



LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

2024-2027 Local Control and Accountability Plan (LCAP)

Public Hearing & Budget Overview

May 14, 2026



What is the LCAP?

The Local Control Accountability Plan (LCAP) is a three-year plan required of all California public school districts. It must:



Identify how the district is directing state funding to meet student needs



Outline specific goals, actions, and services, and monitor progress using both state and local data to measure impact



Address students who are English learners, foster youth, homeless youth, and economically disadvantaged



Include input from the school community through a state-defined process involving surveys, advisory groups, and public meetings

Emphasizes continuous improvement through data analysis, stakeholder engagement, and annual updates



LCAP Priority Areas

California's Local Control Funding Formula (LCFF) requires districts to address **8 State Priority Areas** to ensure equitable outcomes for all students:



Basic Services

Access to fully credentialed teachers, instructional materials, and safe, well-maintained facilities



Implementation of State Standards

Progress in implementing California academic standards, including support for all learners



Parent & Family Engagement

Efforts to involve families in decision-making and promote meaningful participation



Student Achievement

Performance on state/local assessments, English learner progress, college/career readiness



Student Engagement

Attendance, chronic absenteeism, and graduation rates



School Climate

Student safety, sense of belonging, and suspension/expulsion rates



Course Access

Equitable access to a broad course of study, including enrichment and advanced coursework.



Other Student Outcomes

Additional local measures of student performance in key subject areas

California School Dashboard indicators show LBUSD performing in the “high” to “very high” range across most state indicator areas, with targeted focus on closing gaps for specific student groups.



2024-2027 LCAP Goals



College & Career Readiness Skills

Develop college and career-readiness skills through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.



Social-Emotional Competencies & Self-Identity

Foster social-emotional competencies and self-identity through student agency, engagement, resiliency, and positive relationships.



Safe, Equitable, & Inclusive Schools

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Annual LCAP Review & Update

INITIAL IMPLEMENTATION & DATA SHARING

July - October

- Analysis of outcome data and LCAP metrics
 - CA School Dashboard
- Schools and district share relevant student data with key groups (e.g., Board, leadership, school site councils, District English Learner Advisory Committee, etc.)
- Implement new actions and services

INPUT & SURVEY WINDOW

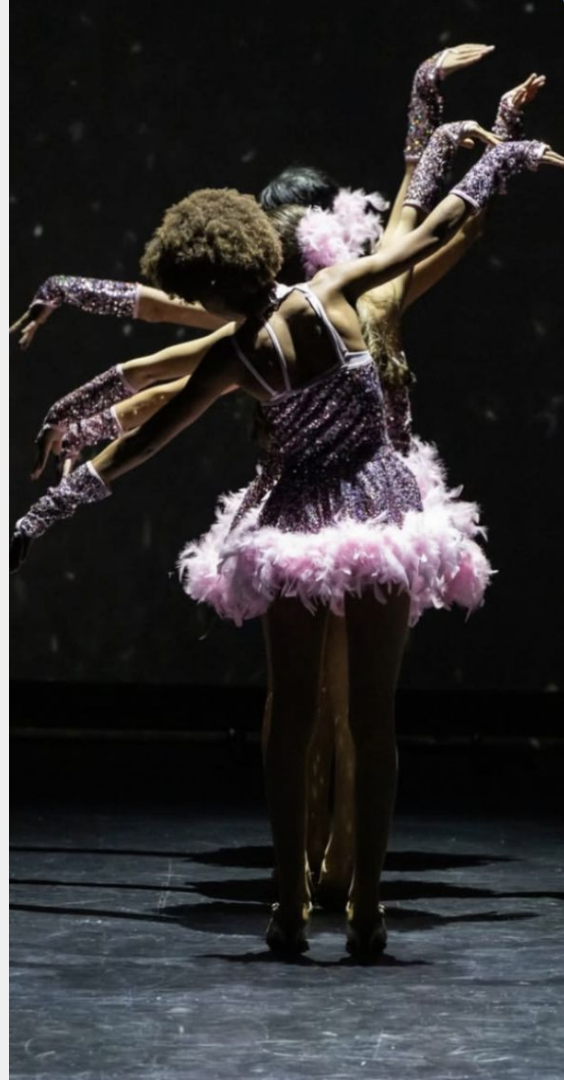
November - April

- Administer survey
 - Students (grades 5-12)
 - Parents/guardians
 - Community partners & staff
- Mid-year LCAP Board presentation
- Advisory group convenings (2-3)
- Student panels & focus groups (K-12)
- Ongoing input from education community groups (DELAC, PTAs, SSC, SELPA, etc.)

PLAN DEVELOPMENT & APPROVAL

April - June

- Finalize LCAP draft based on feedback
- Align with School Plans for Student Achievement (SPSA)
- Submit to Orange County Department of Education (OCDE) for review
- LCAP Public Hearing/Board presentation (May)
- LCAP submitted for Board action, Local Indicators presented





LCAP Stakeholder Meetings

Common Themes



Within our Multi-Tiered System of Supports (MTSS), notable successes in **academic, behavior, and social and emotional interventions** are evident



Positive & supportive campuses; prioritization of staff-student relationships promote inclusion and belonging



Focus on **college & career readiness and pathway options** helps prepare students for post-secondary life



Relevant learning experiences and competency-based assessments enacted through student choice, & **Learner Profile** foster engagement and interest

“Success is driven by the collective of opportunities—but must be balanced with well-being.”

Considerations for Annual Update

- How can we expand & elevate real-world learning opportunities?
- How might we promote awareness of post-secondary pathway options & non-traditional career paths?
- How can we best support the whole student & personalize learning?
- How might we rebalance rigor with student well-being?
- How can we ensure all students feel seen, heard, & valued?

1,879

survey responses
(students, staff, families,
community)



GOAL 1

College & Career Readiness



Develop college and career-readiness skills through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.



Progress Monitoring Metrics

- Performance on **state & local assessments**, including English language and math proficiency; **screening and diagnostic tools**
- Participation and achievement in **college and career readiness programs**, such as advanced coursework, dual enrollment, career pathways, and Seal of Biliteracy
- **Student feedback** on the quality and relevance of their learning experiences

State Assessments

CA Assessment of Student Performance and Progress



Administered annually to **students in grades 3–8 and 11** to measure progress in English language arts, mathematics, and science.



English language arts

Standard Exceeded	41.1%
Standard Met	36.4%
Standard Nearly Met	15.6%
Standard Not Met	6.9%

English Learners	32%
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Economically Disadvantaged	65%
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Students with Disabilities	42%
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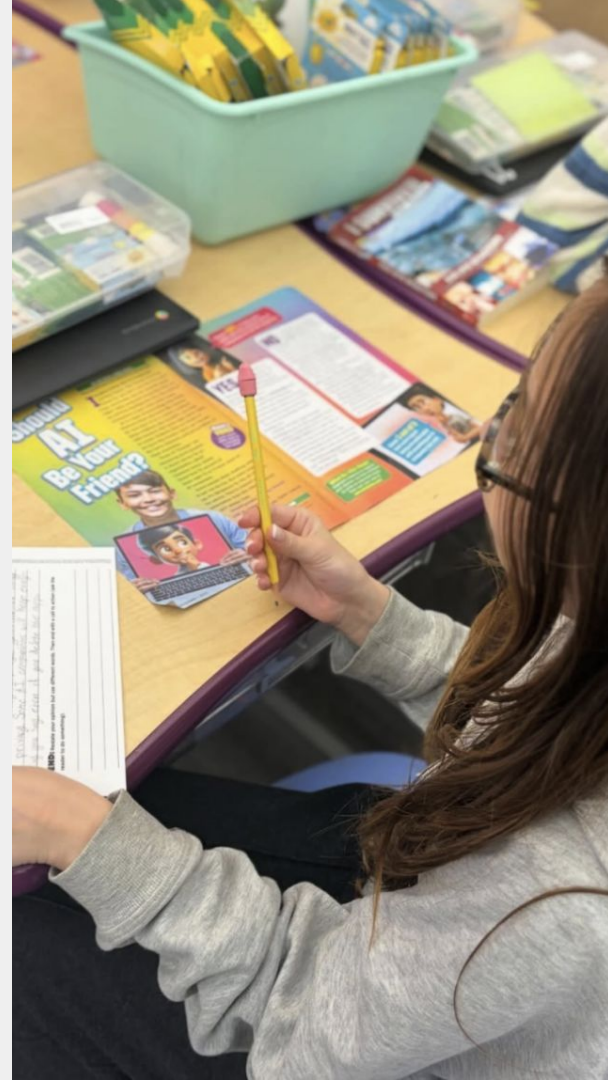
Math

Standard Exceeded	44.9%
Standard Met	27.2%
Standard Nearly Met	17.9%
Standard Not Met	9.9%

English Learners	59%
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Economically Disadvantaged	54%
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Students with Disabilities	32%
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Local Assessments

Screening & Diagnostic



Administered two to three times a year to students in **grades K–10** to measure learning, personalize instruction, and identify those needing extra support or more rigorous opportunities.

K-8 READING GROWTH

Beginning of the Year

51%

37%

12%

Mid Year

70%

23%

7%

K-8 MATH GROWTH

Beginning of the Year

40%

50%

10%

Mid Year

60%

35%

5%

Tier 1

Tier 2

Tier 3



College & Career Readiness

Class of 2025

97.5%
graduation rate

- **87%** met UC/CSU A-G requirements
- **65%** earned a Golden State Seal Merit Diploma
- **69%** passed one or more AP exams
- **50%** earned a Seal of Biliteracy

81%

enrolled in one or
more AP classes
during high school

73%

enrolled in one or
more CTE classes
during high school

36%

earned college credit
through dual or
concurrent enrollment
during high school

85%

earned early college credit through CTE articulated
courses, AP exams, or dual/concurrent enrollment





Student Feedback



Annual Survey Data

82% of students report participating in
challenging learning activities
[12% *neutral responses*]

84% of students report participation in
relevant learning activities
[10% *neutral responses*]



Student Feedback



Focus Groups



What learning experiences are most meaningful?

K-5

- Group work
- Current Events
- Games
- Projects
- Science labs
- Team challenges
- Social Studies (Storytelling)

6-8

- Interactive tasks
- Projects
- Working with others
- Games
- Team-based learning
- Diving deeper into the “why”

9-12

- Class discussions
- Presentations
- Projects
- Lectures with questions
- Book clubs
- Hands-on activities
- Learning outside the classroom

Alumni Feedback

Most Valuable Skills After High School

- Writing skills
- Evidence-based analysis
- Science skills
- Time management
- Self-reflection
- Achievement tracking

Recommendations for College & Career Readiness

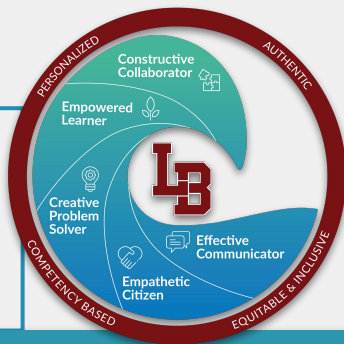
- More relevant, real-world projects & experiences
- Reduce test-stacking: coordinate assignments
- Offer instruction in time management/study skills
- Relevance in all courses
- Personalize assignments based on interests
- Eliminate GPA ranking



Learner Profile Implementation

YEARS 1-2

The first two years of the **Learner Profile** implementation focused on building a **shared understanding and awareness of the district's guiding framework for the future.**



School site teams led the development of observation tools to assess and **enhance instructional practice**, while district administrators piloted programs to explore strategies for **strengthening student connectedness** and increasing opportunities for **student choice in demonstrating learning.**

Teachers, supported by professional growth incentives, redesigned units to reflect **key learning experiences** and **essential outcomes** aligned with the Learner Profile.

YEAR 3 FOCUS

The LBUSD Learner Dashboard is a personalized profile (student story) that incorporates multiple data inputs, including feedback from the student and their parents/guardians, to help staff understand each student's strengths, needs, goals, and background to inform instruction and build meaningful connections. The dashboard was piloted throughout the 2025-26 school year and will be refined for broader implementation in 2026-27 in alignment with future school and district dashboards.



GOAL 1

College & Career Readiness



Year 3: Key Updates to Actions & Services

- **Continue expansion of TK-12 career exploration**
Increased industry partnerships across all grades through exhibit days/career fairs and speaker series. Career exploration alignment to student strengths/interests/aspirations. Align postsecondary planning with pathways.
- **Elevate student enrichment opportunities**
Growth in ELO-P and afterschool programs, including targeted FLEX/Tutorial periods based on student needs/interests. Integration of secondary life skills/personal finance enrichment/workshop offerings.
- **Foster sustainability and real-world learning integration**
Environmental literacy embedded across grade levels; authentic learning experiences through FLOW, AER, & COOL exhibitions.
- **Maintain academic interventions**
Targeted MTSS implementation and systems alignment to support student personalized learning needs K-12.
- **Implement new elementary math curriculum and continue secondary math adoption process**
- **Broaden Visual and Performing Arts learning opportunities**
District Arts Coordinator



GOAL 2

Social-Emotional Competencies and Self-Identity



Foster social-emotional competencies and self-identity through student agency, engagement, resiliency, and positive relationships.



Progress Monitoring Metrics

- State suspension and expulsion data; **Average Daily Attendance (ADA)** and **chronic absenteeism rates**
- **Annual survey data** measuring perceptions of **available supports, access to counseling services, and mental health resources** and personnel
- **Student feedback** on opportunities for choice in learning, relationships with adults & peers on campus

State Indicators

Suspension Rate

The state measures the suspension rate as **the percentage of students suspended at least once during the school year.**

1%

APRIL 2026

1.7%

EOY 2024-25

2.9%

EOY 2023-24

Average Daily Attendance (ADA)

The state measures ADA as the average **number of students attending daily.**

96%

APRIL 2026

96%

EOY 2024-25

95%

EOY 2023-24

Chronic Absenteeism

The state measures chronic absenteeism as the percentage of **students who miss 10 percent or more of the instructional days they are enrolled.**

10%

APRIL 2026

9%

EOY 2024-25

9%

EOY 2023-24





Student Feedback



Annual Survey Data

88% of students report they have at least one adult at school who supports them
[9% *neutral responses*]

90% of students report services are available to discuss social-emotional concerns
[9% *neutral responses*]

81% of students report a positive learning environment for all students
[13% *neutral responses*]



Student Feedback



Focus Groups



What learning experiences help you feel most confident and capable?

K-5

- Choice (groups/activities)
- Games
- Working with friends
- Sharing thinking
- Modeling math strategies
- Narrative writing
- Breaks to recalibrate

6-8

- Flexible seating & workspaces
- Collaborative group tasks
- Interactive labs
- Selecting from menu of project options
- “Making something”

9-12

- Choice
- Projects/hand-on learning
- “Talk with” vs. “Talk at”
- Sharing thinking
- Performances
- Inquiry-based
- Connections to real life/current events



GOAL 2

Social-Emotional Competencies & Self-Identity



Year 3: Key Updates to Actions & Services

- **Expand access to social-emotional and mental health supports**
Continue development of a comprehensive school counseling system aligned with the ASCA National Model and designed to meet RAMP certification standards, supported by dedicated Student Support Specialists and site-based wellness centers. Promote balance and emotional-being through targeted activities.
- **Strengthen Multi-Tiered System of Support (MTSS) for wellness**
Enhance coordination of social-emotional, behavioral, and attendance interventions aligned to student needs. Elevate awareness of supports and engage in personalized outreach.
- **Enhance opportunities for voice, choice, and collaboration**
Elevate campus-wide practices to promote meaningful engagement and student agency
- **Refine student advising structures to align courses, career interests, enrichment options, and post-secondary pathways**



GOAL 3

Safe, Equitable, & Inclusive Schools



Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.



Progress Monitoring Metrics

- **English learner reclassification rates;** percentage of students meeting English proficiency criteria as measured by state data from the **ELPAC**
- Intervention and assessment data: **Significant Student Groups** (English learners, students receiving special education services, socioeconomically disadvantaged)
- **Annual survey data** measuring student and parent perceptions of **safety, belonging, and engagement**

State Indicators

English Language Proficiency Assessments for CA (ELPAC)

The **ELPAC** is the state's required test that **measures how well English learners in TK–12 understand and use English in listening, speaking, reading, and writing**. When students demonstrate English proficiency through the ELPAC, along with teacher evaluation, parent input, and comparison of academic performance to their English-only peers, they may be reclassified as Fluent English Proficient.

Student making progress or maintaining higher levels of proficiency in **language acquisition**

62.9%
2025

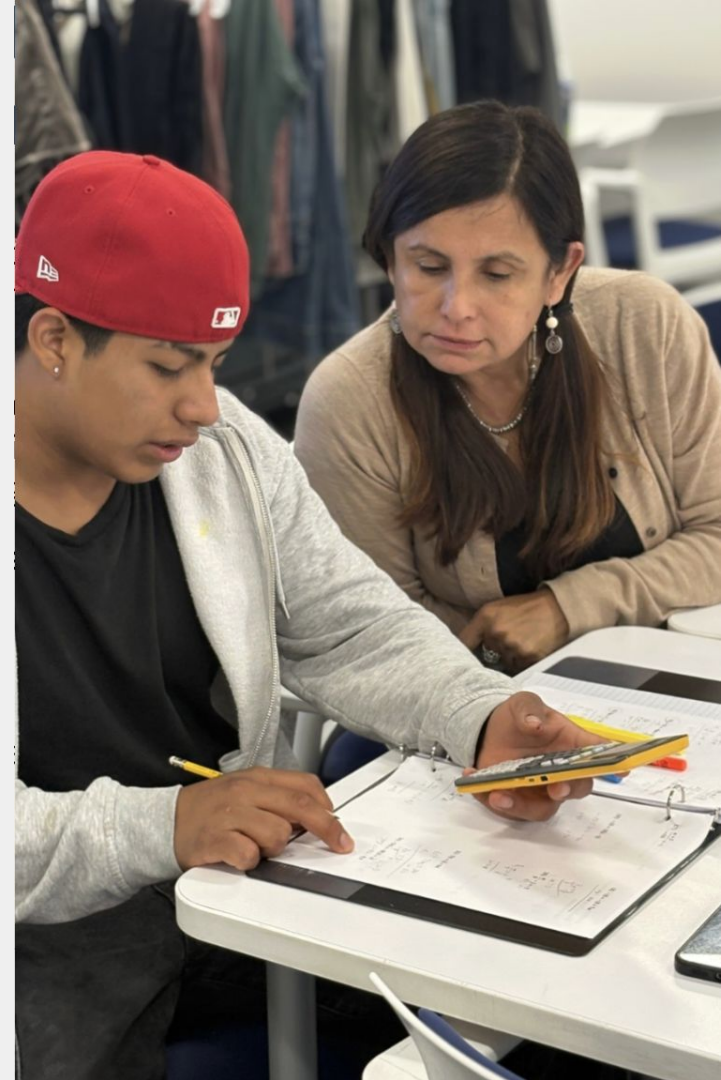
70.7%
2024

66.7%
2023



English Language Development (ELD) Program

- Integration of Lexia ELD, i-Lit, StudySync digital program, ELD support classes & summer language academies to **promote language acquisition**
- **LBHS “Stay on Track” Hour** provides a space for additional Multilingual learner support in the areas of assignment completion, organization, and time management
- Ellevation program to **integrate language development strategies across curricular areas**
- Lunchtime ELD Professional Learning at all schools to support **California Department of Education (CDE) English Learner Roadmap** instructional strategies and **Culturally Responsive Teaching Practices**



Multi-Tiered Systems of Support

K-10 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



Special Education

Students with disabilities receive individualized supports, targeted interventions, and inclusive services to support equitable access to education.

- Strong parent involvement through the Parent Mentor Program
- Crisis Prevention & de-escalation training
- Certification of providers as dyslexia experts
- Read to Succeed after school program
- Peer Buddy Program
- Secondary co-teach options
- Zero Period intervention class at TMS
- Community-based instruction



Students Receiving Services

11.5% of students receive special education services under an IEP

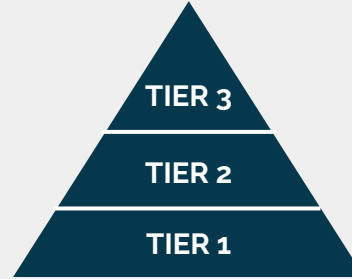
64% of students receive 80% or more of their services in the general education setting



Family Outreach & Support

Tiered Service Delivery Model

The Family Resource Center, supported by **school-based mental health professionals from El Morro and Top of the World Elementary**, uses a tiered service delivery model that provides universal services for all families (**Tier 1**), targeted support for families with specific needs (**Tier 2**), and intensive services for a few families facing significant challenges (**Tier 3**).



Universal Services

- Parent seminars & workshops
- After-school program information
- Parent book club
- Linkage to site & community resources
- Language access services
- Essential school supplies assistance

Intensive Services

- Intensive case management to support complex family needs
- Crisis intervention

Targeted Services

- Parenting guidance and support
 - Counseling guidance and referrals
 - First Generation Leaders Program
 - Case Management
-
- Essential needs assistance
 - Parent counseling services to address chronic absenteeism
 - *Parent Project*



Student Voice

Cultivating Connections



Focus Groups



What makes you feel know and valued at school?

K-5

- Sports
- Friends
- Recognitions
- Being a helper
- Talking about interests
- Being funny

6-8

- When staff know your name
- Sports
- Recognitions
- Clubs
- Having someone you can rely on

9-12

- Clubs/First Gen
- Leading activities
- Sports
- Student voice
- Friends
- Good teachers/trusted adults
- The arts



High-Achieving Learner Study

What Students Value Most About Their High School Experience

- Teachers are caring, passionate, understanding, and helpful
- Strong sense of school community
- Small class sizes, positive relationships with adults, and the College and Career Center
- Choice in FLEX/Tutorial, flexibility and creativity offered in some courses



Alumni Reflection

"Being able to immerse myself in clubs and activities on campus is still my favorite aspect of LBHS. We had so many opportunities to engage with each other and with staff, and I think that was the best part of my experience at the high school."





Parent Perceptions



Annual Survey Data

91% of parents/guardians report **school staff care about students**

[5% neutral responses]

90% of parents/guardians report LBUSD offers **opportunities for families to participate**

[5% neutral responses]

73% of parents/guardians report LBUSD offers **opportunities for community input on district goals & action plans**

[14% neutral responses]

GOAL 3

Safe, Equitable, & Inclusive Schools



Year 3: Key Updates to Actions & Services

- **Expand student-led climate initiatives and cultural celebrations**
Increase opportunities for students to lead campus programs that foster inclusion, belonging, and respect for diversity. Expand inclusive & culturally diverse events to ensure representation of all students.
- **Strengthen student, family, and community engagement**
Expanded outreach through the Family Resource Center, with plans to diversify parent education and student workshop offerings in 2026–27 to include hands-on academic workshops, meaningful collaboration/education related to screen time/technology use and AI.
- **Enhance student voice infrastructure**
Continue development of diverse advisory groups, panels, and focus groups to ensure students help shape school culture and decision-making.
- **Target student supports**
Ongoing upgrades to personalized services for students with specialized needs, including foster youth, English learners, students with disabilities, and low-income students, inclusive of personalized outreach to underrepresented students.
- **Expand Transportation Services** *to include after school CTE programs & hire bus monitor*



What Does Success Look Like?

“Financial
independence and
doing what I love”

“Developing a deeper
connection with my
community”

“Having a great
family and good kids”

“*Having my dream
career*”

“Prioritizing
mental health and
wellness”

“Going from relying on
others to having others
rely on me”

LCAP Community Input



<https://bit.ly/4mZPbgk>



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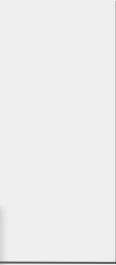
2026-2027

Proposed Budget

May 14, 2026

How the Budget Works

25-26 Beginning Fund Balance	\$25,131,328	26-27 Beginning Balance	\$12,912,048
+ Revenues	+ \$94,573,050		
- Expenditures	- \$93,492,330		
- Transfer to Other Funds	- \$13,300,000	26-27 Ending Balance	\$11,049,048
= 25-26 Ending Fund Balance	= \$12,912,048		

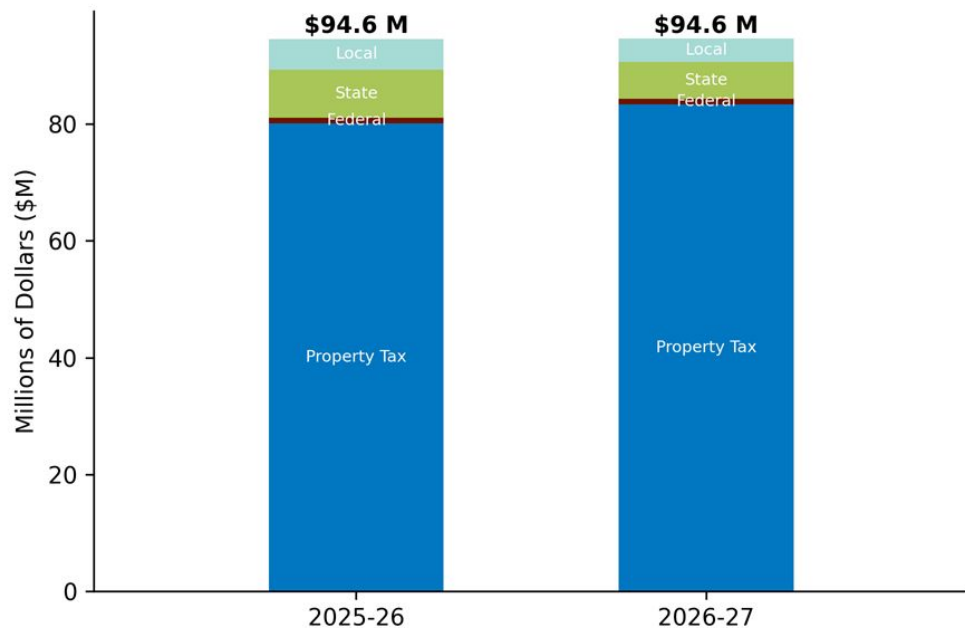


A line connects the boxed value of \$12,912,048 from the '25-26 Ending Fund Balance' row to the '26-27 Beginning Balance' box, illustrating that the ending balance of one year becomes the beginning balance of the next.

Key Concept:

The ending balance from one year becomes the beginning balance for the next. This is how the District manages its finances across multiple years.

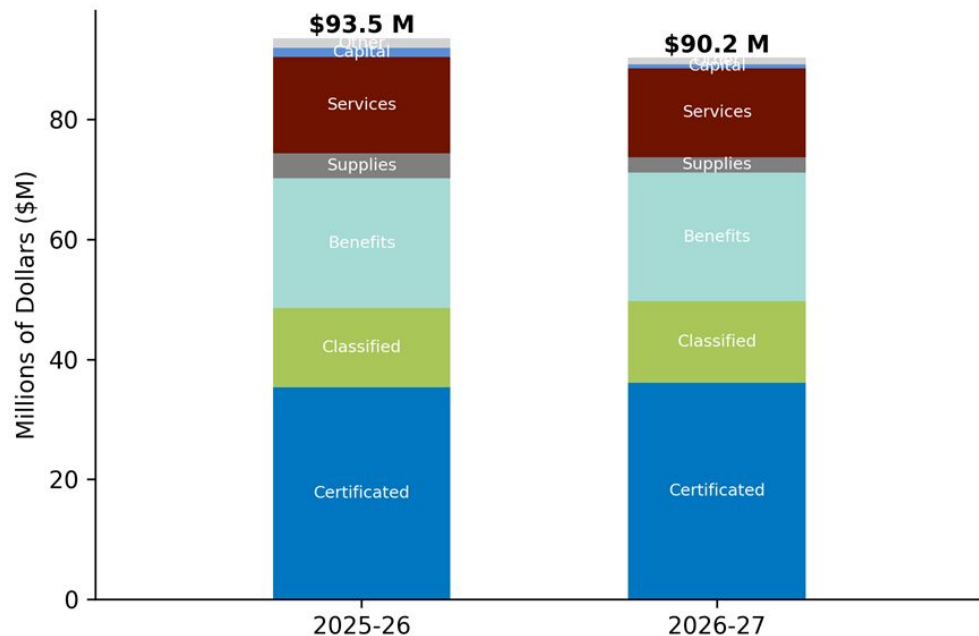
Revenue Overview



2026-27 Changes

- **\$3.2M Property Tax/LCFF**
 - Property taxes increased ~4%
 - Locally driven revenue model
- **\$1K Federal Revenue**
 - Flat funding
- **(\$1.9M) Other State Revenue**
 - CTE/K12 Strong Workforce (\$560K)
 - Pass-through revenue (\$672K)
 - Student Support and Professional Development Block Grant (\$682K)
- **(\$1.3M) Other Local Revenue**
 - One-time Medi-Cal Funding (\$270K)
 - Donations (\$490K)
 - Interest Earnings (\$490K)

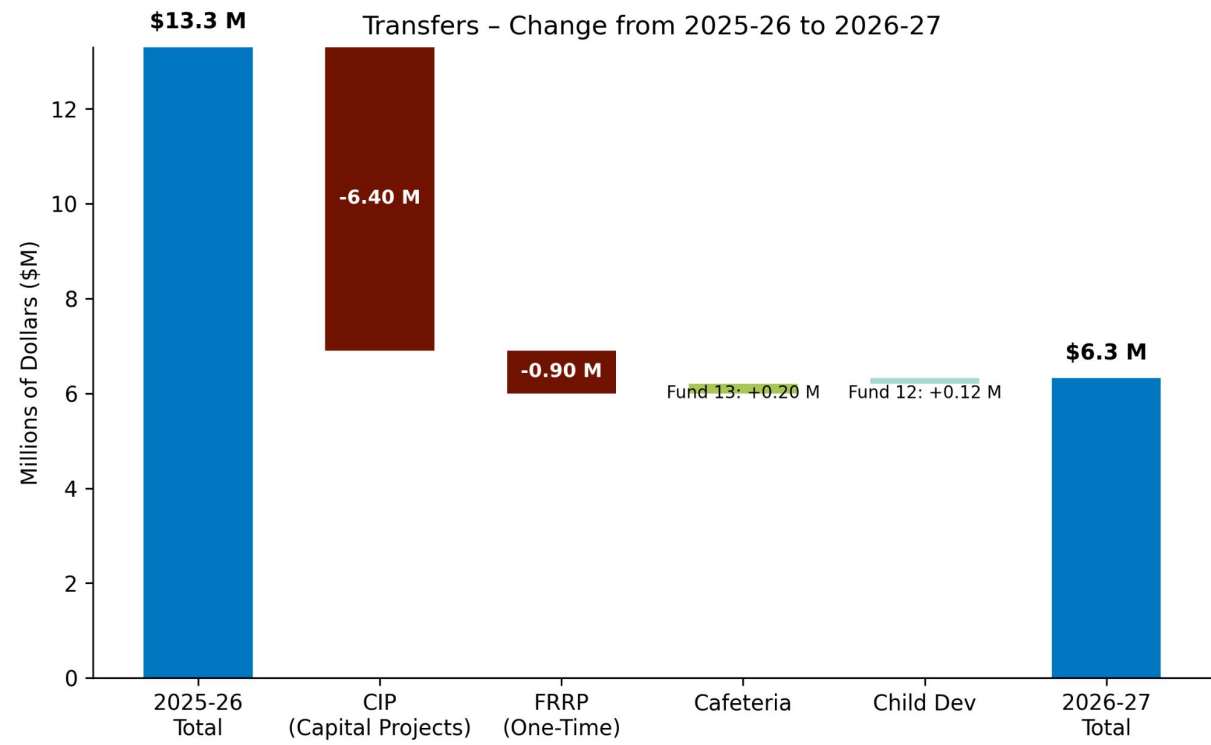
Expenditure Overview



2026-27 Changes

- \$742K Certificated Salaries
 - Step and column movement
 - Staffing adjustments
- \$361K Classified Salaries
 - Step and longevity movement
 - Staffing adjustments
- (\$145K) Employee Benefits
 - Statutory benefits adjusted as benefits are calculated as a percentage of payroll.
 - Health and welfare benefits based on CBA
- (\$1.6M) Books & Supplies
 - Decrease to account for one-time carryover funds and non-recurring purchases in the prior year, including the early bulk purchase of computers to secure discounted pricing.
- (\$1.2M) Services & Operating
 - Decrease to account for one-time operational costs, completion of prior-year facility projects and capital improvements.
- (\$821K) Capital Outlay
 - Decrease to account for one-time costs related to campus security and audiovisual upgrades.
- (\$631K) Other Outgo
 - K12 Strong Workforce pass-through revenues from prior-year

Interfund Transfers



Components of Ending Fund Balance

Revolving Cash	\$50,000
Restricted	\$3,258,490
Committed (PARS retirement incentive)	\$177,037
Assigned	\$2,733,521
Reserve for Economic Uncertainties	\$4,830,000
Total Fund Balance	\$11,049,048

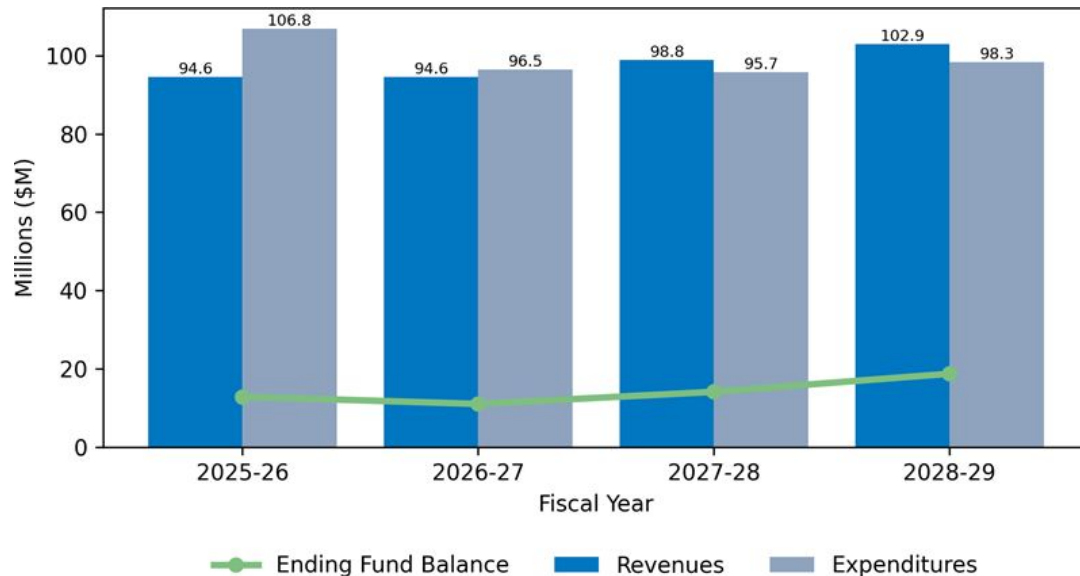
Restricted resources are made up of the following categories:

Expanded Learning Opportunities Program
\$219,998

Medi-Cal Billing Option
\$188,492

Routine Maintenance Reserve
\$2,850,000

Multi-Year Projections



Category	2025-26	2026-27	2027-28	2028-29
Total Revenues	\$94,573,050	\$94,607,000	\$98,833,500	\$102,890,000
Total Expenditures	\$106,792,330	\$96,470,000	\$95,733,500	\$98,275,000
Net Increase / (Decrease)	(\$12,219,280)	(\$1,863,000)	\$3,100,000	\$4,615,000
Beginning Fund Balance	\$25,131,328	\$12,912,048	\$11,049,048	\$14,149,048
Ending Fund Balance	\$12,912,048	\$11,049,048	\$14,149,048	\$18,764,048