 16, 2026, following a presentation to the Governing Board by the Board-directed Ad hoc Transportation Committee, staff were directed to implement the recommendations of the committee into the draft LCAP for Board consideration. These recommendations entail transporting students to afterschool CTE courses and hiring a bus monitor. These recommendations have been added to Action 3.6: Transportation Services.

On May 14, 2026, following the presentation of the LCAP Draft to the Governing Board and LCAP Public Hearing, the Board directed staff to continue ongoing conversations with stakeholders about the potential elimination of class ranking for high school seniors. This directive has been added to Action 3.3: School Climate.

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	Comprehensive Safety Programs	Ensure students are able to learn in a safe environment through: -Maintenance of safe, welcoming, and healthy learning environments for all -Annual updates to Comprehensive District and School Safety Plans, including Orange County Intelligence Assessment (OCIAC) recommendations -Regular collaboration on safety plans with community, District, and school site representatives, including parents/guardians, staff, administrators, LBPD, and LBFD -Continued support of School Resource Officers (SROs) safety and education programs, as well as alignment of disaster preparedness within the City of Laguna Beach -Ensuring appropriate staff is trained for emergency responses through a combination of required and optional training programs -Maintenance of safety and disaster preparedness equipment and supplies at each site Success Indicators/Metrics: 3.4: Annual community LCAP survey: Percent of students (grades 5-12) reporting they do not feel safe at school 3.16: Safe, clean, functional school facilities-Facilities Inspection Tool	$221,764.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Family and Community Outreach	Develop community-based partnerships, ensure effective communication, and provide parent support, outreach, and education opportunities by: -Enhancing the communication processes to engage, inform, and educate all community partners Providing weekly communication to families at each school -Utilizing multiple platforms for District and school communication, ensuring access in primary languages -Increasing District communication related to recognizing students and programs Providing a range of opportunities for parent/guardian, staff, student, and community input, including surveys, focus groups, School Site Council, District English Language Advisory Council (DELAC), and PTA meetings, advisory councils, conferences, committees, and community events -Facilitating District English Language Advisory Council (DELAC) meetings, with the goal of promoting English language acquisition, achievement, engagement, and connectedness for students who are Multilingual and English learners through parent education and collaboration -Providing direct services, resource connections, guest speakers, and parent education events through the LBUSD Family Resource Center, in partnership with PTA and School Power Educational Foundation, developing topics in response to parents' areas of interest, including hands-on workshops in academic areas, screen time/technology use in schools, and AI. -Maintaining partnerships and programs with community organizations, including the City of Laguna Beach, Laguna Art Museum, and Boys & Girls Club of Laguna Beach -Continuing to enhance partnerships and programs with regional area colleges	$669,628.00	No

Action #	Title	Description	Total Funds	Contributing
		-Utilizing the LBUSD Director of Communications and Coordinator of Family Engagement to coordinate opportunities for family engagement and involvement. Success Indicators/Metrics: 3.1: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff care for students 3.2: Annual community LCAP survey: Percent parents/guardians reporting they feel welcome when visiting their child's school 3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting that school staff are committed to helping students succeed. 3.4: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting staff support diversity and equity within the school community 3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities 3.11: Annual community LCAP survey: Percent of parents/guardians and community members reporting they are aware of opportunities for input on District goals and action plans 3.12: Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents 3.13: Annual community LCAP survey: Percent of parents/guardians reporting they are "extremely" to "somewhat" satisfied with school and District communication 3.14: ELPAC 3.15: English Learner Reclassification rate 3.21 DELAC meeting participation		
3.3	School Climate Programs	Provide and facilitate District and school-wide programs that support students, staff, and families in feeling physically, emotionally, and psychologically safe through: -Educational opportunities integrating experts and specialists on topics such as anti-bullying and reporting bullying, digital citizenship, social	$212,631.00	No

Action #	Title	Description	Total Funds	Contributing
		media, healthy habits, positive peer relationships, substance abuse and prevention, managing anxiety/stress and emotional regulation strategies, and parent classes (i.e., The Parent Project) -District and school events addressing diversity and inclusion, including Unity Week, lunchtime activities, No Place for Hate programs, service learning projects, cultural heritage celebrations, Shadow a Student Day, empathy interviews, student panels, book studies, and school assemblies. Expand inclusive and culturally diverse school-wide events to include representation of all students. -Implementation of student focus/advisory groups and panels to elicit input and diverse perspectives related to school and District goals, programs, services, and supports. -District and school events emphasizing wellness, including Mental Health Mondays, Wellness Wednesdays, yoga and mindfulness, nature-centric interventions, tutorial and advisory team challenges, and peer mentor programs -Continued conversations with students, staff, and parents around the potential elimination of class ranking for high school seniors. Success Indicators/Metrics: 3.1: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff care for students 3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting that school staff are committed to helping students succeed. 3.4: Annual community LCAP survey: Percent of students (grades 5-12) reporting they do not feel safe at school 3.5: Annual community LCAP survey: Percent of students (grades 5-12) reporting they have never experienced direct bullying or harassment (on campus), or cyberbullying 3.6: Annual community LCAP survey: Percent of students (grades 5-12) reporting they feel comfortable reporting bullying		

Action #	Title	Description	Total Funds	Contributing
		3.7: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting staff support diversity and equity within the school community 3.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard		
3.4	Facilities Improvements	Ensure facilities and student learning environments allow for collaboration, creativity, communication, critical-thinking, problem-solving, research, and stewardship through: -Maintenance of facilities in good repair to ensure the safety of students and staff -Continued updates and implementation of the LBUSD multi-year facilities plan -Maintenance of 4CLE classrooms (4 C's Learning Environments) -Strategically reducing environmental impacts on all District properties Success Indicators/Metrics: 3.16: Safe, clean, functional school facilities-Facilities Inspection Tool	$6,929,613.00	No
3.5	Leadership and Strategic Planning	Ensure sustainable and transparent systems for equitable practices, management, and financial stability by: -Implementing District Equity Roadmap and corresponding action steps -Continued analysis of equity indicators and prioritization of focus areas within District and community systems -Enhancing systems to ensure equitable outcomes for all students -Implementing inclusive practices for community partner engagement	$2,819,635.00	No

Action #	Title	Description	Total Funds	Contributing
		-Maintaining fiscal solvency and transparency to ensure current and future support of student learning -Continuing to build fiscal understanding and strategic planning capacity of school leaders -Aligning, supporting, and monitoring District and school plans -Integrating processes to evaluate and revise courses, programs, student systems, new initiatives, and policies/procedures Success Indicators/Metrics: 3.7: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting staff support diversity and equity within the school community 3.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard 3.4: Annual community LCAP survey: Percent of students (grades 5-12) reporting they do not feel safe at school 3.9: Annual community LCAP survey: Percent of staff reporting they are treated professionally		
3.6	Transportation Services	-Provide transportation services to ensure equitable access to school and District programs -Provide a bus monitor on select school bus routes -Provide afterschool transportation to select high school CTE courses held at CCA partner campuses Success Indicators/Metrics: CAASPP scores (significant student groups): ELA CAASPP scores (significant student groups): Math i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1	$3,136,430.00	No

Action #	Title	Description	Total Funds	Contributing
		i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1		
3.7	Nutrition Services	Provide nutrition services to ensure student health and wellness and promote readiness to learn Success Indicators/Metrics: 3.17: CAASPP scores (General population and significant student groups): ELA 3.18: CAASPP scores (Genreal population and significant student groups): Math 3.19: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.20: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1	$400,000.00	No
3.8	Special Education and 504 Plan Services	3.8: Special Education and 504 Plan Services Support academic success and individual goal progress for students receiving special education services and support through 504 Accommodation Plans through: -Supporting coherence between Student Study Teams (SSTs) and Multi-Tiered Systems of Support (MTSS) to ensure all students have access to universal screeners, differentiated and rigorous instruction, targeted and individualized interventions, specialized supplemental curriculum (where appropriate), and progress monitoring tools -Ensuring meaningful integration of classroom accommodations, inclusive of educational technology Continuing to examine special education assessment practices in an effort to utilize tools that provide teams with detailed diagnostic information -Continuing to provide specialized academic instruction that provides services for students in the least restrictive environment	$12,474,809.00	No

Action #	Title	Description	Total Funds	Contributing
		-Partnering with Southern Orange County Special Education Local Area Plan (SELPA) and the Orange County Department of Education (OCDE) to provide a comprehensive continuum of supports and services -Providing consistent and ongoing early literacy intervention opportunities, while engaging in the ongoing analysis of interventions attempted for students at all levels with Dysphonetic, Surface and Mixed-Type Dyslexia to include additional programming options. -Continuing the District Parent Mentor Program -Continuing to provide opportunities for participation in our Community Advisory Committee (CAC) to promote communication, education, and awareness for parents of students with exceptional needs -Reviewing current executive functioning intervention work at both elementary and secondary sites to include examination of our current practices that promote independent and confident learners. -Offering parent education events for parents who have children with reading disorders, addressing understanding reading disorders and how we identify them in the school setting, as well as what parents can do to support their child with reading challenges. -Implementing a plan for teacher coaching on research-based intervention programs in an effort to maintain high-quality teaching based on practices to meet the unique needs of exceptional learners. Exploring peer mentorship opportunities to expand positive relationships for learners with exceptionalities Providing ongoing staff training related to IEP and Section 504 requirements Success Indicators/Metrics: 3.18: CAASPP scores (General population and significant student groups): ELA 3.19: CAASPP scores (General population and significant student groups): Math		

Action #	Title	Description	Total Funds	Contributing
		3.19: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.20: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed. 3.4: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting staff support diversity and equity within the school community 3.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard		
3.9	English Language Development Program	Provide integrated and targeted support for students who are English learners and their families through: -Implementation of the California English Learner Roadmap principles to strengthen comprehensive programs and practices for students who are Multilingual and English learners -Understanding and adhering to state and federal legal requirements and policies related to supporting students who are English learners -Maintaining high-quality, standards-based designated and integrated English Language Development (ELD) instruction leading to equitable outcomes for MLs and ELs through access to core curriculum -Implementing evidence-based practices resulting in students reaching or surpassing proficiency across four language domains: reading, writing, listening, and speaking -Collecting and evaluating data to drive instruction -Monitoring and evaluating existing and new programs	$1,632,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Valuing, honoring, and embracing native heritage and cultural assets -Maintaining employment of a designated ELD Coordinator and dedicated bilingual instructional assistants to provide professional learning, language-based resources, assessment and intervention direct services, and progress monitoring -Facilitating regular District English Learner Advisory Council (DELAC) meetings, and seeking input on District goals and services from participants -Hosting multilingual family events in partnership with the LBUSD Family Resource Center and District schools -Providing summer ELD instruction through the LBUSD summer academy for students at the elementary and middle school level -Providing translation services for school and District events, meetings, and conferences Provide targeted professional development to instructional staff in order to: -Ensure understanding and integration of the California ELD Standards and Framework in tandem with California Common Core Standards -Ensure teacher competencies in providing access to California Common Core State Standards and rigorous coursework for students identified as English Learners, while simultaneously developing English language acquisition skills, using evidence-based strategies such as scaffolding, explicit vocabulary instruction, and mind maps. Success Indicators/Metrics: 3.18: CAASPP scores (General population and significant student groups): ELA 3.19: CAASPP scores (General population and significant student groups): Math 3.20: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1		

Action #	Title	Description	Total Funds	Contributing
		3.21: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed. 3.4: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting staff support diversity and equity within the school community 3.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard 3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities 3.11: Annual community LCAP survey: Percent of parents/guardians and community members reporting they are aware of opportunities for input on District goals and action plans 3.12: Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents 3.13: Annual community LCAP survey: Percent of parents/guardians reporting they are "extremely" to "somewhat" satisfied with school and District communication 3.14: ELPAC/ELPI 3.15: English Learner Reclassification rate		
3.10	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Provide direct services and support to students who are experiencing homelessness, students who are foster youth, and students from economically disadvantaged homes, evidencing opportunity and achievement gaps upon analysis of state and local performance data/student empathy interviews, and individualized family needs assessments through: -Maintaining employment of a District Community Liaison and Coordinator of Family Engagement, under the direction of the Director of Social Emotional Support and Director of Communications, to provide direct outreach, transportation services, coordination of healthcare services,	$147,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resource coordination, counseling services, District program information, parent education, school enrollment assistance, and community agency communication to families and students who are experiencing homelessness, students who are foster youth and their caregivers, and families and students from economically disadvantaged homes. -Providing specialized training on District programs, processes, and state and federal requirements related to serving students who are unhoused and foster youth. -Providing additional layers of college and career counseling to students from the above groups, including First-Generation Leaders Club, tutoring services, and FAFSA one-to-one support -Providing no-cost expanded school day and school year programs to students in grades TK-6 Success Indicators/Metrics: 3.18: CAASPP scores (General population and significant student groups): ELA 3.19: CAASPP scores (General population and significant student groups): Math 3.20: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.21: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed. 3.4: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting staff support diversity and equity within the school community 3.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard 3.4: Annual community LCAP survey: Percent of students (grades 5-12) reporting they do not feel safe at school		

Action #	Title	Description	Total Funds	Contributing
		3,2 Annual community LCAP survey: Percent parents/guardians reporting they feel welcome when visiting their child's school 3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities 3.12: Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents 3.13: Annual community LCAP survey: Percent of parents/guardians reporting they are "extremely" to "somewhat" satisfied with school and District communication		

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
$1,045,605	$

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
3.846%	0.000%	$0.00	3.846%

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
3.10	**Action:** Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes **Need:** Students from economically disadvantaged homes, homeless youth, English learners, and Foster youth require specialized services offered through the LBUSD Family Resource Center, facilitated by the Director of Social	This action is provided any student evidencing a need across the District, and addresses this need through individualized and targeted personal outreach and support. All students who are homeless or foster youth, across LBUSD schools, participate in one-to-one sessions with the Coordinator of Family Engagement to conduct a family/student needs assessment, and to develop individual support plans. Any students who are from economically disadvantaged homes are invited to participate in Family Resource Center	Success Indicators/Metrics: 3.17: CAASPP scores (General population and significant student groups): ELA 3.18: CAASPP scores (General population and significant student groups): Math

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
	Emotional Support and Director of Communications, in collaboration with the Coordinator of Family Engagement and Community Liaison, including connections to community-based programs and resources such as healthcare services, transportation, translation/interpretation services, food/housing assistance, afterschool program/tutoring coordination, and parent education programs, as well as direct services such as counseling. In LBUSD opportunity gaps persist for students from these significant student groups. Although the number of foster and homeless youth is below 10, and therefore is not included within the student group data analysis, CAASPP and i-Ready data reflect that the proficiency rates of students who are English learners and students from economically disadvantaged homes are lower than the proficiency rates of the overall student population. All students: 77.5% met/exceeded standard EL: 32% met/exceeded standard SED: 65% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group (2025 LBUSD CAASPP scores) All students: 69.26% met/exceeded standard EL: 21.43% met/exceeded standard SED: 53.82% met/exceeded standard	special events such as the provision of backpack and school supplies as part of the FRC back to school initiative, as well as the holiday event, which offers monetary support to families in need. Students from economically disadvantaged homes are also offered one-to-one FAFSA counseling support. First Generation students are invited to join the First-Gen Leaders Club, where they access additional layers of personalized counseling support, as well as access to club field trips highlighting college and career readiness (such as local colleges and tours of community-based and professional organizations). Community liaisons serve as vital links between schools and families, helping to foster trust and communication. This role is particularly crucial for families from diverse cultural backgrounds who may feel disconnected from the school environment. Effective community liaisons can improve family engagement, which in turn positively impacts student achievement and well-being (Colorín Colorado, 2024). Research consistently shows that strong parent engagement is linked to better student outcomes, including higher academic achievement, improved behavior, and increased attendance. Coordinators help parents navigate the educational system, provide resources, and create opportunities for parental involvement in decision-making processes. They also play a crucial role in organizing workshops and training sessions that equip parents with the skills needed to support their children's education (CDC, 2024; Multilingual Learning Toolkit, 2024).	3.19: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.20: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed. 3.7: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting staff support diversity and equity within the school community 3.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard 3.4: Annual community LCAP survey: Percent of students (grades 5-12)

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
	*Homeless, FY student groups are not large enough to include as a significant student group (2023 LBUSD CAASPP scores **Scope:** LEA-wide	Family engagement initiatives, such as those facilitated by community liaisons and parent engagement coordinators, have been shown to create supportive home environments that promote student success. Programs that integrate community resources and foster collaboration between schools and families are particularly effective (Multilingual Learning Toolkit, 2024).	reporting they do not feel safe at school 3,2 Annual community LCAP survey: Percent parents/guardians reporting they feel welcome when visiting their child's school 3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities 3.12: Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents 3.13: Annual community LCAP survey: Percent of parents/guardians reporting they are "extremely" to "somewhat" satisfied with school and District communication

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
3.9	**Action:** English Language Development Program **Need:** Students who are identified as English learners and have not yet reached proficiency in English (per ELPAC/reclassification criteria) require additional direct academic supports to make meaningful progress toward English language acquisition and to reach proficiency in grade-level content standards. LBUSD does not have 15 or more students identified as long-term English Learners. In LBUSD, opportunity gaps persist for students who are English learners. CAASPP data reflects that the proficiency rates of students who are English learners is lower than the proficiency rates of the overall student population. All students: 77.5% met/exceeded standard EL: 32% met/exceeded standard (2025 LBUSD CAASPP scores) All students: 69.26% met/exceeded standard EL: 21.43% met/exceeded standard (2023 LBUSD CAASPP scores	Direct academic services to students across Tiers 1-3 to enhance proficiency in content standards and English language acquisition across 4 domains: reading, writing, listening, speaking. Effective ELD programs are critical for closing achievement gaps among English learners. Specialists in this area provide targeted support that addresses both language development and academic content, ensuring that multilingual students have equitable access to educational opportunities (WIDA, 2020; Stanford University, 2024). ELD specialists are essential for supporting multilingual learners in acquiring academic English proficiency. These specialists design and implement targeted instructional strategies that address the specific needs of English learners, thereby enhancing their academic performance. Moreover, their work often includes professional development for teachers to better support ELL students in mainstream classrooms (WIDA, 2020; Stanford University, 2024).	Success Indicators/Metrics: 3.18: CAASPP scores (General population and significant student groups): ELA 3.19: CAASPP scores (General population and significant student groups): Math 3.20: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.21: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1 3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed. 3.4: Annual community LCAP survey: Percent of students (grades 5-12)

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)		and parents/guardians reporting staff support diversity and equity within the school community 3.8: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard 3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities 3.11: Annual community LCAP survey: Percent of parents/guardians and community members reporting they are aware of opportunities for input on District goals and action plans 3.12: Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents 3.13: Annual community LCAP survey: Percent of parents/guardians reporting they are

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			"extremely" to "somewhat" satisfied with school and District communication 3.14: ELPAC/ELPI 3.15 EL Reclassification rate

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.

n/a

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.

There are no schools within LBUSD with a high concentration of Foster Youth, Homeless Youth, or Low Income students.

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	$27,184,169	1,045,605	3.846%	0.000%	3.846%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$76,251,603.00	$3,429,756.00	$3,941,584.00	$976,311.00	$84,599,254.00	$66,425,107.00	$18,174,147.00

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	Teaching and Learning	All	No			All Schools	July 2026-June 2027	$38,577,560.00	$2,088,025.00	$39,464,821.00	$953,606.00	$247,158.00	$0.00	$40,665,585.00	
1	1.2	1.2: Learning Programs and Systems	All	No			All Schools	July 2026-June 2027	$1,709,560.00	$184,120.00	$1,740,410.00	$153,270.00	$0.00	$0.00	$1,893,680.00	
1	1.3	1.3 Comprehensive Assessment/Learning Management Systems and Student Information Technology Program	All	No			All Schools	July 2026-June 2027	$2,235,848.00	$1,895,500.00	$4,116,348.00	$0.00	$15,000.00	$0.00	$4,131,348.00	
1	1.4	College-Based Programs, Services, and Counseling	All	No			All Schools	July 2026-June 2027	$93,804.00	$181,597.00	$0.00	$175,000.00	$100,401.00	$0.00	$275,401.00	
1	1.5	Career Readiness Programs	All	No			All Schools	July 2026-June 2027	$1,148,975.00	$139,000.00	$1,045,725.00	$242,250.00	$0.00	$0.00	$1,287,975.00	
1	1.6	Professional Learning	All	No			All Schools	July 2026-June 2027	$227,956.00	$147,578.00	$317,219.00	$0.00	$0.00	$58,315.00	$375,534.00	
1	1.7	Multi-Tiered System of Support (MTSS): Academic Interventions	All	No			All Schools	July 2026-June 2027	$409,139.00	$147,912.00	$97,910.00	$47,250.00	$0.00	$411,891.00	$557,051.00	
1	1.8	Early Learning Program	All	No			Specific Schools: El Morro and Top of the World Elementary Schools preschool, transitional kindergarten, kindergarten	July 2026-June 2027	$1,446,269.00	$24,469.00	$1,459,443.00	$0.00	$0.00	$11,295.00	$1,470,738.00	
1	1.9	Extended Learning Opportunities	All	No			All Schools	July 2026-June 2027	$360,170.00	$612,426.00	$559,847.00	$412,749.00	$0.00	$0.00	$972,596.00	
1	1.10	Environmental and Sustainability Education	All	No			All Schools	July 2026-June 2027	$256,730.00	$17,060.00	$273,790.00	$0.00	$0.00	$0.00	$273,790.00	

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
2	2.1	Social-Emotional Support	All	No			All Schools	July 2026-June 2027	$2,787,761.00	$2,282.00	$2,790,043.00	$0.00	$0.00	$0.00	$2,790,043.00	
2	2.2	2.2 Health and Wellness Services	All	No			All Schools	July 2026-June 2027	$443,704.00	$30,800.00	$467,004.00	$0.00	$7,500.00	$0.00	$474,504.00	
2	2.3	2.3 Professional Learning	All	No			All Schools	July 2026-June 2027	$24,341.00	$102,337.00	$107,866.00	$0.00	$0.00	$18,812.00	$126,678.00	
2	2.4	Multi-Tiered Systems of Support (MTSS): Social-Emotional, Behavior, and Attendance Intervention Support	All	No			All Schools	July 2026-June 2027	$68,708.00	$98,814.00	$155,406.00	$0.00	$12,116.00	$0.00	$167,522.00	
2	2.5	Mental Health Services	All	No			All Schools	July 2026-June 2027	$257,059.00	$29,330.00	$0.00	$257,059.00	$0.00	$29,330.00	$286,389.00	
2	2.6	LBUSD Learner Profile	All	No			All Schools	July 2026-June 2027	$141,988.00	$63,895.00	$141,988.00	$0.00	$63,895.00	$0.00	$205,883.00	
3	3.1	Comprehensive Safety Programs	All	No			All Schools	July 2026-June 2027	$0.00	$221,764.00	$221,764.00	$0.00	$0.00	$0.00	$221,764.00	
3	3.2	Family and Community Outreach	All	No			All Schools	July 2026-June 2027	$444,006.00	$225,622.00	$669,628.00	$0.00	$0.00	$0.00	$669,628.00	
3	3.3	School Climate Programs	All	No			All Schools	July 2026-June 2027	$0.00	$212,631.00	$212,631.00	$0.00	$0.00	$0.00	$212,631.00	
3	3.4	Facilities Improvements	All	No			All Schools	July 2026-June 2027	$3,321,389.00	$3,608,224.00	$6,929,613.00	$0.00	$0.00	$0.00	$6,929,613.00	
3	3.5	Leadership and Strategic Planning	All	No			All Schools	July 2026-June 2027	$2,453,890.00	$365,745.00	$2,819,635.00	$0.00	$0.00	$0.00	$2,819,635.00	
3	3.6	Transportation Services	All	No			All Schools	July 2026-June 2027	$189,890.00	$2,946,540.00	$1,600,430.00	$1,188,572.00	$347,428.00	$0.00	$3,136,430.00	
3	3.7	Nutrition Services	All	No			All Schools	July 2026-June 2027	$0.00	$400,000.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00	
3	3.8	Special Education and 504 Plan Services	Students with Disabilities	No			All Schools	July 2026-June 2027	$8,175,879.00	$4,298,930.00	$8,880,055.00	$0.00	$3,148,086.00	$446,668.00	$12,474,809.00	
3	3.9	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2026-June 2027	$1,513,486.00	$118,546.00	$1,632,032.00	$0.00	$0.00	$0.00	$1,632,032.00	
3	3.10	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$136,995.00	$11,000.00	$147,995.00	$0.00	$0.00	$0.00	$147,995.00	

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
$27,184,169	1,045,605	3.846%	0.000%	3.846%	$1,780,027.00	0.000%	6.548 %	**Total:**	$1,780,027.00
								LEA-wide Total:	$147,995.00
								Limited Total:	$1,632,032.00
								Schoolwide Total:	$0.00

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 (%)
3	**3.9**	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,632,032.00	
3	**3.10**	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,995.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$81,741,793.00	$87,184,306.00

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**	Teaching and Learning	No	$38,340,711.00	$39,518,855
1	**1.2**	1.2: Learning Programs and Systems	No	$2,150,645.00	$2,600,047
1	**1.3**	1.3 Comprehensive Assessment/Learning Management Systems and Student Information Technology Program	No	$5,121,159.00	$5,316,684
1	**1.4**	College-Based Programs, Services, and Counseling	No	$212,700.00	$376,975
1	**1.5**	Career Readiness Programs	No	$1,143,223.00	$2,249,024
1	**1.6**	Professional Learning	No	$481,278.00	$443,347
1	**1.7**	Multi-Tiered System of Support (MTSS): Academic Interventions	No	$511,917.00	$551,511
1	**1.8**	Early Learning Program	No	$1,333,491.00	$1,734,778
1	**1.9**	Extended Learning Opportunities	No	$873,815.00	$963,028
1	**1.10**	Environmental and Sustainability Education	No	$286,308.00	$274,080

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)
2	2.1	Social-Emotional Support	No	$2,627,260.00	$2,837,410
2	2.2	2.2 Health and Wellness Services	No	$473,413.00	$673,584
2	2.3	2.3 Professional Learning	No	$112,828.00	$148,515
2	2.4	Multi-Tiered Systems of Support (MTSS): Social-Emotional, Behavior, and Attendance Intervention Support	No	$251,981.00	$259,659
2	2.5	Mental Health Services	No	$268,790.00	$283,685
2	2.6	LBUSD Learner Profile	No	$161,012.00	$223,092
3	3.1	Comprehensive Safety Programs	No	$387,658.00	$521,142
3	3.2	Family and Community Outreach	No	$535,559.00	$734,696
3	3.3	School Climate Programs	No	$431,641.00	$527,809
3	3.4	Facilities Improvements	No	$7,531,306.00	$7,626,983
3	3.5	Leadership and Strategic Planning	No	$2,717,948.00	$2,794,044
3	3.6	Transportation Services	No	$2,910,551.00	$2,841,449
3	3.7	Nutrition Services	No	$200,000.00	$200,000

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	3.8	Special Education and 504 Plan Services	No	$11,093,533.00	$11,897,699
3	3.9	English Language Development Program	Yes	$1,454,436.00	$1,443,779
3	3.10	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	$128,630.00	$142,431

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)
$1,032,656	$1,583,066.00	$1,586,210.00	($3,144.00)	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)
3	3.9	English Language Development Program	Yes	$1,454,436.00	$1,443,779		
3	3.10	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	$128,630.00	$142,431		

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)
26,989,352	$1,032,656	0%	3.826%	$1,586,210.00	0.000%	5.877%	$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