

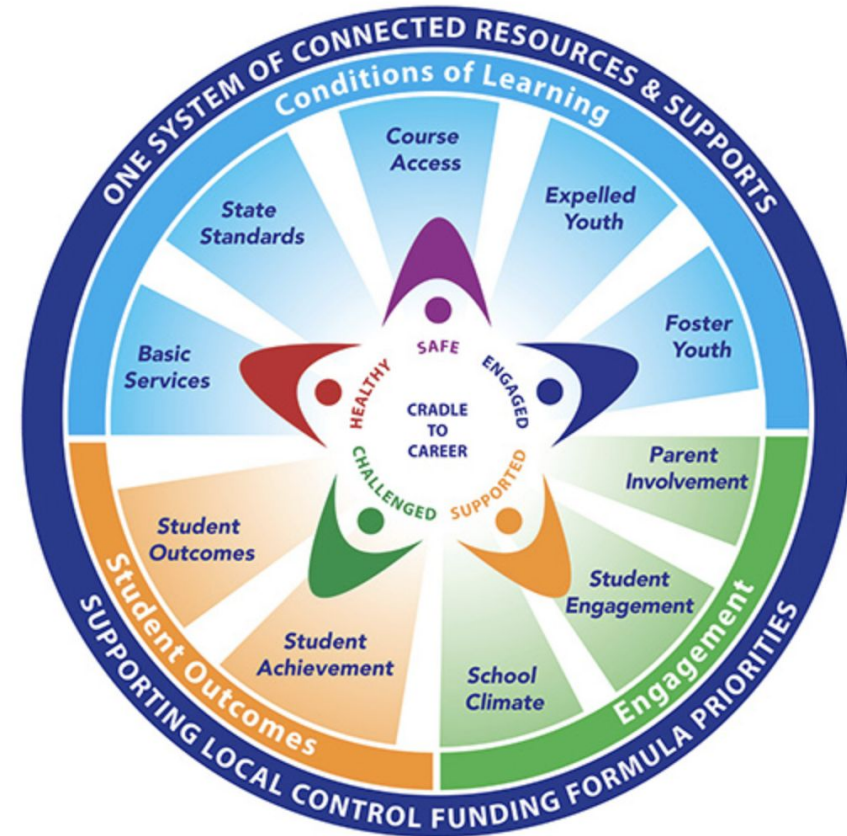


LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

LCAP Midyear Update

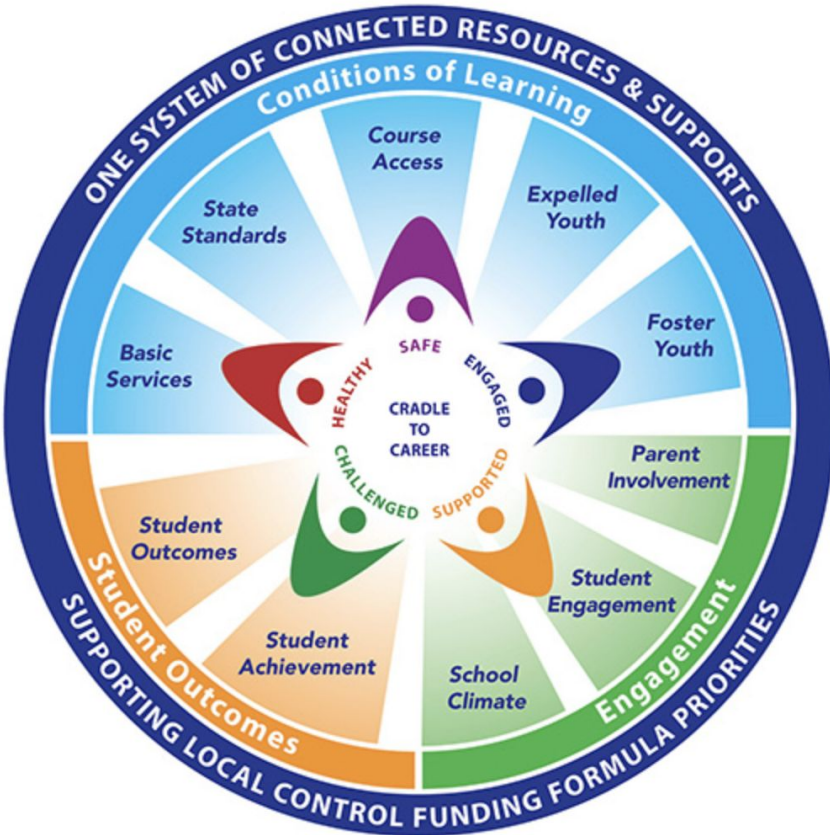
February 12, 2026

Local Control Accountability Plan (LCAP)



Three-year plan that describes the goals, actions, services, and expenditures to support **positive student outcomes** that address state and local priorities

Local Control Accountability Plan (LCAP)



The LCAP addresses the needs of **all** students, including significant student groups.

Districts must specifically address students who are **English learners, foster youth, and students who are economically disadvantaged.**

LCAP Key Funding

Annual State Supplemental & Title I Funds

Support the needs of students in need of significant support, per Ed Code 42388: low income, homeless, foster youth, and English Learners

\$1,298,841

Coordinator of Family Engagement, English Learner support staff, Director of Social Emotional Support, Student Support Specialists, supplemental academic interventions

LCAP Overview: Annual Timeline



July - October

- Analyze LCAP goal metrics and data
- Implement any new LCAP actions and services
- Schools and district share data with stakeholder groups

November - April

- Administer annual LCAP survey
- CA Dashboard data released
- Analyze outcomes and collect input from stakeholder groups - (Board of Education, SSC, DELAC, Advisory Committee, etc.)

April - June

- Develop LCAP Annual Update draft
- OCDE reviews LCAP (May)
- LCAP public hearing and presentation to Board (May)
- LCAP submitted for Board approval (June)

LBUSD 2025 California School Dashboard



California School DASHBOARD

Chronic Absenteeism



Yellow

Suspension Rate



Green

English Learner Progress



Yellow

Graduation Rate



Blue

College/Career



Blue

English Language Arts



Blue

Mathematics



Blue

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

Implementation of Academic
Standards

STANDARD MET

Parent and Family
Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of
Study

STANDARD MET

2025-26 Student Population



2,316
Students



English
Learners

2%

2% (2024-25)

Immigrant
Students

2%

2% (2024-25)

Students with
Disabilities

11%

10% (2024-25)

Economically
Disadvantaged

20%

19% (2024-25)

District Goals

College and Career Readiness Skills

- Collaboration
- Creativity
- Communication
- Critical Thinking
- Problem-Solving
- Stewardship

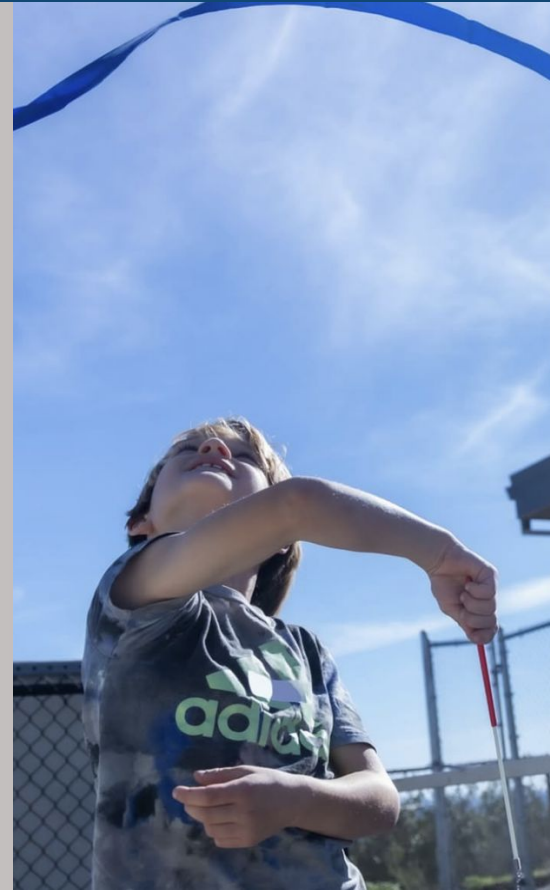


Social-Emotional Competencies and Self-Identity

- Student Agency
- Engagement
- Resiliency
- Positive Relationships

Safe, Equitable, and Inclusive Schools

- Caring Learning Environments
- Targeted Support
- Strategic Planning
- Stakeholder Engagement



2025-26 District Priority Areas

GOAL 1

COLLEGE and CAREER-READINESS SKILLS

Multi-Tiered Systems of Support

Essential Learning, Comprehensive Assessment System, Targeted Interventions, Progress Monitoring, and PLCs

Extended Learning Opportunities

Visual & Performing Arts, Summer Learning, Early College Credits, Expanded Learning Opportunities Program

Early Learning Program

Universal TK, Early Intervention, Inclusive Preschool Program

Career Education

Strengths & Interest-Based Learning, Work-Based Learning

GOAL 2

SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY

School-Based Mental Health Services

Awareness, Screeners, Intervention, Well Spaces, Personalized School-Based Counseling

School Attendance

Attendance Support Plans, Family Outreach & Education

Student Agency

Learner Profile, Tutorial Classes, Goal-Setting Conferences, Leadership & Clubs, Competency-Based Assessments

Social-Emotional & Behavior Support

Systems of Support, Restorative Practices, ChallengeSuccess Whole Child Program

GOAL 3

SAFE, EQUITABLE, and INCLUSIVE SCHOOLS

Safety

SRO partnership, Risk Assessments, Emergency Planning, Reporting & Response Tools, Environmental Literacy and Sustainability

Equitable & Inclusive Access

Awareness, Accessibility, Personalized Services, Language Development, Professional Learning

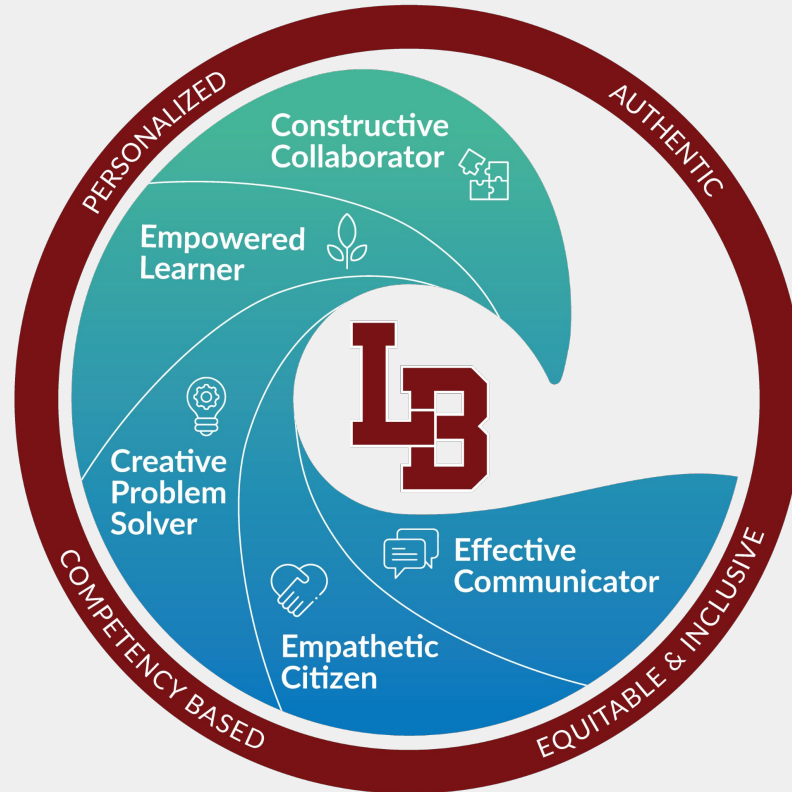
Parent Engagement

Communication & Outreach, Parent Education, Family Resource Center, Parent Mentor Program, Community & Industry Partnerships

Learner Profile

What **outcomes** are critical for our students?

- Empowered Learner
- Creative Problem Solver
- Effective Communicator
- Constructive Collaborator
- Empathetic Citizen



What type of **learning experiences** do students need to achieve these outcomes?

- Authentic
- Inclusive and Equitable
- Personalized
- Competency-Based

GOAL 1

Develop **COLLEGE and CAREER READINESS SKILLS**

through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship



GOAL 1

Develop **COLLEGE and CAREER READINESS SKILLS**

through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship

ELA and math performance data has improved from beginning to mid-year

Strong early college credit participation rates

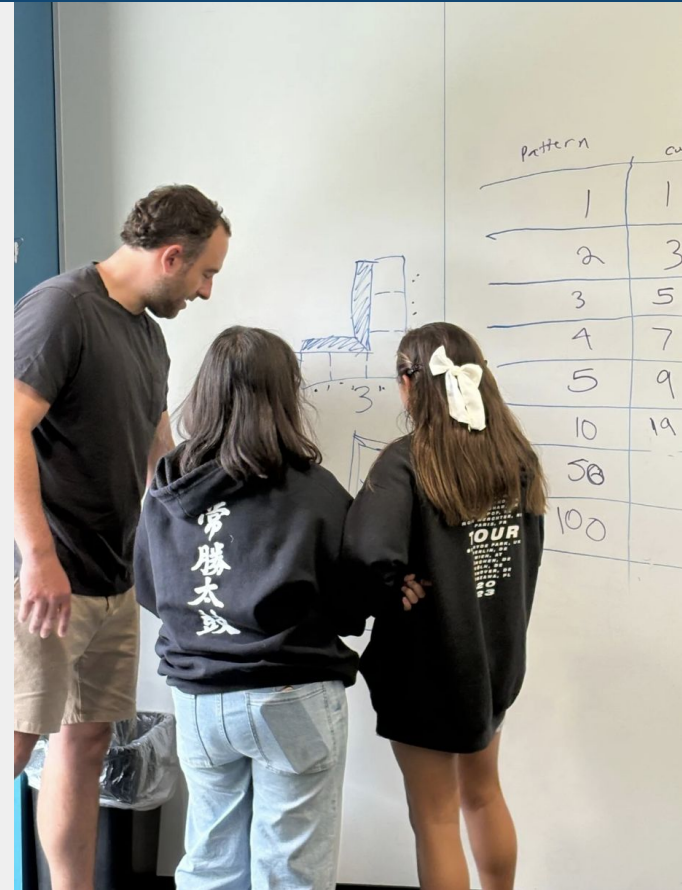
i-Ready Midyear Progress Monitoring

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.

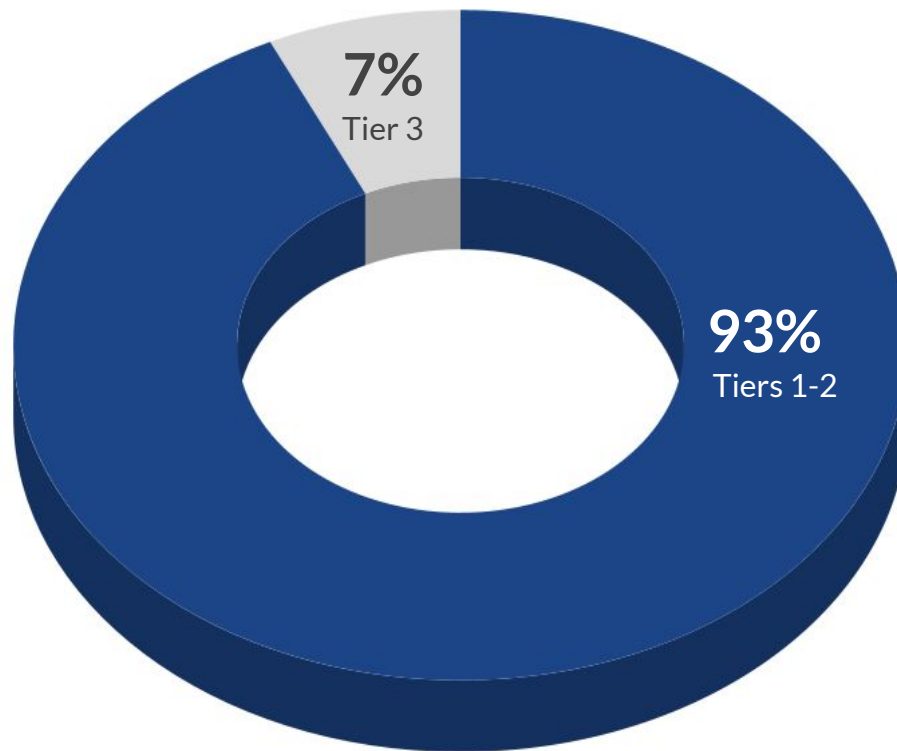
Tier 2 (Yellow): Student performance is **approaching grade-level range**, based on proficiency towards end-of-year grade-level standards. Students placed in Tier 2 are identified as potential candidates for **targeted, supplemental academic interventions** to address areas of need.

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.



K-8 Students Who May Need Tier 3 Interventions

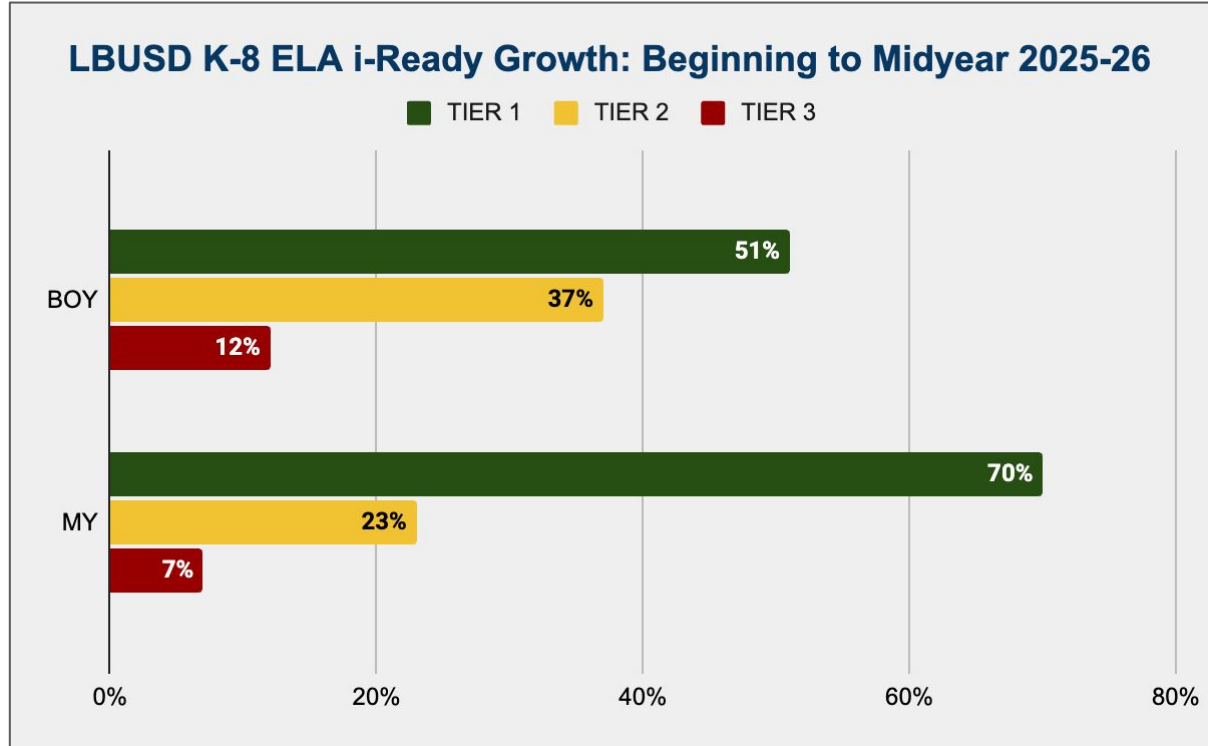
Intensive & Targeted to Support Gaps in Foundation Knowledge



Fall to Winter
Growth:

5% Increase
in Tiers 1-2

K-8 Student Growth



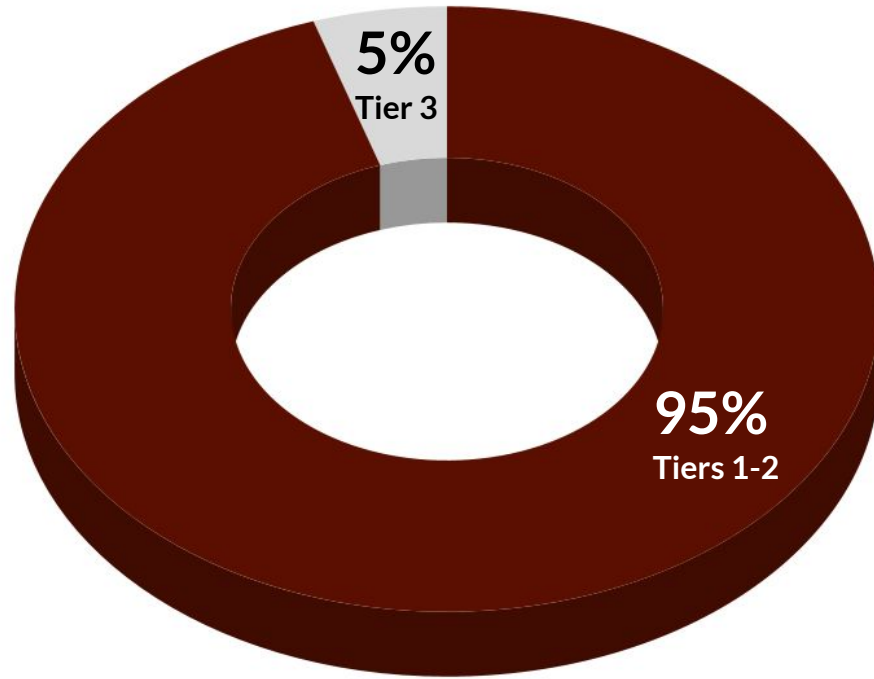
Of 1,386 students assessed, 74 students exited Tier 3 and 249 additional students advanced to Tier 1

LBHS ELA Student Growth

Midyear Intervention Data 2025-26					
	Beginning of Year	Mid-Year Exits	Exit Percent	Mid-Year Enters	Semester 2 Total # Intervention Students
Tier 2 Level Support					
9th grade	12	6	50%	2	8
10th grade	15	3	21%	2	13
Tier 3 Level Support					
9th grade	8	4	50%	1	5
10th grade	6	3	33%	1	5
Total	40	15	38%	6	31

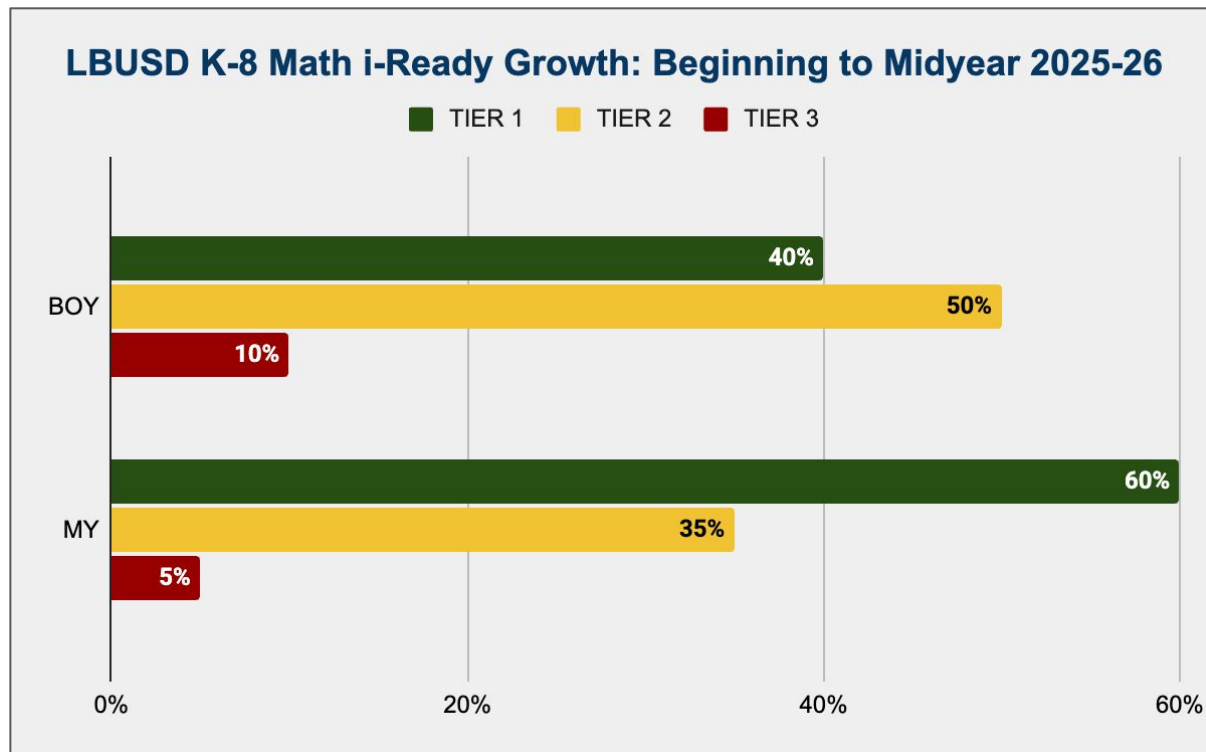
At the 2025-26 midyear point, 31 LBHS students in grades 9-10 are currently receiving supplemental, targeted or intensive ELA instruction. 15 students made sufficient growth to exit supplemental assistance.

K-8 Students Who May Need Tier 3 Interventions



Fall to Winter
Growth:
5% Increase in
Tiers 1-2

K-8 Student Growth



Of 1,377 students assessed, 78 students exited Tier 3 and 263 additional students advanced to Tier 1

LBHS Student Growth

Midyear Intervention Data 2025-26				
Grade Level	Tier 1 <i>Within-to-above grade level</i>	Tier 2 <i>Supplemental Supports</i>	Tier 3 <i>Intensive Supports</i>	Total
9th grade	122	41	24	187
	65.2%	21.9%	12.8%	-
10th grade	147	33	16	196
	75.0%	16.8%	8.2%	-
Combined 9/10	269	74	40	383
	70.2%	19.3%	10.4%	-

66 students in grades 9-10 improved their math tier level in the first half of the academic year.

At the 2025-26 midyear point, 114 LBHS students in grades 9-10 are currently receiving supplemental, targeted or intensive math instruction

SPRING 2026 DUAL ENROLLMENT CCAP

DATES: January 12 - May 20

COURSE: MGT 68- Introduction to International Business

LOCATION: Asynchronous Online



Course Description

This course is a college-level overview of how traditional business functions are influenced by global cultures, geography, economics, and technology and how globalization generally impacts world markets. Emphasis is on preparing students to do business in the international marketplace. Integrated into the course is an evaluation of domestic and foreign economic and business issues, international trade; foreign currency exchange; and global finance markets.

Course Information

Introduction to International Business explores how cultural, social, political, and economic forces shape business practices across the global marketplace.

- ✓ 3 Units- Transferable to CSU & UC
- ✓ 10 Credits- LBHS Electives
- ✓ Meets CSU/UC "g" requirement
- ✓ Course follows LBHS Spring Semester calendar

Benefits of DUAL ENROLLMENT

Dual enrollment allows high school students to earn college credits early potentially, saving both time and money on their higher education. It also helps students to build confidence and prepare for the academic expectations of college.

- ✓ Get a head start!
- ✓ Earn potential college credit
- ✓ FREE! No cost.
- ✓ Accelerate college completion
- ✓ Save Money!
- ✓ Explore career options



Steps to Enrollment

- ✓ [Apply to IVC](#)
- ✓ Submit the [One Time Consent Form](#) (you will need your IVC email address & password)
- ✓ Submit the [LBUSD Course Agreement Form](#) (return to CCC)
- ✓ You will receive a confirmation email once you've been registered



21%

Current LBHS students who have earned college credit through dual & concurrent enrollment during their high school careers



Career Technical Education (CTE)

41% of current LBHS students enrolled in 1 or more CTE courses in current academic year

43% of current LBHS students have earned early college credit through CTE articulated courses during their high school careers

Advanced Placement (AP)

27

AP Courses

1,093

Enrollments

59%

Students who
have taken at
least 1 AP class



GOAL 2

Foster

**SOCIAL-EMOTIONAL
COMPETENCIES** and
SELF-IDENTITY through

student agency, engagement,
resiliency, and positive
relationships.



GOAL 2

Foster

**SOCIAL-EMOTIONAL
COMPETENCIES** and

SELF-IDENTITY through

student agency, engagement,
resiliency, and positive
relationships.

Attendance interventions reduced
chronic absenteeism rates

Restorative practices and PBIS
positively impacted school discipline
rates

District-wide Attendance Data

Average Daily Attendance

96%

Midyear
2025-26

96%
EOY 2024-25

95%
EOY 2023-24

Students Present More Than 90% of Schools Days

89%

Midyear
2025-26

91%
EOY 2024-25

91%
EOY 2023-24

**Chronic Absenteeism*



District-wide Behavior Data



Suspension
Rate

0.8%

Midyear
2025-26

1.7%

EOY 2024-25

2.9%

EOY 2023-24

Counseling Services

Direct Services	Indirect Services
Academic Counseling	504 Meeting
Attendance	Consultation to Out of District Provider
College/Career	IEP Meeting
Group Counseling	Parent Conference
Individual Counseling	Parent Contact
Initial Enrollment Meeting	Schedule Change
Low Grade (D/F) Counseling	SST Meeting
Social/Emotional Counseling	Teacher/Parent/Counselor Conference
Student Contact	Teacher/Staff Consultation
UC/CSU a-g College Advising	

GOAL 3

Ensure **SAFE, EQUITABLE, and INCLUSIVE SCHOOLS** through caring learning environments, targeted support, strategic planning, and stakeholder engagement



GOAL 3

Ensure **SAFE, EQUITABLE, and INCLUSIVE SCHOOLS**

through caring learning environments, targeted support, strategic planning, and stakeholder engagement

Opportunity gaps persist for students with disabilities, students from economically disadvantaged homes, and students who are multilingual learners

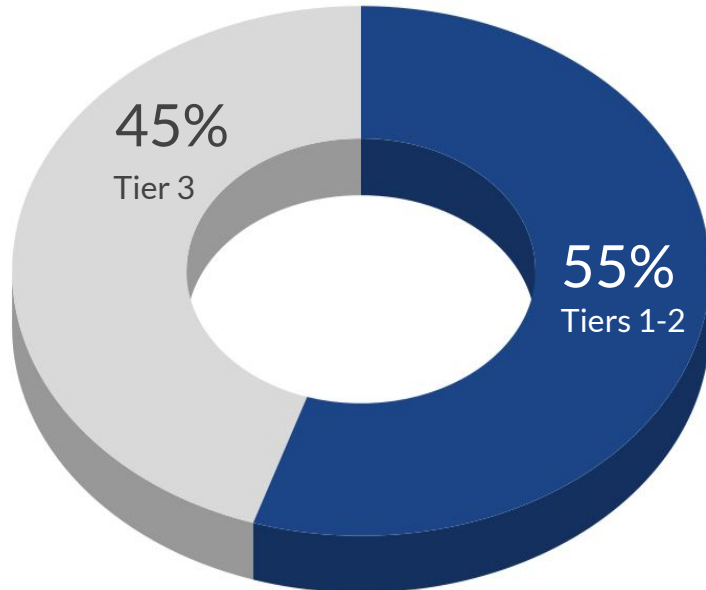
Targeted & prescriptive academic interventions have proven effective in improving student achievement

Students who are English Learners

That May Need Tier 3 Interventions

Reading

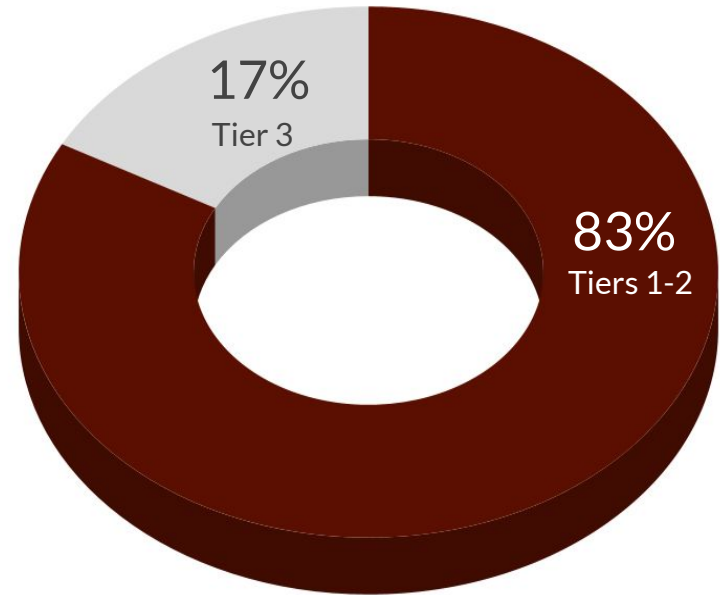
n=40 students



Fall to Winter Growth: **28%** Increase in Tier 1

Math

n=36 students

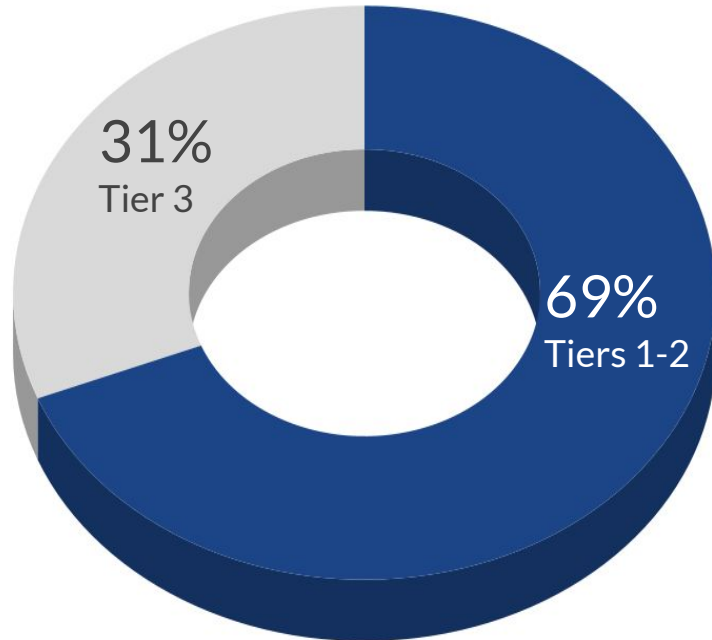


Fall to Winter Growth: **15%** Increase in Tier 1

Students with Disabilities Who May Need Tier 3 Interventions

Reading

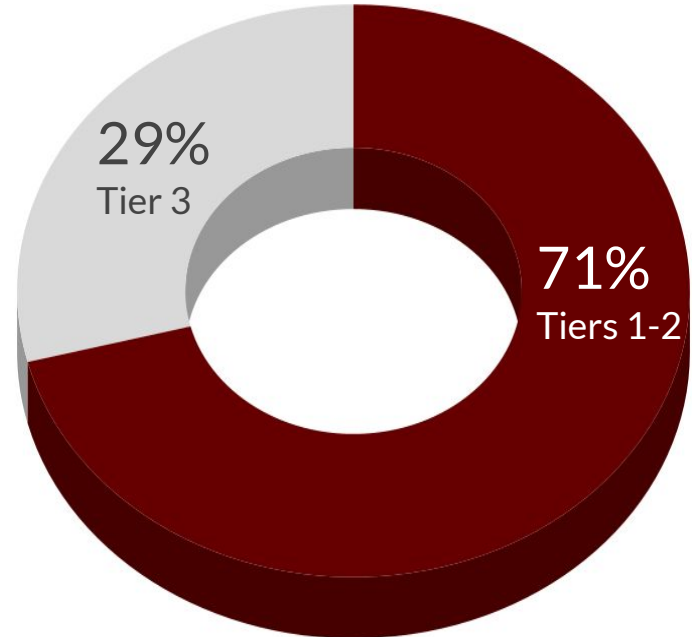
n=126



Fall to Winter Growth: **6%** Increase in Tier 1

Math

n=128

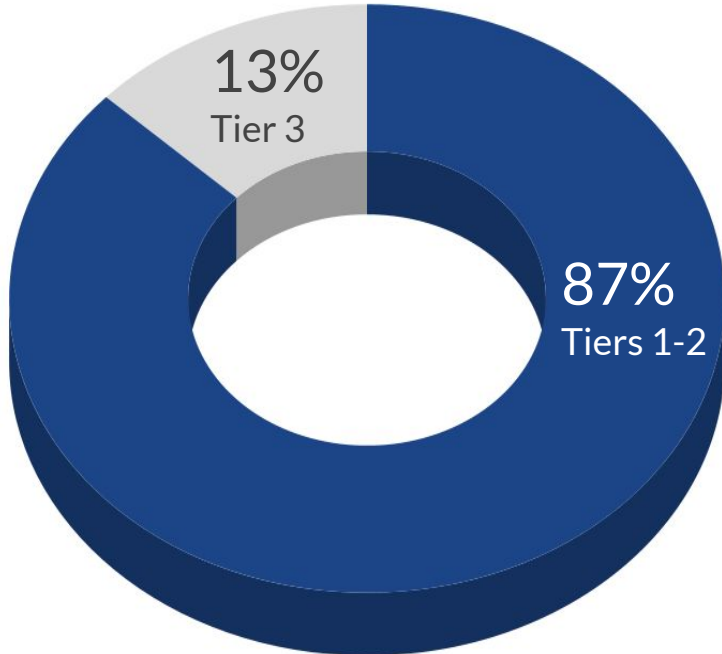


Fall to Winter Growth: **5%** Increase in Tier 1

Students who are Economically Disadvantaged Who May Need Tier 3 Interventions

Reading

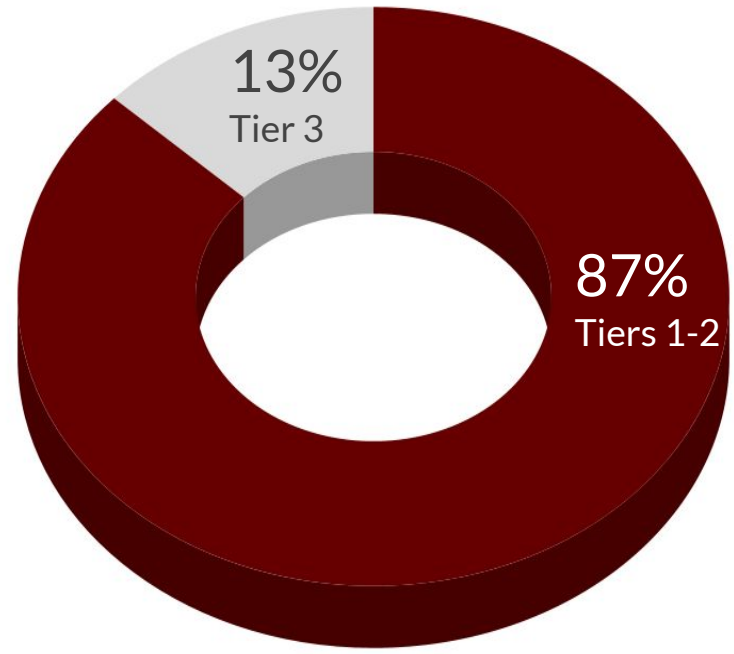
n=84



Fall to Winter Growth: **10%** Increase in Tier 1

Math

n=83

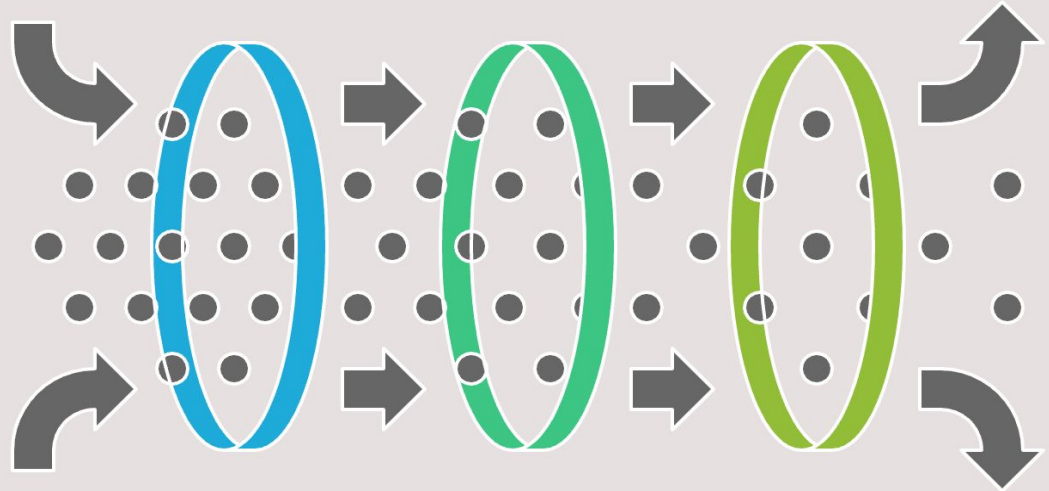


Fall to Winter Growth: **10%** Increase in Tier 1

LBUSD
Multi-Tiered System of
Support (MTSS)
Framework

All Means All

Enhancing Student Learning Through Targeted Support



Identify Students

Pinpointing students requiring Tier 2/3 support

Implement Lessons

Using standards-aligned resources for small-group reteaching

Monitor Progress

Tracking student progress weekly through retests

MTSS: K-12 Targeted Support

K-5

- Small group instruction
- Multisensory learning
- Structured literacy (ELA)
- Cognitively Guided Instruction (Math)

6-8

- Specialized course offerings
- Informational text focus (ELA)
- Targeted tutorials
- Foundational skills (Math)
- Data-driven approach

9-12

- Priority tutorials/FLEX
- Individualized support sessions
- Writing skills development (ELA)
- Personalized skill lessons (Math)
- Math peer tutors



Continuous Improvement: LCAP Next Steps

- **Annual Community Survey**
(February 2026)
- **LBUSD Community Convenings**
(March & April 2026)
- **Student Focus Groups**
(February-April 2026)
- **Public Hearing with Community Input**
(May 2026)
- **Board Approval**
(June 2026)





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UNIFIED SCHOOL DISTRICT

LCAP Midyear Update

February 12, 2026