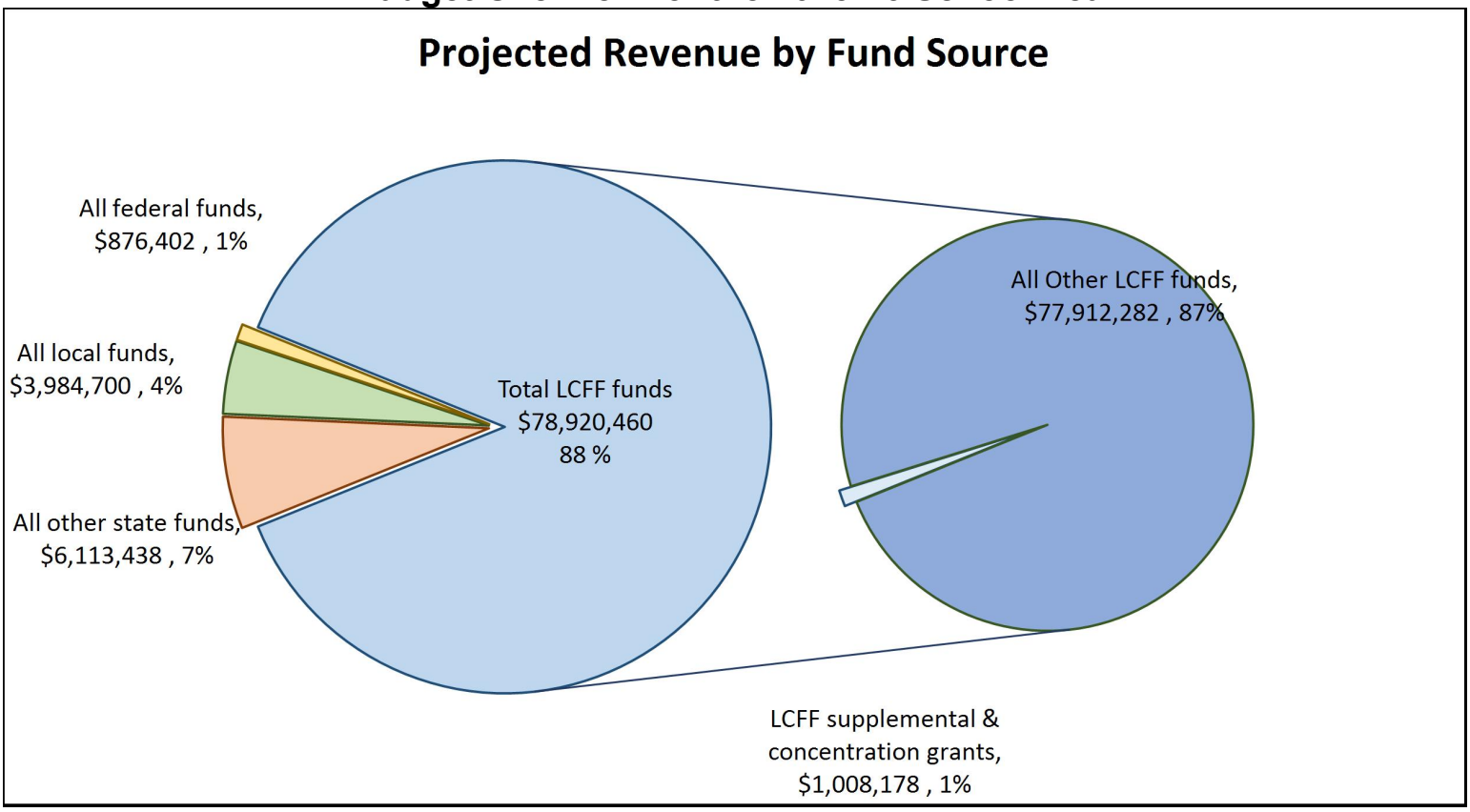
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laguna Beach Unified School District
CDS Code: 30665550000000
School Year: 2025-26
LEA contact information:
Jason Glass, Ed.D.
Superintendent
jglass@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 2025-26 School Year

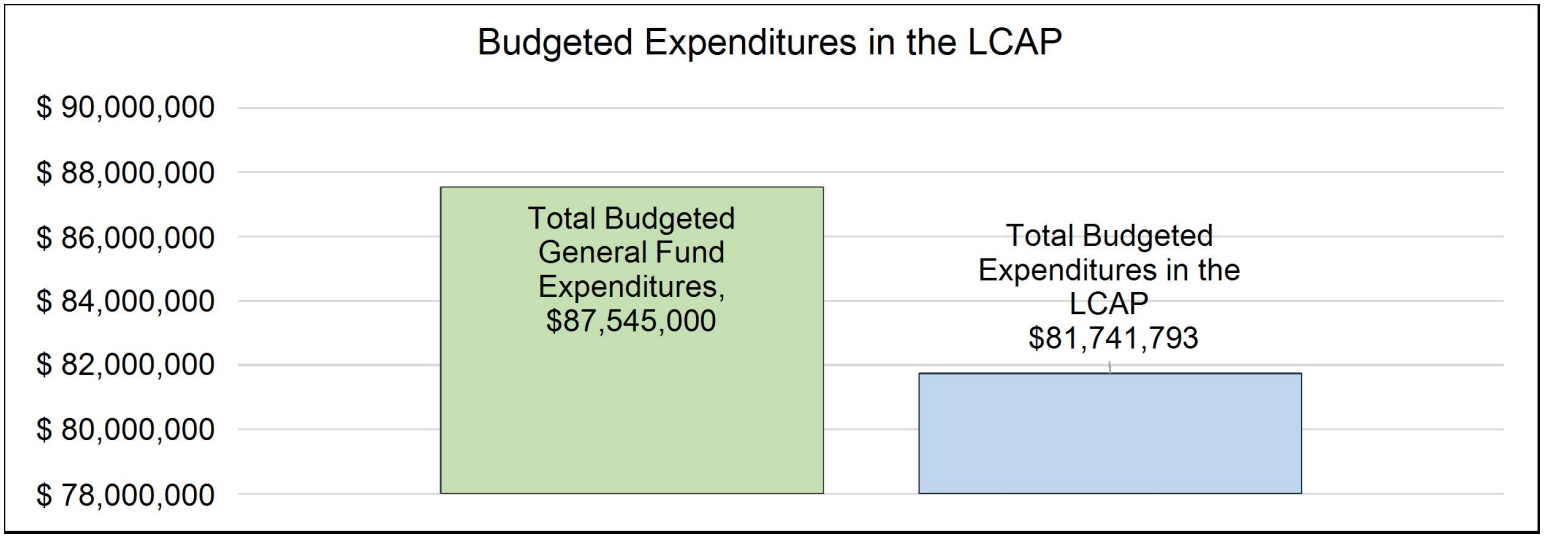


This chart shows the total general purpose revenue Laguna Beach Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Laguna Beach Unified School District is $89,895,000, of which $78,920,460 is Local Control Funding Formula (LCFF), $6,113,438 is other state funds, $3,984,700 is local funds, and $876,402 is federal funds. Of the $78,920,460 in LCFF Funds, $1,008,178 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 2025-26. 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 $87,545,000 for the 2025-26 school year. Of that amount, $81,741,793 is tied to actions/services in the LCAP and $5,803,207 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

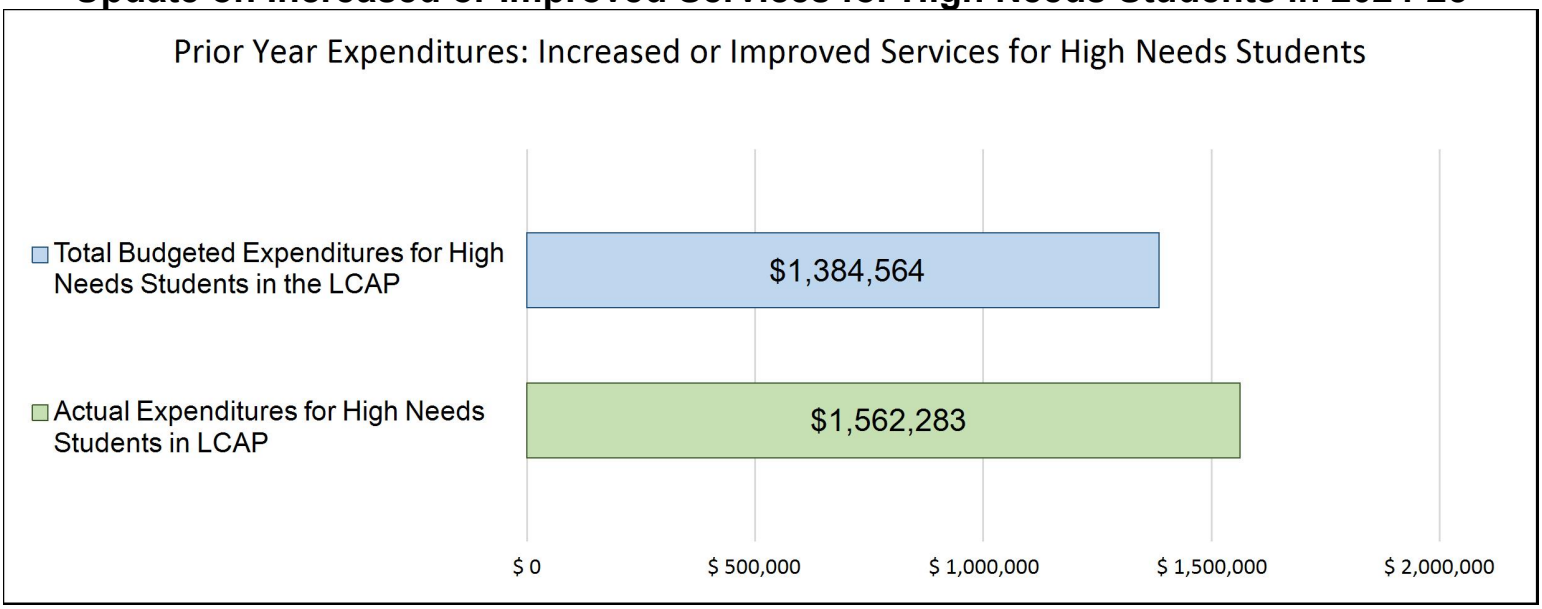
In addition to the actions and services outlined in the LCAP, the district funds a variety of essential operational costs that support core educational programs. These include, but are not limited to, annual insurance premiums, legal services, administrative expenses, and STRS on-behalf contributions.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Laguna Beach Unified School District is projecting it will receive $1,008,178 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 $1,583,066 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 2024-25



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 2024-25, Laguna Beach Unified School District's LCAP budgeted $1,384,564 for planned actions to increase or improve services for high needs students. Laguna Beach Unified School District actually spent $1,562,283 for actions to increase or improve services for high needs students in 2024-25.

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	Jason Glass, Ed.D. Superintendent	jdixon@lbusd.org 949-497-7700

Plan Summary [2025-26]

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 and 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 2,291 total students enrolled in Laguna Beach Unified. To date, there are 55 students (2% of the student population) who are identified as English Learners, and 55 immigrant students (2%) who have attended U.S. schools for three years or less. Across the four LBUSD sites, there are 220 students (10%) receiving special education services and 424 students (19%) from socioeconomically disadvantaged homes. Last year's student demographics showed a similar profile to 2023-24 enrollment, with a small decrease (1%) in the number of students receiving special education services. The percentage of students who are English Learners, students with disabilities, and students who have immigrated to the United States is 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 7%.

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.

The Laguna Beach Unified School District Local Control Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address 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 a metric by which 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. During the 2024–25 school year, LBUSD demonstrated notable progress in these 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. Chronic absenteeism rates declined across several student groups, and students reported a high sense of safety and access to trusted adults on campus. Survey data reflected improved 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 2025–26 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 and heard 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 2024, 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. LBUSD students performed in the “very high” range in both ELA and mathematics. Students demonstrated improvement across academic areas as compared to 2022-23 CAASPP performance. Collectively, students who participated in CAASPP testing scored 64.3 points above standard in ELA (78.7% of participating students were proficient or above) and 46.1 points above standard in mathematics (an increase of 6.9 points from 2022-23), with 70.48% of students reaching or exceeding proficiency levels. Scores in Laguna Beach, among the highest in the state, were approximately 22% higher in ELA and 22% higher in math than the Orange County average and approximately 32% higher in ELA and 34% higher in math than the California state average.

When examining the performance of significant student groups based on California School Dashboard academic indicators, LBUSD evidenced notable gains in ELA for our English learner group (47 students in total), who rose to 3.2 points above standard (31.82% proficiency rate), an increase of 16.4 points as compared to the 2023 CAASPP test administration. This places the English learner student group in the “high” California School Dashboard performance band in ELA for 2024. In the area of math, the English learner student group placed within the “very high” performance level, due to a 36.3 point increase in performance when compared to the previous year, resulting in a collective score of 10.2 points above standard (45.45% overall proficiency rate). Students identified as Reclassified English Proficient (R-FEP) also demonstrated strong CAASPP performance, with 77% of students meeting or exceeding standard in ELA and 67% of students scoring in the proficient-to-above range in math (a 2% difference as compared to the LBUSD student group as a whole).

Students from economically disadvantaged homes placed within the “very high” California School Dashboard performance level in ELA, reaching 3.2 points above standard, an increase of 16.4 points as compared to the prior academic year. Overall, 73.55% of the 242 students from this group reached or exceeded ELA proficiency levels. In math, students from the economically disadvantaged group placed within the “high” California Dashboard performance band, reaching 17.2 points above standard (evidencing growth of 13.7 points year-over-year). A total of 60% of students from this group met or exceeded CAASPP proficiency criteria in spring 2024.

Based on 2024 CAASPP data, students with disabilities demonstrated performance within the “medium” (yellow) Dashboard performance level in ELA and math, below the District average. Year-over-year ELA achievement, as illustrated on the California School Dashboard,

shows an increase of 16.5 points for 144 participating students (27.6 points below standard), while achievement in math shows an improvement of 20.3 points (39.9 points below standard) as compared to spring 2023 CAASPP scores. Of the 144 participating students receiving special education services, 46.72% met or exceeded standard in ELA, while 42.62% reached proficiency levels in math.

LBUSD Historical CAASPP data indicates that in spring of 2024 students achieved proficiency within 4-8% of the five years prior to the Pandemic. The percent of the students meeting or exceeding standards on the 2024 state test remained consistent in ELA and improved by 1% in math as compared to spring 2023. This incremental growth is expected to continue, as our students make academic gains and continue to recover from pandemic-related disrupted learning. LBUSD staff continue to focus our efforts on helping every student to demonstrate academic growth in order to meet grade-level expectations and prepare for post-secondary pathways.

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. Students evidencing a need in foundational academic skills will be provided with supplemental, targeted interventions through school-based multi-tiered systems of support. Based on 2024 CAASPP data, students with disabilities and students who are English learners demonstrated performance below the District average. This achievement 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.

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. LBUSD'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 ten at the beginning and midyear points of the 2023-24 academic year, to provide teachers and support staff with specific and actionable data in order to inform instruction, design targeted interventions, and set growth goals for students in the areas of reading and math. 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 2023, evidencing the effectiveness of learning recovery and acceleration strategies provided through multi-tiered systems of support.

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 within Tier 1 are identified as benefitting 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 within 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 within Tier 3 are identified as potential candidates for intensive, supplemental academic interventions to address areas of need.

Based on 2023-24 End-of-Year i-Ready Reading Diagnostic data, 93% of participating students performed within Tiers 1-2. The number of students scoring within Tier 1 has grown incrementally over the past three years, while the number of students eligible for Tier 3 interventions has continued to decrease. 97 students exited Tier 3 at the end of the 2024 school year. 135 students across grades K-10 were identified as potential candidates for intensive Tier 3 academic interventions and were considered for additional support in reading in fall 2024. This data evidences continuous improvement in student outcomes over the past three years.

The number of students with disabilities eligible for Tier 3 reading interventions decreased from 73 to 52 by the end of the academic year. Of students from this population originally identified, 29% exited Tier 3. The number of students from economically disadvantaged homes eligible for Tier 3 reading interventions decreased from 29 to 20 by the end of the 2023-24 school year. Of the students from this group originally identified, 31% exited Tier 3. The number of students who are English learners eligible for Tier 3 reading interventions decreased from 27 to 17 by the end of the 2023-24 school year. Of the students from this group originally identified, 37% exited Tier 3.

Based on 2023-24 End-of-Year i-Ready Math Diagnostic data, 95% of participating students performed within Tiers 1-2. The number of students scoring within Tier 1 has grown incrementally over the past three years, while the number of students eligible for Tier 3 interventions has continued to decrease. 143 students exited Tier 3 at the end of the 2024 school year. 110 students across grades K-10 were identified as potential candidates for intensive Tier 3 math academic interventions and were considered for additional support in fall 2024. This data evidences continuous improvement in student outcomes over the past three years.

The number of students with disabilities eligible for Tier 3 math interventions decreased from 83 to 57 by the end of the 2023-24 academic year. Of students from this population originally identified, 31% exited Tier 3. The number of students from economically disadvantaged homes eligible for Tier 3 math interventions decreased from 36 to 14 by the end of the 2023-24 school year. Of the students from this group originally identified, 61% exited Tier 3. The number of students who are English learners eligible for Tier 3 math interventions decreased from 21 to 17 by the end of the 2023-24 school year. Of the students from this group originally identified, 19% exited Tier 3.

Spring 2024 i-Ready Diagnostic: State and National Comparison Data:

Nationwide, over nine million K-8 students completed the i-Ready Diagnostics in spring 2024. At the state level, over one million students in grades K-8 participated in i-Ready testing at the end of the 2023-24 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 29% higher than the national student group, and 32% 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 18% and 19% lower, respectively.

In the area of MATHEMATICS,
LBUSD K-8 students scored 30% higher than the national student group, and 33% higher than the California student group, when comparing the number of students who placed with the Tier 1 level. LBUSD data also shows 16% fewer students within the Tier 3 band, as compared to the national average, and 18% fewer students identified for intensive interventions as compared to the statewide average.

Midyear Performance Summary: 2024-25 Academic Year:

At the 2024-25 academic year outset, all LBUSD sites continued to use i-Ready data to help design integrated and supplemental academic supports for students evidencing a need in reading and math. Student goal-setting, “data-chats,” and ongoing progress monitoring were used throughout the year as strategies to engage students in setting and understanding individual growth targets for continuous improvement. The priority focus remained on meeting the needs of “every student, every day,” using tools such as i-Ready, in conjunction with additional assessments that form our comprehensive system, to know and understand our students’ strengths and needs, to address those needs in real-time.

Grades K-8:
In fall 2024, 1,406 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 2025 diagnostic data in the area of reading, 93% of K-8 students placed within Tiers 1-2, while 7% of students assessed scored within the Tier 3 band. Based on midyear math diagnostic results, 93% of K-8 students performed within Tiers 1-2 (approaching through above grade level), and 7% of participating students placed within the Tier 3 (below grade level) band.

Mathematics: Grades 9-12:
In addition to using the iReady math diagnostic, the LBHS math team analyzed seven data points for each student. These multiple measures include iReady diagnostic scores, CAASPP scores, iXL Arena diagnostic scores, final exam grades, and current and historical math grades. At the high school level, student grades continue to play a central role in measuring student success. Letter grades are the standard measurement for high school graduation and college admissions.

Over the past two years, the LBHS math department has made significant progress in the personalization of student math support. Student data chats have provided transparency and ownership to the learning process. Students set personal math goals that are communicated to their families along with student diagnostic results. Parents are informed of each student’s prescribed interventions within our Multi-Tiered Systems of Support (MTSS) system including personal communication with math teachers and school administration. During the fall semester, high school Tier 2 and 3 math students accessed 15 additional hours of prescribed targeted math support with their current math teacher and/or our math peer tutors. Math tutorials focus on strengthening the individual skills of our students using the areas of growth

identified on the iReady diagnostic, targeted iXL skill lessons, and one-on-one support with current state standard-aligned skills in tandem with the student's math course content.

Of the 125 students identified for additional math support based on fall 2024 diagnostic and ongoing classroom assessment data, 48 ninth and tenth graders (38% of those served through Tier 2 and 3 targeted and supplemental interventions) exited at the midyear point.

In preparation for the 11th-grade CAASPP math assessment, all Algebra 2 students completed the ICA (Interim Comprehensive Assessment). The ICA tests students using both summative and performance task formats, encompassing three years of math content: Algebra 1, Geometry, and Algebra 2. Fall ICA results for eleventh graders show that 55% of students assessed met or exceeded standard in mathematics, scoring in the proficient-to-above range. This is a 5% increase as compared to last year's math assessment results. Algebra 2 teachers will continue to use the results of the ICA exam to guide focused lessons and intentional practice using interim assessment tools and resources leading up to the CAASPP Math assessment in March 2025.

English Language Arts: Grades 9-12:
In the 2023-24 school year, 88% of LBHS English students met or exceeded standard on the CAASPP state assessment, (an increase of 4% compared to the previous year). The English Department team members have continued to focus on their signature practices of common assessments, grade-level and vertical articulation, collaborative PLC data analysis, and targeted in-class skill lessons. Students are identified for additional support using multiple data points including iReady scores, CAASPP scores, and current English grades. Students attend weekly prescribed tutorials targeting their individual growth needs.

Of the 92 ninth and tenth grade students identified as benefitting from additional support in English, 54 students (58% of those served through additional interventions and personalized learning opportunities) exited these services at the 2024-25 midyear point.

English Learner Student Group: Academic Performance Update

In winter 2025, 35 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 number of students recommended for Tier 3, intensive interventions in the area of reading decreased by 25%. The percentage of students within the Tier 1 level in reading increased by 14% from fall to winter. In the area of math, the number of students advancing to Tier 1 increased by 10% compared to beginning-of-year data. Students placed within the Tier 3 performance level decreased by 19% from fall to winter. The tables below depict the fall to winter i-Ready diagnostic growth for all participating students identified as English Learners. To address opportunity gaps within our EL student group, composed of 52 students in total, school teams are continuing the implementation of the Ellevation software program, to assist with student progress monitoring, integration of language-based scaffolds and instructional resources, as well as explicit teaching of academic vocabulary. We have also held a series of "Lunch and Learn" professional development opportunities across all LBUSD schools, during which our English Language Development (ELD) instructional coach facilitates training around best practices for supporting our multilingual learners. Our students also continue to access supplemental, evidence-based language English acquisition programs such as i-Lit and LexiaELD.

At the high school level, a new pilot English Language Development elective course was introduced to eligible LBHS students in 2024-25. This class aims to address the unique linguistic and academic needs of our English Learners across all grade levels who have not yet reached reclassification criteria, by providing targeted instruction, fostering all aspects of language development, promoting academic

success, and cultivating cultural competence. It includes a rich curriculum in English language development that can be used across all curricula to empower students to achieve English proficiency and succeed academically. The curriculum includes high-interest student activities that ask students to reflect on their personal experiences and share them with the group to build community, trust, and friendship. For example, students have completed hands-on activities like using videos to create origami animals and then writing about the process in English as a sequencing writing assignment. This builds practice with common transition words that are used in all areas of language and social settings.

Students with Disabilities Group: Academic Performance Update

126 K-8 students receiving special education services were reassessed at the midyear via the i-Ready Diagnostic in January 2025. In the area of reading, gains were evidenced by an 11% decrease in the number of students placed in the Tier 3 band. The number of students scoring within the Tier 1 level increased by 15% from fall to winter. In the area of math, the number of students performing within the Tier 1 band increased by 10%, while the number of students recommended for intensive Tier 3 interventions decreased by 8% between fall and winter test administrations. The integration of evidence-based programs and practices in literacy including Orton-Gillingham to address gaps in foundational reading skills, and Do the Math to target math number sense and conceptual understanding, coupled with personalized learning through the i-Ready MyPath digital program and individualized, differentiated instruction helped to bolster essential content-area skills and address student IEP goal areas.

This year, LBUSD staff remained committed to enhancing the educational experience for all students, with a particular focus on those with unique learning profiles. Our school teams refined their approaches to provide personalized instruction, implement evidence-based practices, and deliver research-based supplemental curricula tailored to support each identified student. Additionally, LBUSD prioritized efforts to improve postsecondary outcomes by creating opportunities for students to explore their interests, examine career options, and gain exposure to potential fields through hands-on experiences. Expanding peer-to-peer mentoring within our Parent Mentor program is another vital component of this initiative.
Our focus remains on fostering inclusive experiences that promote growth, equity, and future-readiness while upholding rigorous compliance with special education regulations and IEP standards. Staff training for general and special education teachers and Instructional Assistants continues to play a critical role in equipping educators with tools to meet the diverse needs of our students.

2024-25 Special Education Department goals included the following:
-Personalized Learning:
Continued refinement of strategies for providing targeted and personalized supports. This included expanding successful initiatives like the "READ TO SUCCESS" program and improving interventions for dyslexia and other learning differences. Data analysis, evidence-based practices, and intentional planning informed these efforts.
-College and Career Readiness:
To ensure all students are equipped for postsecondary success, we set clear goals, expanded transition services, and established a peer mentor program to foster meaningful connections and guidance among students.
-Compliance Monitoring:
We are committed to maintaining rigorous compliance with special education regulations and IEP standards by enhancing monitoring systems and fostering collaboration between educators, parents, and support teams.
-Professional Learning:

Recognizing the importance of staff development, we provided high-quality training opportunities, promoted collaboration through workgroups, and equipped educators with tools for supporting diverse student needs. This includes training on de-escalation strategies, refining executive functioning support, and strengthening our approach to addressing emotional disabilities.

Additional priorities included collaboration with our new occupational therapist to improve assessment and service delivery, building a survey to gather feedback from parents on the IEP process, and expanding vocational experiences for high school students with moderate needs. By aligning our efforts with these goals, we aimed to create a school year filled with progress, innovation, and meaningful outcomes for all of our special education-eligible students.

Performance Update: Economically Disadvantaged Student Group

A total of 86 K-8 students from economically disadvantaged homes were assessed via the i-Ready midyear diagnostic in winter 2025. Midyear data in reading shows a reduction of 3% 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 44% at the beginning of the year to 64% in January 2025. In the area of math, the number of students scoring within the Tier 1 performance band increased by 15%. The number of students identified as candidates for intensive Tier 3 interventions decreased by 6% when comparing beginning and midyear assessment data.

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 2024-25 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 2024, 196 students participated in these additional intensive learning opportunities.

Between August 2024 and February 2025, 372 K-12 students were served through English language arts academic interventions across LBUSD schools. Over the course of the first half of the academic year, a total of 271 students received supplemental, targeted, math interventions. Progress monitoring systems are implemented at the elementary, middle, and high school levels throughout the year, in order to measure student growth and reassess needs.

Intervention Program Update By Grade Span: 2024-25 Academic Year

Elementary (Grades K-5)
At Top of the World and El Morro Elementary Schools, Tier 3 reading instruction provides targeted, small-group 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 weeks. The program includes pre- and post-assessments to measure progress and ensure mastery of targeted skills. 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 2 the classroom teacher and instructional assistants concurrently work with small groups of students. Resources used during this time include iReady Mypath lessons, iReady Magnetic Reading curriculum, skill building lessons, literature circles and word work activities. The goal is to close learning gaps effectively and support measurable growth over time.

In math, elementary students receive targeted instruction 45 minutes a day, four 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 6-7 weeks. The school-wide practices of integrating student data chats and personalized learning goals have been highly effective in positively impacting student outcomes.

Middle School (Grades 6-8)
At Thurston, Tier 1 supports, available to all students and delivered by the ELA teachers within the Tutorial interventions, are offered twice weekly. Tier 2 Interventions, 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, such as 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. Using the Read 180 and Read 180 Reach curriculum, both courses take a structured, research-based approach to improve student’s reading comprehension skills. Typically, staff place students who are greater than two years behind grade level in TMS’s ELA Academy class, and students who are less than two years behind grade level in the ELA Boost course, but are often flexible with this placement due to 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 may add a zero-period class to their schedule. The minimum time for this intervention is one semester, but it could require more time. 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 help, 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.

High School (Grades 9-12)
At Laguna Beach High, all English students receive targeted Tier 1 support driven by iReady growth results. Students identified as Tier 2 and 3 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 signature practices that lend to support of students.

In math, LBHS students receive targeted interventions driven by multiple data points, including iReady, current and historic math grades, and CAASPP scores. Students performing below grade level receive 1-2 weekly math tutorials, blending personalized iXL skill lessons, one-on-one support, and focus on current state standards. This year LBHS launched a daily peer tutoring program to support math students. Students can access support from over 30 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, our tutors supported their math peers for a total of 384 hours.

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 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.

LBUSD school teams look forward to seeing continued growth and will reassess all K-10 students in spring 2025 to determine i-Ready end-of-year performance levels and next steps for providing appropriate levels of both support and challenge within all District classrooms. LBUSD's commitment to small class sizes, high-quality standards-based instruction, increased student touchpoints, and personalized goal-setting, as well as the integration of formative assessments to identify and address gaps in knowledge, will continue to positively impact student achievement while prioritizing the needs of the whole child.

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:
-A score of 3 or higher on both the ELA and math CAASPP state assessment
-A score of 3 or higher on two AP exams

-Completion of two semesters/three quarters/three trimesters of college coursework with a grade of C or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
-Receipt of the State Seal of Biliteracy and a score of 3 or higher in ELA on the CAASPP state assessment

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

Laguna Beach High School students earned a status of “very high” on the Dashboard College and Career Indicator in 2024, with 75.4% of students meeting “prepared” criteria for college and career. This is an increase of 3.6% compared to the Class of 2023 and exceeds the pre-pandemic, Class of 2019, percentage of “prepared” students by 3.6%. All significant student groups with performance status placed within the “high” to “very high” range on the 2024 College and Career Indicator. 60.5% of students from the economically disadvantaged group were classified as “prepared” for college and career (“high” status, maintaining last year’s rate within 1%), while 71.4% of Hispanic/Latino students met the “prepared” criteria (“very high” performance status, with an improvement of 17.8% as compared to the 2023 California School Dashboard). Students with disabilities did not have a performance color in 2024, due to the small size of the population.

Laguna Beach Unified placed in the “very high” performance band in the area of graduation rate. In spring 2024, 99.2% of seniors within the LBHS five-year cohort graduated with regular diplomas. This is an increase of 2.8% as compared to the Class of 2023 cohort. All significant student groups with performance indicators placed in the “very high” band. To create the conditions in which LBUSD students successfully complete high school and earn a high school diploma, counseling teams will continue to develop personalized interventions for high school seniors who are considered “at-promise.” Specific supports include grade counseling, executive functioning and time management skill development, and additional one-to-one sessions dedicated to post-secondary goals and college and career planning and exploration. Parents, teachers, and administrations, together with school counselors and student support specialists will continue to engage in collaborative conversations to develop personalized intervention plans for seniors with the ultimate goal of graduation.

In 2024, the UC/CSU course completion rate was 79% (a decrease of 4% compared to the graduating class of 2023), while the State Seal of Biliteracy rate was 44% (an increase of 11% from the year prior). 65% of graduates earned the Golden State Seal of Merit Diploma, and 81% of the Class of 2024 earned early college credit through CTE articulated courses, AP exams, or dual/concurrent enrollment over the course of their high school careers. 77% of graduates completed one or more AP courses over the span of their four years at LBHS. Additionally, 23% of the Laguna Beach High School Senior Class of 2024 completed a CTE pathway, while 38.5% of seniors participated in work-based learning opportunities, including internships, student-led enterprises, and simulated work experiences in the classroom. 98% of the Laguna Beach High School graduating class of 2024 shared their post-secondary plans via the annual LBHS Senior Survey. Of the 246 survey respondents, 97% of students expressed intent to continue their education in fall 2024. 11.3% (28 students) shared plans to attend a UC, 12% (29 students) planned to enroll in a CSU, 9% (22 students) shared plans to attend a private in-state college or university, and 29% (70 students) planned to enroll in a two-year college.

2023-24 AP Participation and Performance Overview:
There were 382 AP Exam student participants in LBUSD in 2023-24. This is an increase of 36 students from 2022-23 and 38 students compared to 2021-22. The number of AP student participants pre-pandemic was 347, less than the recent test administration. In Spring 2024, 837 AP exams across 27 subject areas were taken, with an average pass rate of 88% (scores of 3 or higher). The pass rate increased by 2% from the year prior and is an increase of 4% from Spring 2022. In 2024, 69% of participating students scored a 4 or 5 on at least 1 AP exam. The total number of AP Exams (837) taken by LBUSD students is comparable to 2023 (844 exams), and is considerably higher than in additional previous years. Prior to the pandemic, LBHS students completed 741 AP tests.

Class of 2024 AP Performance Summary:
When looking at the graduating class of 2024, 57.6% of all enrolled seniors scored a 3 or higher on at least 1 AP test during their high school careers. This is comparable to the Class of 2023 (59.6%). In Spring 2024, 121 seniors completed 356 AP exams, with a pass rate of 90%. This is an increase compared to the previous year, in which 81% of exams taken by twelfth-grade participants resulted in scores of 3 or higher. In total, 45% of the senior class scored 3 or higher on an AP test in 2024. This is within 2% of the LBHS 2023 graduating class (47%).

10-11th Grade AP Performance Summary:
In spring 2024, 137 eleventh graders completed 334 AP exams, with a pass rate of 88%. This is an increase from spring 2023, in which 80% of exams taken by eleventh-grade participants resulted in scores of 3 or higher. 58% of the junior class scored 3+ on AP exams in Spring 2024. This is an increase of 11% as compared to the year prior. In 2023-24, 84 tenth graders completed 106 AP exams with a pass rate of 91%. (This is a decrease of 9% when compared to spring 2023. However, it should be noted the number of tenth-grade student participants doubled from the prior year). 36.4% of the sophomore class scored a 3 or higher on at least 1 AP exam in 2024. This is an increase of 16.4% from 2023.

9th Grade AP Performance Summary:
In 2024, 40 ninth graders completed 41 exams with a pass rate of 88%. This is a substantial increase of 32 AP exam participants when compared to spring 2023.

Laguna Beach High School has been recognized in 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.

2024-25 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 400 students participating in AP classes (49% of the total student population) for a total of 1,036 AP course enrollments across 24 unique course offerings. The number of enrollments in advanced placement classes was higher than in previous year, attributed to the addition of AP Human Geography and AP Chemistry courses, demonstrating that high school students in LBUSD continue to

access college-level coursework at high rates. To date, 54% of current LBHS students have taken at least one AP course during their high school careers thus far. This is consistent with 2023-24 data.

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. Between July 2024 and January 2025, 168 LBUSD high school students earned a combined total of 444.5 college units through LBUSD CCAP dual enrollment courses as well as general dual enrollment courses. As of winter 2025, 19% of current LBHS students have earned college credit through dual enrollment classes, and 4% of current students have completed units through concurrent enrollment in college-level courses, taken outside of LBUSD.

Career Technical Education (CTE) Pathway Courses: 2024-25:
All of our LBUSD on-campus CTE Pathway courses also provide students with the opportunity to earn early college credits through articulation agreements with Orange County Community Colleges (primarily) Saddleback College. To date, there are 242 students anticipated to earn 680 total early college units through CTE articulated courses. In addition, our off-campus CTE Pathway courses provide opportunities for students to earn more early college units, with an anticipated total of 11 students with the potential to earn 33 college units. As of winter 2025, 28% of current LBHS students earned college credits through LBUSD CTE articulated agreements, and 11% have completed college credits through CCA CTE articulated agreements.

Another feature of LBUSD's CTE Program is the opportunity for graphic design pathway students to earn industry certifications. LBHS currently has the largest number of students in any of the Spyder Lab's partner districts to have earned industry certifications. This year LBUSD introduced an exciting opportunity for students in the CTE Graphic Design and Visual-Commercial Arts Pathways to envision, design, and create, all in one space. In fall 2024, LBHS launched a new afterschool Makers Lab, allowing students and staff to come and work on their own design projects.

Dashboard Indicator 4: Chronic Absenteeism

LBUSD placed in the "high" Dashboard performance band in the area of chronic absenteeism. In 2023-24, 8.6% of students missed 10% or more days of school, meeting the criteria for chronically absent. This is an improvement of 5.6% as compared to the previous year. Implementation of school and district-based attendance interventions and support plans continue to address student attendance concerns.

Chronic absenteeism is a continued need across several student groups (English learners, Hispanic students, students who are two or more races, students who are socioeconomically disadvantaged, and students with disabilities), placing within the Dashboard "medium," or yellow performance level. Students who are English Learners (54 students in total) reduced chronic absenteeism rates by 11.7% as compared to 2022-23, ending the 2023-24 academic year with a 13% chronic absenteeism rate. Hispanic students (180 students in total) decreased chronic absenteeism rates by 11.8%, as compared to the prior year, with a final 2023-24 rate of 11.1%. Students within the two or more races demographic group (158 students in total) maintained 2022-23 rates, resulting in an 8.2% chronic absenteeism rate for 2023-24. Students from socio-economically disadvantaged homes (308 students in total) showed a considerable decrease of 7.7% in chronic absenteeism rates. However, the 14.6% rate of students within this group demonstrates a continued need in the area of attendance. Finally,

students with disabilities (187 students in total), also placed within the “medium” Dashboard performance level due to a chronic absenteeism rate of 11.8%, a notable improvement of 12.6% as compared to the 2022-23 academic year.

California School Dashboard State Indicators: 2023 Low-Performing Student Groups

Based on 2022-23 data, groups performing within the "very low" performance band at individual school sites in the area of chronic absenteeism 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.

Student Attendance Update 2024-25:
At the 2024-25 midyear point, the LBUSD chronic absentee rate was 9.5% (an improvement of 0.4% as compared to the midyear point of the 2023-24 academic year), for a total of 209 students. 11.8%, Or 270 K-12 students had missed 3 or more days of school due to unexcused reasons (i.e. travel). This data is consistent with the 2023-24 midyear point, at which time 12.5%, or 299 students missed 3 or more school days for reasons not considered “excused” (i.e. illness) under California Education Code. ADA, at 96%, is comparable to midyear 2023-24.

As of April 2025, LBUSD shows a slight increase in chronic absenteeism rates, with 10% of students missing 10% or more of the school year. This is comparable to April 2024, in which 9% of students were considered chronically absent. In an effort to increase school attendance, all LBUSD site teams developed attendance improvement plans, designed to promote a culture of positive school attendance, while providing individualized and targeted support to students with excessive 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.

In an effort to promote positive school attendance, school teams will increase personalized communication with families to better understand potential barriers to school attendance. Teams will then work collaboratively with LBUSD families to develop individualized attendance support plans to ensure students have access to needed resources to reduce absences. These resources include services such as transportation, counseling, student check-ins, and attendance contracts.

Dashboard Indicator 5: English Learner Progress

In Spring 2024, 53 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). In 2024, 42 participating students had previous ELPAC scores from spring 2023 to compare to their current performance. Of these 42 multilingual learners, 23 students (55%) advanced English proficiency levels. 14 students (33%) maintained previous ELPAC levels (with 4 students maintaining the highest ELPAC level, 4, from last spring’s test administration). A total of 5 students (12%) performed in a lower proficiency band than the year prior.

Once students reach ELPAC Level 4, they are eligible to be considered for “Fluent English Proficient” reclassification, provided they meet local grade-level assessment criteria, and the school team, in collaboration with the parents/guardians, determines they are ready to be exited from the District English Language Development program. Based on these criteria, 17 LBUSD students (32%) were redesignated as part of our Reclassified Fluent English Proficient by the end of the 2023-24 academic year.

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 42 students with comparative ELPAC data, 70.7% made progress toward English language proficiency. This is a 4.1% increase from 2022-23. As a result, LBUSD placed within the “very high” performance category.

Students who are English Learners benefitted from the additional classroom support provided to them through elementary and middle school English Learner (EL) 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 to create inclusive classroom communities designed to optimize English language development. 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 30-35%.

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 2023-24 LBUSD suspension rate was 2.9%, an increase of 0.8% from the previous year. This places LBUSD in the “low” performance band on the current Dashboard. Teams across all district schools will continue to refine and implement tiered behavior interventions, restorative practices, and alternative means of correction to address challenging student behaviors on campus.

Students from socioeconomically disadvantaged homes and students with disabilities, along with students who are English learners and Caucasian students placed in the “very low” or “low” performance levels in this area. Students from economically disadvantaged homes had a 2023-24 suspension rate of 5%, an increase of 2.6% as compared to the previous year. Students with disabilities ended 2023-24 with a 7.4% suspension rate, an increase of 2.7% from 2022-23. Students who are English learners showed an increased suspension rate of 1.6%, bringing the 2023-24 total to 2.9%. Students identified as white had a suspension rate of 3.2%, an increase of 0.8% when compared to the previous academic year.

All LBUSD schools continued to strive for an increase in positive behavior and a decrease in student disciplinary incidents in 2024-25. At midyear, the District suspension rate was 1.2%, which is comparable to February 2024 data, at 1.6%. As of April 2025, the LBUSD suspension rate remains at 1.2%. To address the need to reduce suspension rates, school teams will examine tiered behavior supports, integrate classroom lessons reinforcing behavior expectations, cultivate positive and safe school climates through campus-wide activities, provide education on substance abuse prevention and digital citizenship, offer counseling and social-emotional support for students,

implement behavior academies at the middle school level, and explore alternative means of correction and restorative practices to teach students replacement behaviors.

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. To further improve services and support for students with disabilities in the area of behavior during the 2025-26 academic year and beyond, Top of the World will consult and collaborate with Board Certified Behavior Analysts (BCBAs) to provide further professional development, coaching, and direct service in classrooms. Select instructional assistants will also receive 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.

LBUSD teams across the District have committed to shaping and reinforcing expected student behavior through evidence-based practices focused on school culture and improving systems to achieve desired results. Through consistent integration of PBIS, students are given clear expectations and behavior models, which are regularly reinforced across school settings. PBIS improves social competence, academic success, and school climate. Restorative practices emphasize conflict resolution, community building, a sense of belonging, student agency, and a positive and safe school climate. In LBUSD, students referred for behavioral incidents engage in restorative work facilitated by trained school staff to strengthen relationships, resolve disagreements, and take accountability for actions in a non-punitive manner. Restorative communities are also integrated into LBUSD classrooms K-12 to cultivate and strengthen student relationships and school connectedness.

2024 California School Dashboard Informational Item: Science
The California Science Test (CAST) is part of California’s Assessment of Student Performance and Progress (CAASPP). The CAST measures what students know and can do using the California Next Generation Science Standards, which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences, and Physical Sciences. These standards integrate the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the natural world.

64.57% of participating students in grades 5,8, and 11 scored proficient and above in science, resulting in a combined 4.1 points above standard. This is an increase of 1.8 points when compared to 2022-23 student CAST outcomes. LBUSD exceeded the Orange County science performance average by 23% and the California statewide average by 34%.

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 2023-24, Laguna Beach Unified met the performance standards for all local indicators.

The 2024 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.

Learning Recovery Emergency Block Grant (LREBG)

LBUSD expended all LREBG funds in 2024-25.

LBUSD Specialized Programs and Practices

AER & Unit Design: Relevant & Real-World Learning Opportunities:
LBUSD's success attributed to academic performance areas, as indicated by state and local data, is also attributed to specialized programs designed to enrich the learner experience. One such example, LBHS's Authentic Exploratory Research course (AER), allows students the opportunity to choose a year-long area of study aligned to their interests. Under the guidance of an industry professional, students complete, publish, and present their findings for an authentic audience. Throughout the 2024-25 academic year, a total of 21 students engaged in research on topics including what it takes for a recycled fashion brand to be a viable and successful, strategic use of media for youth.

In 2024-25, LBUSD continues to develop new opportunities to challenge and enrich students, while simultaneously fostering agency and peer connections through unit design. Through design planning and implementation, District teachers have come together to reimagine selected units of study to integrate course content with essential competencies including collaboration, communication, critical thinking, creativity, and problem-solving. Guiding questions and culminating projects allow students to apply their learning to real-world scenarios while demonstrating knowledge and skills in a variety of ways. To date 111 LBUSD teachers have designed one or more units, focusing on topics including the impact of sports on community, westward expansion and America's early development, the extent to which personal backgrounds shape who we are and will become, the contributions of art on community, and the impact of humans on the local marine ecosystem. As of winter 2025, a total of 209 powerful units have been created to help students grow as empowered learners, constructive collaborators, empathetic citizens, creative problem solvers, and effective communicators.

FLOW: Elevating Civic Engagement & Stewardship:
The LBHS FLOW (Fire, Land, Ocean, Water) program was designed with the goal of helping students to possess a deep understanding and awareness of our unique natural environment and the value of mindful citizenship. In order to achieve this, the FLOW program is designed to weave together our student body, diverse academic disciplines, and community partners in a communal effort to strengthen our stewardship of our natural environment. FLOW stands for fire, land, ocean, and water--four environmental issues particularly relevant to Laguna Beach. Students study FLOW topics successively through grades 9-12, having experiences across the curriculum, through a common read, and by attending community partner events. LBHS students now have the opportunity to earn the California State Seal of Civic Engagement and can share their FLOW projects to meet the criteria for this impressive distinction.

This year’s FLOW highlights include student participation in the Coast Film and Music Festival, Oriana Poindexter's kelp artwork installation, and the FLOW Fair (featuring upcycled materials for the carnival games and performances by student musicians and dancers). LBHS freshmen work with community partners to execute FLOW projects, including writing articles and designing reusable tote bags with home-hardening tips for distribution to Laguna Beach residents. LBHS seniors develop FLOW Talks, modeled after TED Talks, to inform the public about civic issues they care about in order to inspire and ignite change. The FLOW Senior Service Day has shifted from meal-packing to water filter-building. LBHS will partner with SchoolPower and ATTA (One ATTA Time) to give students the experience of assembling 400 water filters to be shared with water-scarce communities around the world. Each filter provides a household with 10-15 years of clean water.

Sustainability and Environmental Literacy:
The addition of the LBUSD Environmental Literacy Coordinator position in 2023-24 led to a new District focus on facilitating the achievement of three distinct sustainability goals through the utilization of student-centered methodologies and alignment with the learner profile. To enrich the curriculum, learning objective maps have been created to ensure alignment with the California Environmental Principles and Concepts across all core classes, ranging from kindergarten to 12th grade, fostering a deeper understanding of environmental stewardship. LBUSD teachers are regularly offered professional development aligned with the United Nations’s Seventeen Sustainable Goals, emphasizing sustainability and integration of environmental literacy strategies across ELA, math, science, health, and history.

Expanded Learning Opportunities:
In order to further extend student learning beyond our traditional school hours and academic year, LBUSD entered into its second year of offering the Expanded Learning Opportunities Program (ELO-P) in partnership with the Boys and Girls Club of Laguna Beach. Through a state-funded grant, students in grades TK-6 from economically disadvantaged homes and students who are identified as English Learners are able to access no-cost academic support, social-emotional learning activities, interest-based clubs, and fitness or sports offerings at the Laguna Canyon clubhouse. In addition to an extended nine-hour learning day, participating students are also invited to attend six weeks of summer camp at the Boys and Girls Club. To date, we have 76 students enrolled in the program.

In addition to the LBUSD Expanded Learning Program, both Top of the World and El Morro offer a wide variety of elementary after-school enrichment classes through a partnership with SchoolPower. With an average of 35 courses per session, students have the opportunity to explore areas of interest and discover new passions. Classes include Spanish language, theater, app development, ceramics, science, Chinese language, strings, painting, guitar, yoga, chorus, engineering, band, Model UN, and a THRIVE empowerment workshop. Both fee-based and free courses allow for greater choice and accessibility for families. Scholarships are available through SchoolPower for those who qualify.

Visual and Performing Arts:
In order to provide LBUSD students with a well-rounded educational experience, students have access to a myriad of offerings in visual and performing arts (VAPA), both during and after the instructional day. At the elementary level, 2024-25 VAPA highlights to date include TK-5 weekly integrated art lessons, a family art night featuring the art of Joan Miro, an Art Masters lecture with corresponding activities for fourth graders, the Laguna Plein Air Association Paint Out at Heisler Park, the fourth and fifth-grade Emerging Artists program, local artist Casey Parlette's presentation, a Laguna Playhouse field trip to Island of the Blue Dolphins, theatre workshops with LBHS drama teacher Meghan Minguez-Marshall, attendance at the LBHS Dance Concert Preview, Honors Chorus performances at Laguna Beach’s Sawdust Festival and Hospitality Night, and performances in LBUSD’s winter vocal music concert.

At the middle school level, VAPA experiences to date include the musical Annie Kids, the new Honors Chorus who performed at the All-District Vocal Music Concert, Pep Band (jazz and wind ensemble) performances at TMS school events, Strings performances throughout the year, an opportunity for Yearbook students to work with local artist Oriana Poindexter and the Laguna Art Museum in the Cyanotype Photography Workshop at LBHS, and participation in the LPAPA Plein Air Paint Out. At the high school level, VAPA celebrations include an upcoming trip to Colorado for the LBHS Band to perform in a music festival, The LBHS Drumline's competition in the Southern California Percussion Circuit, the LBHS Dance concert, LBHS Choir students' multiple sold-out local performances and acceptance to participate in an All-State Choir performance, LBHS Theatre's second place award for Area 4 (South County/San Diego) for their fall play, Trap, a Jazz Band trip to record soundtracks at Disneyland, a pop-up art show and portfolio development for ceramics students, and upcoming performances by the LBHS band, cheer, and dance teams at the Laguna Beach Patriot's Day Parade.

Summer Enrichment Opportunities:
In the summer of 2024, LBUSD hosted the fourth annual Learn, Enrich, Advance, Discover (LEAD) program for 503 enrolled students. All LBUSD students in grades 1-8 were invited to explore their interests or passions through this unique, no-cost learning opportunity. Each one-week enrichment course, the majority of which were taught by credentialed LBUSD teachers, was two hours in length, and parents had the opportunity to register students for up to six unique classes over the span of two weeks at the elementary and middle school levels. We were pleased to offer 133 different courses in the areas of visual and performing arts, sports, science, engineering, yoga, business, academic bridge courses, Spanish, fashion design, confections, leadership, book clubs, chess, and many other specialty classes. Summer 2024 also included the launch of our LBHS LEAD Peer Mentor and Intern Programs, which afforded valuable work and leadership experiences to our high school students while simultaneously allowing them to share their own areas of expertise and passion with our elementary and middle school students. In order to further promote early career exploration, local industry professionals visited LEAD classes as special guest presenters to connect learning to related careers.

Preschool and Early Learning Opportunities:
The Laguna Beach Unified School District's Early Learning Program is dedicated to fostering a nurturing and inclusive environment for our young learners. Currently, the Laguna Beach Preschool program serves 28 preschool students, providing a foundation for school readiness skills in pre-academics and social development. A key feature of the program is its commitment to inclusion, offering meaningful opportunities for children receiving special education support to learn and grow alongside their peers.

The LBUSD Transitional Kindergarten (TK) program has grown to three classrooms this year, with "early birds" and "late owls" in each room. We offer afterschool care through our TK Extended Day Program that supports 30 students across both campuses, ensuring expanded learning and social opportunities after school until 3:30. Our Kindergarten classes are preparing for the Early Development Index (EDI). This is a community effort in Orange County that measures developmental health for Kindergarten students in the domains of physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills, and general knowledge. The LBUSD Early Learning Program also continues to offer Learning Link classes. This free, hands-on learning opportunity for parents and children is focused on engagement in hands-on learning activities to foster the development of essential school readiness skills. LBUSD is proud to be able to offer a variety of programs for our youngest students in order to cultivate a love of learning.

The LBUSD Student Story Project:

Throughout the 2024-25 academic year, a pilot team of teachers, support staff, and administrators from across the District collaborated in developing a prototype of the LBUSD Student Story: a one-page individualized profile designed to help staff learn about student strengths, needs, and goals, provide key background knowledge, inform instructional decisions, and help build meaningful connections in the classroom and on campus. The goals associated with the LBUSD Student Story include understanding and responding to the strengths and needs of the whole child, valuing each learner as an individual, cultivating an asset-based, inclusive community of learners, and acknowledging and appreciating student and family insights related to each learner's unique educational experience.

Upon the District-wide launch of LBUSD Student Stories in fall 2025, staff will have the opportunity to use the tool to familiarize themselves with snapshots of those students on their rosters, determine points of connection between themselves and their students based on story content, develop a foundational understanding of data points to inform instruction or targeted interventions or enrichment activities, help students work towards their individual goals and the goals their parents have shared, and identify trends in their class data related to strengths, needs, aspirations, and goals. This helps inform their approach to collaborative group tasks, class discussions/topics, supplemental resources, and Professional Learning Community conversations. LBUSD teams will continue to ideate and collaborate throughout the spring, in order to develop a final prototype that will enable them to elevate practices and enhance the learner experience through greater personalization of learning.

Future-Ready Learning Environments:
An additional hallmark of the Laguna Beach Unified student experience includes access to future-ready, flexible learning spaces designed to accommodate a variety of learning models, activities, and modalities. Over the past nine years, nearly all classrooms have been remodeled into student-centered 4C's Learning Environment (4CLE) classrooms. This includes the ongoing 1:1 student device and wifi access programs, along with the continued implementation of technology programs, including Canvas and Google Classroom. Furthermore, the percentage of teacher misassignments, the percentage of students without access to standards-aligned instructional materials for use at school and home, and the number of instances where facilities do not meet the "good repair" standard were again zero.

LBUSD Learner Profile Highlights: 2024-25:
In 2023-24, the LBUSD Innovation and Design Team, in collaboration with a variety of community partners, continued strategic planning efforts focused on creating the conditions for students to cultivate essential core competencies identified through the LBUSD Learner Profile, developed in 2021-22. In order for all LBUSD students to achieve critical outcomes, graduating high school as empowered learners, creative problem-solvers, effective communicators, constructive collaborators, and empathetic citizens, school teams must design and implement learning experiences that are authentic, inclusive, equitable, personalized, and competency-based. Innovation and Design Team participants devoted 2023-24 to drafting the LBUSD Framework for the Future, a vertically-articulated blueprint for instructional staff and school leaders, containing language for observable characteristics, essential skills, and actionable steps for students to thrive in the world beyond the four walls of the classrooms.

Throughout 2024-25, design teams collaborated to create prototypes to actualize the principles of the learner profile in the school setting through projects including digital student portfolios, vertical articulation practices among instructional teams, reimagining learning walks for teachers and school/District leaders, and interactive, living goal maps for multilingual students. In spring 2025, LBUSD launched its first Celebration of Our Learning (COOL), inviting students to share their strengths and showcase specific examples of their work, evidencing durable skills and core competencies for an authentic audience. The LBUSD Learner Profile and Framework for the Future informed the development of the 2024-27 Laguna Beach Unified Local Control Accountability Plan, and will continue to guide the innovative work of school

teams to prepare LBUSD students to master the core competencies and durable skills identified for success in post-secondary education and the workforce.

LBUSD School Counseling Highlights:
Counseling teams across the district devoted 2024-25 school year to building positive and trusting relationships with students, serving as additional touchpoints, and conducting regular outreach to ensure all students have the support needed
to feel safe, valued, and successful at school. In addition to the provision of school-based counseling services, counselors planned campus-wide wellness campaigns, led peer mentoring programs, taught social-emotional learning lessons, provided executive functioning and emotional regulation intervention, participated in classroom learning walks, engaged students in bullying prevention and education, led empathetic citizenship groups, and facilitated parent workshops. The LBUSD student-to-counselor ratio of 223:1, among the lowest in the state, positively impacted students by expanding both individual and school-wide services.

At the elementary level, counselors and student support specialists (school social workers) led initiatives including No Place for Hate, Mental Health Mondays, Kindness Rocks, and Boo to Bullying. Special campus-wide events include the College and Career Fair, staff mentor luncheons, the Great Kindness Challenge, and Unity Day. The elementary counseling team also administered student, staff, and parent needs assessments to direct their work.

With the opening of the LBHS Well Space in fall 2023 and the newly opened TMS Well Space in fall 2024, secondary students have a hub to go to for simple grounding and refocusing, as well as an opportunity to connect with site Student Support Specialists. This year, the TMS counseling team introduced student Restorative Circle Keepers and a student Restorative Student Success Panel and routinely engaged in post-suspension restorative counseling conferences. Middle school students also participated in Mindful Moment lessons using the Collaborative for Academic Social and Emotional Learning (CASEL) 5 Framework. Counseling classroom lessons on empathy building, in addition to suicide awareness and coping strategies, and self-discovery supported by the Naviance platform were delivered in the 2024-25 academic year.

At LBHS, school counselors started the 2024-25 academic year with individualized conferences with freshmen students and their parents/guardians to assist with the transition to high school. Counselors also meet with all eleventh-grade students and their parents at individual junior conferences to review graduation/a-g status and post-secondary planning. This year, through the implementation of 9th and 10th-grade classroom lessons, counselors facilitated the identification of students' strengths and goals in addition to integrating AI tools to help with career exploration. Additional 2024-25 counselor and student support specialist-led campus events and initiatives include Coffee with the Counselor parent forums, Habits for Success academic small groups to reduce D/F grades, suicide awareness presentations, and Connections Group to support students in need of connection. The LBHS Student Support Collective provided bullying prevention lessons to all freshmen in their IS1 Science Classes, focused on bullying research and how to support and leave a positive legacy at LBHS. The inaugural No One Eats Alone barbeque lunch focused on building community and included music, banquet seating, and conversation cards. In order to promote district-wide connections, the LBHS Student Support Collective visited Top of the World Elementary School to read The Wump World to 3rd graders, sparking discussions about empathy, emotional connections, and environmental stewardship, while also developing leadership skills and fostering a sense of community within the LBUSD district.

LBUSD Community Perception Data Trends 2024-25

The LBUSD community partner survey data provides valuable insights into the perceptions of students, staff, parents/guardians, and community members across four key priority areas aligned to District areas of focus. Through the collection of essential input designed to capture the Laguna Beach Unified student, staff, and family experiences, District LCAP committee members can develop and refine meaningful and relevant goals and actions aligned with LBUSD's areas of focus. The annual survey includes questions related to state and local priorities, including:

-Academic growth
-Social-emotional strength, connectedness, and student agency
-School climate and safety
-Community partner engagement.

In spring 2025, 2,092 respondents participated in the annual survey. This is an increase of 137 individuals as compared to the previous year. Survey participants included 1,306 LBUSD students in grades 5-12, 523 parents/guardians, 247 District staff members, and 8 community members.

Academic Growth:

Current LCAP survey data indicate that 78% of students in grades 5-12 report regular participation in challenging learning activities (14% provided neutral responses). This data shows an increase over the previous three years, in which 75-77% of students indicated favorable responses to this question. 84% of participating LBUSD students shared regular participation in engaging/relevant learning activities (10% of students provided neutral responses). This is an increase of 4% compared to 2023-24. 82% of LBUSD parent survey participants reported in spring 2025 that students routinely engaged in challenging learning activities (8.5% provided neutral responses), while 90% of parents indicated their child regularly participated in engaging/relevant learning opportunities. Positive responses related to engaging/relevant learning responses showed a notable increase of 13% compared to the previous year. There was also a substantial increase of 10% in the number of parents indicating agreement when asked if their student participated in challenging learning activities.

An essential area to measure through community perception data related to college and career readiness is whether students report having access to effective academic support. In 2025, 86% of grade 5-12 survey participants indicated agreement with this statement (while 10% provided neutral responses), maintaining positive student rates from the prior three years (with an increase of 5% agreement compared to 2024). In response to this same question, there was a noticeable increase in the number of parents reporting that their students had access to effective academic supports. In 2025, 83% of the participating LBUSD parent population indicated agreement in this area, an increase of 6% as compared to the previous year, and an increase of 11% as compared to 2022-23. As a complement to this question, high school students and parents of ninth through twelfth-grade students were asked to share whether students are provided effective college counseling and support. 90% of LBHS students indicated agreement with this statement (7% shared neutral responses), an increase of 3% as compared to prior survey administration. Parents of high school students also reported a high rate of agreement in this area, with 90% providing favorable responses (an increase of 14% as compared to the prior survey data).

Secondary students were also asked whether LBUSD prepares them with the skills needed for college. Annual survey data indicates that the majority of 6th to 12th grade students (63%) have positive perceptions in this area. This data shows an increase in favorable responses as compared to 2023-24 and 2022-23 survey data, in which 58% and 57% of students, respectively, indicated agreement with this statement,

while an additional 27% provided neutral responses. Parent perceptions in this area, however, showed a significant positive response rate increase of 6% over one year and 16% over two years, growing to 60%.

Perceptions related to LBUSD preparing students with the skills needed for a career showed an improvement of 7% among the secondary student group when analyzing year-over-year comparisons, with 55% of students providing favorable responses (31% shared neutral responses). The LBUSD parent population, however, again indicated more positive responses in 2025 than in 2024, with 52% indicating agreement and 30% providing neutral responses when asked if the district schools prepare students with career-related skills. This indicates an increase of 4% over one year and 21% over two years in favorable LBUSD parent perceptions in this area.

The final key area for analysis in the area of college and career readiness and academic programs measures student opinions related to participation in relevant and valuable activities across curricular areas. Student responses indicated that they engage in relevant and valuable learning “always” to “most of the time” in various subject areas with agreement rates between 62-75% (as compared to 2024 agreement rates of 50-76% in this area). Core academic classes, such as English language arts and mathematics, showed highly favorable perceptions among 72% and 75% of participating students, respectively. The percentage of students indicating they participate in relevant and valuable learning activities “never” was low, with typical percentages of students selecting this response option for required academic classes falling between 2-4%. This data is similar to student responses from the prior year.

Staff professional learning continues to be a central focus within LBUSD to ensure teachers and support staff are equipped with the resources and tools necessary to elevate practices to prepare students for success throughout their academic careers and beyond. The overwhelming majority of LBUSD staff (74%) reported via the annual survey that District professional development opportunities positively impact their practice (an additional 9% indicated neutral responses). This is consistent with favorable responses from the previous year. Additional professional development surveys administered following designated staff PD days throughout the year routinely show positive feedback rates of 80% or higher among participants.

Social-emotional Strength, Connectedness, and Student Agency:

Survey questions addressing social-emotional wellness, school connectedness, and student agency were designed to measure key aspects of the LBUSD student experience, including perceptions of belonging, access to counseling and mental health support, and connections to trusted adults on campus. Overall, student responses supported positive relationships with school staff. Students were asked whether they have at least one adult at school who supports them. An overwhelming majority of students, 88%, indicated agreement (compared to 84% in 2024), while an additional 8% of students provided neutral responses. Of the students who shared that they do not have an adult at school who provides support to them, 80% expressed that they have at least one adult outside of school to support them. A total of four students shared they do not have an adult who supports them (as compared to six students in 2024)

As a measure of school connectedness, 67% of students expressed agreement (20% provided neutral responses) when asked whether teachers and school staff took the time to get to know their strengths and interests. This data is consistent with the prior year's survey administration. Participating parents and guardians supported this perception, with 80% of survey respondents in agreement (10% provided neutral responses). This is an increase of 7% compared to 2024 favorable parent/guardian responses. Parents also maintained high levels of trust and respect for school staff, with 86% of survey participants indicating positive responses in this area (6% provided neutral responses), an increase of 5% from the previous year. 70% of students expressed that their teachers or school staff help them set goals for improvement

(19% provided neutral responses), which was echoed by 75% of parents surveyed (12% provided neutral responses). This shows a slight increase (1%) in favorable student responses and positive parent responses (2%) compared to 2023-24.

When examining perceptions related to student agency, it was evident that students are encouraged to ask questions and demonstrate learning through a variety of ways. 80% of students agree their teacher encourages them to ask questions (14% provided neutral responses), consistent with the past three years of annual survey data. 73% of students and 70% of parents expressed that teachers provide meaningful feedback on assignments (16% of students and 13% of parents provided neutral responses). While student perceptions are consistent with spring 2024 data, parent agreement rates increased by 3%.

The availability of counseling services continues to receive highly favorable responses from both students and parents. 90% of students (an increase of 5% from 2024) and 86% of parents and guardians (an increase of 4% from the prior year) agreed when asked whether services were available to discuss social and emotional concerns (9% of students and parents provided neutral responses). Another critical school climate perception addresses the number of students expressing agreement when asked about the provision of a positive learning environment for all students. In 2024, 84% of students supported this statement (13% provided neutral responses), consistent with the prior year's perception data.

School Climate and Safety:

Community educational partners shared perceptions addressing the areas of inclusion, equity, relationships with school personnel, and campus safety, to determine strengths and areas of growth related to school climate. Over the past three years, there has been a consistently high perception of school staff caring for students, with 92% of parents and guardians indicating favorable responses in this area (an additional 4% of parent survey participants provided neutral responses). This is a notable increase of 9% over the past 2 years. Students also expressed a high level of agreement when presented with the statement, "My teachers care about me," with 85% of participants providing positive responses (12% shared neutral responses). This is an increase of 3% compared to the previous year and an improvement of 8% over two years. 86% of parents and guardians shared that they feel welcome when visiting their child's school (6% indicated neutral responses), which is an increase of 5% compared to the previous year's data.

The overwhelming majority of 2025 annual survey participants expressed that school staff are committed to helping students succeed. 87% of students in grades 5-12 provided favorable responses (10% indicated neutral responses), while 91% of parents and guardians expressed agreement with this statement (5% provided neutral responses). This data shows an increase of 2% in student positive responses, and an increase of 5% in the number of parents expressing agreement in this area, when compared to spring 2024 survey outcomes. In an effort to measure perceptions of campus safety, students were asked to respond to the following statement: "I feel safe at school." 97% of fifth through twelfth-grade students indicated agreement or provided neutral responses, demonstrating high perceptions of school safety. Of the 3% of students who shared they did not feel safe, follow-up responses provided explanations such as fear of potential intruders or school shooters on campus, past life experiences, exposure to mean or rude people, and fear of bullies. This data remained consistent with the previous academic year.

Students in grades 5-12 were provided with a series of follow-up questions related to the topic of bullying. In 2025, 66% 61% of students reported they have never experienced direct bullying or harassment (verbal or physical) on campus, while 80% 74% of students shared they have never experienced cyberbullying. Responses indicate an increase of 5% in the number of students who have never experienced

bullying on campus and an increase of 6% in the number of students who have never experienced cyberbullying, as compared to 2023-24 data. Of the number of students reporting that they have experienced bullying at school during the 2024-25 academic year, 12% shared that these occurrences have taken place more than three times. Of the number of students who expressed they have experienced cyberbullying during the current year, 7% shared that these instances occurred more than three times. This data shows a decrease of 4% and 2%, respectively, when looking at the number of students who have experienced on-campus bullying or cyberbullying more than three times as compared to the 2023-24 academic year. The overwhelming majority of students expressed that the individuals they would feel most comfortable talking to in the event they experience verbal or physical threats by another student are their teachers and counselors.

55% of students surveyed expressed that they feel comfortable reporting bullying (27% provided neutral responses), which is a notable increase of 3% compared to the prior year and an improvement of 9% over two years. 79% of students indicated that the school has rules to address bullying (12% provided neutral responses), which is an increase of 5% when compared to favorable student responses from the prior year. 7% of students shared that they are “not at all” comfortable reporting bullying, which is consistent with spring 2024 annual survey data. There was also an increase of 6% in the number of students reporting that teachers discuss supports for bullying (73% indicated agreement with this statement, while 16% of participants shared neutral responses). Overall, an overwhelming majority of students believe that their school takes accusations of bullying seriously, with 81% expressing agreement (11% of student survey participants provided neutral responses). This data increased by 3% as compared to the prior year's survey results.

When asked to share perceptions addressing equity and diversity, 85% of students expressed staff support diversity and equity within the school community (10% provided neutral responses), an increase of 4% based on 2023-24 feedback. Parents’ and guardians' responses to this question reflected an 82% agreement rate (12% shared neutral responses), an increase of 5% when compared to the previous year’s data, and an improvement of 10% over two years.

When presented with the statement LBUSD/my school “provides a safe environment for all voices to be heard," 80% of students and 83% of parents indicated agreement (13% of students and 9% of parents provided neutral responses). Positive student perceptions showed a slight increase of 2% compared to the prior year, with a 5% improvement over 3 years. Parent perceptions in this area reflected a notable increase of 5% in agreement rates relative to 2024 survey data. These rates have steadily increased in recent years, with 78% agreeing in spring 2024, 63% of parents and guardians providing positive responses in spring 2023, and 59% sharing positive perceptions in this area in spring 2022.

An important aspect of school climate is the experience of staff working within the LBUSD community. Based on 2024-25 annual survey feedback, 94% of participants expressed they are treated professionally (3% indicated neutral responses), consistent with spring 2024 data. 88% of LBUSD staff shared that they have the appropriate supports to do their work (6% indicated neutral responses). This feedback reflects a decrease from the previous year, at which time 91% of survey participants indicated having appropriate support to do their work.

Annual survey data addressing areas of school climate and safety show that over the past three years, there has been a consistently high perception of school staff caring for students. This demonstrates a strong foundation of trust and support within the school community. Education partner views related to the District’s commitment to supporting diversity and equity within the community have seen an upward trend, as has the proportion of survey respondents feeling that the school provides a safe environment for all voices.

Community Partner Engagement:

Parent and community member engagement is pivotal to the success of Laguna Beach Unified for several reasons, including increased student achievement, enhanced school climate, support for diverse learning needs, and the prioritization of collaborative home-school partnerships. Each of these elements contributes to the holistic development of students and the overall effectiveness of the educational environment.

Of the LBUSD parents participating in this year's annual survey, 90% expressed that LBUSD provides opportunities to participate in events and activities (5% provided neutral responses). This is an increase of 3% from spring 2024 and an improvement of 8% as compared to favorable responses in this area during the spring 2023 survey administration. Of the eight 2025 community responders, 75% agreed there are opportunities to participate in school events, while 25% provided neutral feedback.

This spring, 80% of respondents agreed they are aware of opportunities for community input on district goals and action plans (12% of parents indicated neutral responses). 83% of parents and guardians expressed that LBUSD provides adequate educational opportunities for parents (11% provided neutral responses). This data reflects a slight increase (2% higher agreement in awareness of input opportunities agreement rate) from the prior year.

Of the eight community members participating in this year's survey, 86% provided favorable responses to this question, while 14% shared neutral feedback. Based on current survey data, the areas in which parents are most interested in learning about are academic activities, and the types of parent education activities they most want to participate in are hands-on workshops, followed by attending guest speaker sessions and social events.

In order to measure the effectiveness of LBUSD communication, survey participants were presented with a series of statements addressing preferred methods of receiving information, as well as their satisfaction with the current modes of school and district-wide communication. In spring 2025, 90% of parent and guardian respondents expressed they are "extremely" to "somewhat" satisfied with communication from their child's school, while 82% expressed this sentiment regarding LBUSD communication. 6% of parent survey participants shared they are "dissatisfied" with communication from the District, while 3% are dissatisfied with school-based communication. This is a notable increase over a two-year period, with 66% of parents expressing satisfaction and 17% conveying dissatisfaction with District communication in spring 2023. In the area of school communication, parent satisfaction rates also improved substantially over two years, with 77% of survey respondents indicating satisfaction and 14% expressing dissatisfaction (2023 LCAP Survey). When asked to rate satisfaction related to communication from their child's teacher, 72% of parent respondents indicated satisfaction (an increase of 4% compared to 2024), while 17% expressed dissatisfaction. Parents shared that their preferred methods of communication are Parent Square, followed by email and Instagram.

Annual community partner survey data focused on the area of engagement highlights the improvement in participant perceptions related to opportunities for parents and guardians to participate. This indicates a growing trend in LBUSD's efforts to engage families in school activities. The perception that the district provides adequate education for parents has also improved over the past three years. This suggests that parents feel more informed and supported in contributing to their children's education.

2025-26 LBUSD LCAP Considerations

Laguna Beach Unified School District will maintain 2024-25 LCAP successes by continuing to focus on providing high-quality instruction with an emphasis on the integration of guaranteed and viable curriculum, rigorous, standards-based teaching, differentiation, identification of essential learning outcomes, and common formative assessments to monitor student learning. LBUSD will continue to provide students with supplemental, targeted academic intervention opportunities to engage students in learning recovery and acceleration, including expanded learning programs outside of the regular school day and school year. Students will also engage in meaningful and relevant learning activities that offer problem-solving and solutionary learning opportunities in tandem with the development of communication, collaboration, creativity, and critical thinking skills, building student agency through choice. LBUSD instructional teams will explore the elevation of current units of study to include more project-based and real-world learning opportunities, integrating assessments that measure genuine understanding and application of learning. Library and Information Services staff will empower learners, enrich educational partnerships, and ensure that the district's libraries serve as dynamic, responsive hubs of learning and community engagement. LBUSD will expand exploratory career opportunities at the elementary and middle school levels to introduce career pathways prior to high school. LBUSD will integrate programming designed to promote sustainability and environmental stewardship, fostering engaged and empathetic citizenship.

Trends in LBUSD survey data in the area of academic growth include a noticeable improvement in community partner perceptions related to academic supports and college counseling and support compared to recent years, indicating positive outcomes resulting from an enhanced focus on personalized and targeted services for students. Positive survey responses addressing student participation in challenging, engaging, and relevant learning activities also increased, attributed to consistent efforts in maintaining rigorous and engaging academic standards across LBUSD classrooms. Areas for growth, based on annual survey results, include further expansion of the integration of real-world learning and problem-solving to develop durable, career-oriented skills. A final continued area of collective focus across Laguna Beach Unified in the area of college and career readiness is a commitment to the incorporation of ever-evolving, highly engaging, and innovative instructional practices.

LBUSD will continue to prioritize actions to improve academic, social-emotional, and behavioral interventions for all students through robust, data-informed Multi-Tiered Systems of Support (MTSS). School and district leadership will dedicate resources to maintain an effective MTSS at each school, including comprehensive assessment systems, problem-solving teams, targeted interventions, and progress monitoring, with specialized staffing support for students with disabilities and students who are economically disadvantaged. Teachers and administrators will continue the 2024-25 practices of regularly engaging in the process of developing and refining actionable essential learning outcomes with aligned common formative assessments for each grade level and subject area. These common formative assessments will continue to integrate with the universal screening and diagnostic assessments to provide student data that can be utilized for targeted interventions with English learners, economically disadvantaged students, students with disabilities, and any student at risk for not meeting grade-level standards. To provide additional academic support to students and address learning recovery through targeted interventions, instructional coaches will continue to serve the elementary and middle school sites, while dedicated math and ELA Teachers of Special Assignment (TOSAs), will continue to support students and staff at the high school level to address skill discrepancies and knowledge gaps in core subject areas.

In order to address the ongoing elevated needs of students who are English Learners, LBUSD will maintain the employment of instructional assistants specializing in English Language Development (ELD) to provide supplemental instruction and classroom support to long-term

English Learner students at the middle school level. The District also continues to fund a full-time English Learner instructional coach to provide direct service to all students who are English Learners in grades kindergarten to twelve, in addition to their families. The additional support personnel will continue to identify and address student needs across domains in 2025-26, while instructional coaches will continue to build capacity among staff in using evidence-based practices and instructional strategies to challenge and engage all learners.

The emphasis on prioritizing positive student relationships, understanding, valuing, and building upon the assets of every learner, and committing to continuous improvement, will ensure all students grow and thrive. Student feelings of connection and belonging continue to be a top priority in LBUSD, as all staff commit to the district assurances "every student, every day," and "relationships matter." Annual community partner survey data addressing social-emotional strength, connectedness, and student agency conveys positive perceptions of trust and respect towards staff, which have shown an increase over the years. Perceptions of a positive learning environment for all students have remained high, as have awareness of social-emotional supports on LBUSD campuses. Areas for growth, based on annual survey responses, include acknowledgment of students' strengths and interests, continued efforts to provide support for students when they are upset, and ongoing prioritization of relationships between students and adults to ensure students feel supported and have someone they feel comfortable talking to about their concerns. LBUSD staff will continue to focus on maintaining a supportive school environment and fostering trust and respect between students and staff, as these are foundational to a positive school experience.

Efforts to create a safe environment have been increasingly recognized, with a decrease in reported experiences of direct bullying or harassment. Students' responses indicate a need for improvement in addressing bullying and safety concerns, as there are varying levels of comfort in reporting bullying incidents. To address the issue of cyberbullying, LBUSD teams will continue the implementation of comprehensive digital citizenship programs focusing on the responsible use of technology, including strategies to prevent and address cyberbullying. In order to increase students’ comfort in reporting bullying, school staff will continue to provide education and training on reporting tools and protocols, including anonymous mechanisms such as the WeTip digital application. Bullying prevention and education will also remain a priority across all District schools. LBUSD will also remain committed to fostering an inclusive environment where all students are poised to thrive.

In the area of parent engagement, satisfaction with communication saw improvement, with the vast majority of parents expressing satisfaction with both school and District communication efforts. LBUSD will continue to expand and promote educational opportunities for parents, including workshops, online resources, and informational sessions on topics relevant to their children's education. District teams will also commit to 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.

LBUSD has expended all Learning Recovery Emergency Block Grant Funds.

Reflections: Technical Assistance

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

Top of the World Elementary, initially identified for additional targeted support and improvement (ATSI) in 2023 due to the suspension rate of students with disabilities (a population size of 56 students in 2022-23), 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 both 2022-23 and 2023-24, a total of 5 students from this population were suspended. Thus far in 2024-25, no students with disabilities attending TOW have been suspended. To further improve services and support for students with disabilities in the area of behavior during the 2025-26 academic year and beyond, Top of the World will consult and collaborate with Board Certified Behavior Analysts (BCBAs) to provide further professional development, coaching, and direct service in classrooms. Select instructional assistants will also receive 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.

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.	The committee convened twice in spring 2025 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 2025-26 LCAP and related actions
LBUSD Students (Grades 5-12), Staff, Parents/Guardians, & Community Members	Participation in LBUSD Annual Community LCAP Survey (February-March 2025)
LBUSD Students (Elementary, Middle, High School Representatives)	Annual LCAP Focus Groups
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.
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	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,

Educational Partner(s)	Process for Engagement
Multilingual and English language learners, and students with disabilities. The secondary SSCs also include student representation.	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 meeting on May 22, 2025, includes a public hearing and a

Educational Partner(s)	Process for Engagement
	presentation of the proposed District Local Control Accountability Plan for 2025-26, along with the 2025-26 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 9, 2025. The LCAP Local Indicators Report is also presented to the Board on June 9, 2025.

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 provide feedback and input for the LCAP. This process is organized into three distinct phases: fall, winter, and spring, and aims to create a consistent and continuous cycle that ultimately impacts decisions related to LCAP goals, actions, metrics, and expenditures. In the fall of 2024, the LCAP goal-related metrics were shared and analyzed with educational partner groups, including the Governing Board, school and District leadership teams, PTAs, School Site Councils, and the District English Language Advisory Council (DELAC). Feedback on progress toward school and District goals and student outcome data was also collected. A midyear LCAP progress report was presented to the community during a public meeting of the Governing Board in February 2025. Throughout January-April, student focus groups were conducted to collect perception data around District areas of focus and LCAP goals. In February, the annual LBUSD community survey was sent to all District staff, students in grades 5-12, parents/guardians, and community members, and was later analyzed by CESA6/Qualtrics Research. In the spring of 2025, two LCAP community educational partner convenings, inclusive of District staff, parents, and high school students, were held to review goal progress, analyze and discuss District data, and make recommendations for improvement to inform the 2025-26 LBUSD local plan prior to the presentation of the draft plan at a public hearing in May 2025.

2025 LBUSD Community Survey: Summary of Findings

As part of its commitment to inclusive and data-informed planning, Laguna Beach Unified School District conducted its annual LCAP Community Partner Survey in February-March 2025, yielding input from 2,092 respondents, including students in grades 5–12, parents and guardians, staff members, and community members. The survey captured perspectives aligned with the District's four central priorities: academic growth, social-emotional strength and student agency, school climate and safety, and community engagement. This broad and growing participation reflects LBUSD's continued efforts to center educational partner voices in the development and refinement of meaningful goals and actions.
In the area of academic growth, the data reveal sustained and increasing positive perceptions among students and families. Seventy-eight percent of students reported regular participation in challenging learning activities, and 84% affirmed the relevance and engagement of their coursework—representing a measurable year-over-year improvement. Similarly, 90% of parents expressed that their children engage in

meaningful learning, reflecting a 13% increase from the prior year. Student access to academic supports remains strong, with 86% of students and 83% of parents reporting favorable perceptions in this area. Of particular note, 90% of high school students and their parents indicated confidence in the availability of effective college counseling services—demonstrating double-digit improvements over previous years. While perceptions of preparation for post-secondary success improved across all groups, stakeholders identified real-world learning and career readiness as ongoing areas for growth. Professional development remains a foundational strategy for instructional improvement, with 74% of staff affirming that district-sponsored learning opportunities positively impact their professional practice.

In regard to social-emotional wellness, connectedness, and student agency, the survey results reaffirm the strength of relationships between students and staff. Eighty-eight percent of students reported having at least one adult on campus who supports them—a 4% increase from the previous year. Parents echoed this sentiment, with 86% expressing trust and respect for school personnel. Students also reported high levels of encouragement to ask questions and demonstrate learning in diverse ways, while 90% affirmed the availability of counseling services, marking a 5% increase from 2024. Parent perceptions similarly reflected a 4% gain in this area. While indicators of student voice and school connectedness remain robust, opportunities remain to further elevate students' strengths and deepen relational supports to ensure all learners feel seen, heard, and supported.
The domain of school climate and safety continues to reflect high levels of confidence across the LBUSD community. Ninety-two percent of parents and guardians reported that school staff genuinely care about students, while 85% of students agreed that their teachers care about them—an increase of 8% over a two-year period. Notably, 97% of students reported feeling safe on campus, with decreasing rates of bullying and cyberbullying incidents compared to prior years. More students also reported feeling comfortable reporting bullying and affirmed that the district takes such concerns seriously. Perceptions of equity and inclusion showed upward momentum, with 85% of students and 82% of parents affirming that staff promote diversity and equitable practices. Additionally, 80% of students and 83% of parents agreed that schools provide a safe environment where all voices are valued. While staff perceptions of professionalism and support remain largely favorable, a slight decline in perceived adequacy of work-related supports was noted and will be a point of consideration moving forward.

Finally, in the area of community partner engagement, the survey data demonstrate significant growth in stakeholder satisfaction and participation. Ninety percent of parents affirmed that LBUSD provides opportunities to engage in school events—an 8% increase over two years. Awareness of opportunities to contribute input on district goals also improved, and 83% of parents indicated satisfaction with the educational opportunities provided to them. Communication continues to be a strength, with 90% of parents expressing satisfaction with communication from their child's school and 82% satisfied with district-wide outreach. This reflects substantial gains from 2023, when only 66% of parents were satisfied with district communication. Parent Square, email, and Instagram remain the preferred communication channels. Moving forward, LBUSD will continue to enhance opportunities for meaningful input, expand parent education offerings, and strengthen partnerships that foster shared responsibility for student success.
Overall, the 2024–25 community survey results reflect a districtwide culture of continuous improvement, shared commitment, and inclusive engagement. These insights will directly inform the refinement of goals and actions in LBUSD's three-year LCAP, ensuring alignment with the evolving needs of students, families, and the broader school community.

Capturing Student Voice: LBUSD Focus Group Summary

Student experiences and perspectives were also captured and shared with LCAP Committee members, and the broader LBUSD community, through elementary, middle, and high school focus groups. An analysis of the LCAP student focus group responses revealed common themes, strengths, and areas of growth within LBUSD. Across all grade levels in LBUSD—elementary, middle, and high school—students

expressed a strong sense of connection, support, and belonging within their school communities. Elementary students highlighted their enjoyment of fun activities, events, and the kindness of their teachers, while middle and high school students emphasized the collaborative and supportive environment fostered through clubs, sports, and academic programs. A consistent theme across all age groups was the value placed on relationships—both with peers and educators—as key components of their positive school experience. Students at all levels described LBUSD as a place where they feel known, supported, and encouraged to participate in a variety of enriching experiences.

In terms of learning experiences, students identified hands-on, project-based, and creative activities as the most engaging and valuable. Elementary students enjoyed interactive math games, art projects, and coding, while middle school students cited projects such as the Stock Market and Shark Tank simulations. High school students appreciated the opportunity for deep exploration through research, public speaking, and student-led initiatives such as Model UN and journalism. Across the board, students shared that they learn best when teachers model concepts, break down lessons, and incorporate choice and creativity into assignments. The ability to collaborate—whether through group work, partner tasks, or team-based challenges—was also named as a critical factor in deepening their understanding and building essential interpersonal skills.
Students described success in the future as a blend of personal fulfillment, career stability, and contributing to their communities. Younger students envisioned future success as having a home, family, and meaningful jobs such as doctors, engineers, or entrepreneurs. Older students emphasized having a fulfilling career, financial independence, and the ability to give back. Many students, particularly at the high school level, recognized the importance of trying new things, following their passions, and not limiting themselves in their future goals. There was a collective sense that LBUSD is helping to prepare students for this future through opportunities like College and Career Week, enrichment programs, and strong academic foundations in reading, writing, and math.

Students also spoke about the importance of being empathetic citizens. From elementary to high school, they articulated an understanding of empathy as putting oneself in another's shoes, supporting others, and respecting different perspectives. These values were reflected in the ways students described their school communities—places where kindness, inclusion, and understanding are encouraged.

When asked about being empowered learners, students emphasized having confidence in their abilities, being motivated to ask questions, and taking initiative in their learning. They appreciated opportunities for autonomy, such as choosing topics for projects, participating in student-led clubs, or exploring interests through electives and pathway programs. Empowerment also meant being supported by teachers and staff who believe in their potential and provide tools for success both inside and outside the classroom.
Recommendations for improvement varied by grade level but centered on enhancing student choice, expanding access to enrichment and extracurricular activities, and increasing flexibility in daily structures. Elementary students requested more recess time, additional food options, and enrichment classes. Middle school students suggested revisiting dress code policies, improving food quality, and reducing restrictions during breaks. High school students offered more systemic insights, including expanding career readiness opportunities during the school day, providing more feedback opportunities, promoting diversity and inclusion, and ensuring that clubs and extracurriculars feel accessible to all students.

Overall, the student experience in LBUSD can be described as one of opportunity, growth, and connection. Students feel supported and inspired, and they recognize the district's efforts to create an engaging, inclusive, and empowering learning environment. Whether through academics, extracurriculars, or meaningful relationships, LBUSD students are developing the skills, confidence, and character needed for success in school and beyond.

LBUSD Educational Partner Convenings: Summary of Feedback

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 were in attendance as leaders of the LBUSD community. The committee convened twice in spring 2025 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 2025-26 LCAP and related actions. Across both events, participants engaged deeply with the district's three LCAP goal areas: College and Career Readiness, Social-Emotional Competencies and Self-Identity, and Safe, Equitable, and Inclusive Schools. The convenings provided opportunities for meaningful dialogue through student panels, small group discussions, and collaborative data reviews, fostering a shared commitment to continuous improvement. The key findings from LCAP Community Partner convenings revealed insights into the strengths and areas for growth within LBUSD, alongside common themes and recommendations for the District's annnual plan.

A clear theme across both sessions was a strong appreciation for the district's current programming, particularly those centered on student wellness, college and career exploration, and inclusive campus culture. Participants consistently identified LBUSD's College and Career Center, flexible academic pathways including dual enrollment, and the availability of electives as key strengths in preparing students for postsecondary success. Social-emotional learning was another widely praised area, with many pointing to the district's Wellness Centers, Multi-Tiered System of Supports (MTSS), and trusted relationships between students and staff as vital components of a supportive learning environment. In the area of safety and inclusion, stakeholders highlighted restorative practices, student-led clubs, and a shared sense of belonging as important contributors to the district's positive climate.
Student voice emerged as a particularly valued element of both convenings. Participants noted that hearing directly from students offered essential insight into the lived experiences behind district data points, and underscored the importance of creating more opportunities for diverse students to participate in district planning efforts. Feedback data also revealed key growth areas, including the desire for more career integration within academic coursework, expanded outreach to students and families unfamiliar with available resources, and a balanced approach to academic culture that addresses the pressures of GPA-focused environments.

As LBUSD looks ahead to 2025–26, several recommendations emerged to guide future planning. Participants urged the district to broaden student participation in panels and feedback groups to better reflect the diversity of the student body, including English Learners, students with IEPs, and those less involved in extracurricular activities. There was strong interest in expanding career pathways through real-world learning experiences such as internships, job shadowing, and guest speaker series integrated into core subjects. Maintaining and expanding SEL supports at all grade levels, enhancing early college and career awareness beginning in middle school, and fostering greater cultural representation through events and learning activities were also named as priorities.

Overall, feedback from the 2025 convenings affirmed that LBUSD's core commitments to equity, wellness, and opportunity are strongly aligned with community priorities. The thoughtful insights and actionable suggestions provided by educational partners will play a critical role in shaping the 2025–26 LCAP, ensuring the district continues to meet the evolving needs of its students and families. By focusing on the areas described above, LBUSD will align its efforts with the values and needs expressed by its community, fostering an environment where every student is prepared, supported, and empowered.

Please see the additional LBUSD LCAP Advisory Group engagement processes described in the Educational Partners section above.

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	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		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: 0 EL: 4.86% SWD: 0 SED: 8.17% RFEP: 1.93% *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: 85% will meet/exceed standard	All students: 1.22% EL: 24.02% SWD: 5.12% SED: 6.24%

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	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		EL: 45% will meet/exceed standard SWD: 50% will meet/exceed standard SED: 70% will meet/exceed standard RFEP: 75% will meet/exceed standard	RFEP: -3.14% *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, RFEP 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 *Homeless, EL, FY, student groups are not large		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: -1.51% SWD: -11.5% SED: -0.91% RFEP: -3.22% *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
			enough to include as a significant student group			
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)		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	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		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: 4.1% Hispanic/Latino: 17.7% *Homeless, FY, SWD, EL, RFEP student groups are not large enough to include as a significant student grou
1.6	Graduation Rate (4-year cohort data)	All students: 96.4% of students within the four-year cohort received a high school diploma at the end of Grade 12 (Class of 2023) SWD: 83.3% of students within the four-	All students: 99.2% of students within the four-year cohort received a high school diploma at the end of Grade 12 (Class of 2024)		All students: 98% of students within the four-year cohort will receive a high school diploma at the end of Grade 12	All students: 2.8% Hispanic/Latino student group: 7.1% *Homeless, SWD, FY, EL, RFEP student groups are

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) 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	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		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	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)		86% of graduates will complete the A-G course requirements to enroll in UC schools	-4%
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)		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)		36% of graduates will earn the State Seal of Biliteracy	11%
1.10	Work-based Learning Opportunities	36% of graduates participated in work-based learning opportunities during	39% of graduates participated in work-based learning		40% of graduates will participate in work-based learning	3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		senior year (Class of 2023)	opportunities during senior year (Class of 2024)		opportunities during senior year	
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)		40% of high school students will enroll in 1 or more CTE courses	1.75%
1.12	AP Pass Rate (scores of 3 or higher)	86% Pass Rate (2022-23)	88% Pass Rate (2023-24)		90% Pass Rate	2%
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=21% of LBHS students earning early college credit (2024-25)		30% of high school students will complete dual/concurrent enrollment courses	0
1.14	Early College Credit: CTE Articulated Classes	189 enrollments in CTE articulated courses=25% of LBHS students earning early college credit	242 students enrolled in CTE articulated courses=29.7% of LBHS students earning early college credit (2024-25)		30% of high school students will complete CTE-articulated courses	4.7%
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)		60% of high school students will take 1 or more AP courses during their high school careers	0
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		70% of high school seniors will pass 1 or more AP exams during high school	-2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			high school (Class of 2024)			
1.17	Early Assessment Program (CAASPP): Grade 11	Percentage of students meeting EAP (readiness for college level work): ELA: 84.27% Math: 49.78%	Percentage of students meeting EAP (readiness for college level work): ELA: 88% Math: 67% (2023-24)		ELA: 85% Math: 70%	ELA: 3.73% Math: 17.22%
1.18	Drop Out Rate	High School: 1% Middle School: 0% (2022-23)	High School: .5% (1 student) Middle School: 0% (2023-24)		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)		70% of graduates will earn the Golden State Seal of Merit Diploma (Class of 2023)	3.7%
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"		0% teacher mis-assignments/"Standard Met" (California School Dashboard)	0
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)	Percent of students without access to instructional materials aligned to state standards and curriculum frameworks=0%/ "Standard Met"		0% students without access to instructional materials aligned to state standards and curriculum frameworks/"Standard Met" (California School Dashboard)	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(California School Dashboard)			
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	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		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 have access to extended school day and school year programming through the LBUSD Expanded Learning Opportunities Program (74 total enrollments: 2023-24)	100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the LBUSD Expanded Learning Opportunities Program (76 total enrollments: 2024-25)		100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the LBUSD Expanded Learning Opportunities Program	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 groups are not large enough to include as a significant student group		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: 2% ELA-EL: 6% ELA-SED: 2% MATH All students: 1% MATH-SWD: 3% MATH-EL: 0 MATH-SED: 1%
1.25	LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in	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		85% of student annual survey participants in grades 5-12 will report regular participation in	2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"challenging learning activities"		challenging learning activities (2024-25)		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"	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)		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)		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 Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for a career	48% of student annual survey participants in grades 6-12 reported that LBUSD prepares them with the skills needed for a career (2023-24)	55% of student annual survey participants in grades 6-12 reported that LBUSD prepares them with the skills needed for a career (2024-25)		65% of student annual survey participants in grades 6-12 will report that LBUSD prepares them with the skills needed for a career	7%
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	74% of staff annual survey participants reported that District professional development		85% of staff annual survey participants will report that District professional development opportunities	1% 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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)		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	
1.30	LBUSD Annual Community LCAP Survey: Percentage of high school students and parents/guardians reporting effective college counseling and supports	87% of high school students and 76% of parents/guardians (with high school students) participating in the LCAP survey reported effective college counseling and supports *9% of students and 10% of parents provided neutral responses (2023-24)	90% of high school students and 90% of parents/guardians (with high school students) participating in the LCAP survey reported effective college counseling supports (2024-25)		95% of high school students and 85% of parents/guardians (with high school students) participating in the LCAP survey will report effective college counseling and supports	Students=3% Parents/Guardians =14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)		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 [2024-25]

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 2024–25, Laguna Beach Unified School District (LBUSD) implemented a comprehensive set of actions aligned with Goal 1: College and Career Readiness. The district's work focused on expanding rigorous academic pathways, real-world learning, early college credit, and personalized guidance to ensure that students graduate with the skills, experiences, and confidence needed for postsecondary success. Implementation closely followed the planned actions, with no substantive deviations. Core components included the continued integration of differentiated instruction, project-based learning, and early access to college and career exposure and exploration opportunities beginning in elementary/middle school.

Throughout the year, LBUSD maintained strong student outcomes, particularly in key indicators such as graduation rate (99.2%), Advanced Placement (AP) participation and success (88% pass rate), and College and Career Indicator (CCI) performance, where 75.4% of seniors met the “prepared” criteria—an increase of 4.1% from the previous year. Students accessed a range of opportunities, including dual and concurrent enrollment, Career Technical Education (CTE) courses, and interdisciplinary electives like the Authentic Exploratory Research (AER) course and FLOW environmental studies program. The district also sustained progress in foundational academic skills through the effective use of i-Ready diagnostics and Multi-Tiered Systems of Support (MTSS), with significant gains in Tier 1 math and reading proficiency, particularly in grades K–5.

Despite these successes, feedback from students, families, and educational partners indicated a need to increase awareness of and access to career-focused learning, particularly for students not in traditional college-bound tracks. Additionally, educational partner input identified a growing interest in reducing academic pressure and expanding recognition for diverse forms of student success, including creativity, collaboration, and civic engagement.

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.

Material differences under Goal 1 were primarily due to increased staffing and expanded instructional resources.

For Action 1.1, additional expenditures were related to hiring teachers, providing stipends, substitutes, and hourly assignments to support districtwide instructional programs. These efforts enabled the expansion of CTE pathways, dual enrollment, and AP courses, while also advancing student-led research (AER), interdisciplinary learning through FLOW, and internships. These enhancements supported college and career readiness, personalized learning, and real-world application of academic content.

For Action 1.2, the district invested in instructional materials to support core instruction and targeted interventions. Purchases included Magnetic Reading Foundations Common Core Teacher Guide Sets, Math Expressions consumables, Learning Without Tears materials for PreK, and the Imagine Sonday System – Sonday System 1 Intervention Set. These resources strengthened foundational skills and aligned with standards-based instruction in literacy, math, and science.

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 proven highly effective in supporting student achievement, engagement, and preparedness for life beyond high school. Academic performance remained strong, with LBUSD students performing in the “very high” band on CAASPP assessments in both English language arts and mathematics—32% and 34% above the California state average, respectively. Early college credit participation also increased, with 21% of high school students earning credits through dual/concurrent enrollment and 30% through articulated CTE coursework. CTE enrollment reached 40% of high school students, and 23% of graduates completed a full CTE pathway.

Work-based learning participation also expanded, with 39% of seniors engaging in internships, student-led enterprises, or simulated experiences. These programs, combined with classroom integration of real-world learning, contributed to improved student confidence and engagement. Survey data show that 78% of students felt challenged in their coursework, 84% found it relevant, and 90% of students and parents agreed that college counseling was effective. However, only 55% of students and 52% of parents reported feeling prepared for a career—despite year-over-year gains—revealing a gap between academic preparedness and readiness for real-world employment.

Efforts to support academic growth among historically underserved students were also effective. Tier 3 i-Ready math and reading intervention needs declined across all subgroups, including students with disabilities, English learners, and socioeconomically disadvantaged students. However, district leaders recognize the need to further personalize support and increase career-connected learning access for these groups.

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

Reflections on 2024–25 outcomes have informed refinements to Goal 1 for the 2025–26 school year. While LBUSD met or exceeded many academic performance and college readiness benchmarks, data and feedback indicate the need to strengthen the career readiness component of the goal. To address this, the district will expand career-connected learning opportunities through increased access to industry speakers, campus-wide events, summer enrichment courses, and CTE-aligned projects. These efforts aim to make career exploration more visible and accessible for all students, beginning at the elementary/middle school levels.

LBUSD will also refine counseling services and course planning to improve participation in dual enrollment and CTE programs, especially for students who face scheduling barriers. This includes offering flexible dual enrollment options such as asynchronous or afterschool college classes and maintaining summer session availability in partnership with local colleges. To increase equity of access, the district will strengthen early outreach to underrepresented students—including English learners, students with disabilities, and first-generation students—who may be less familiar with the array of available postsecondary pathways.

Looking ahead, LBUSD remains committed to providing a balanced approach to college and career readiness—one that prepares students for academic success and empowers them to explore interests, pursue passions, and thrive in a variety of postsecondary pathways. By continuing to expand real-world learning, elevate student voice, and provide inclusive access to programs and support, LBUSD is ensuring that every learner graduates ready for the future.

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: -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.	$38,340,711.00	No

Action #	Title	Description	Total Funds	Contributing
		-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. -Integration of evidence-based 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 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 Success Indicators/Metrics:		

Action #	Title	Description	Total Funds	Contributing
		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 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:	$2,150,645.00	No

Action #	Title	Description	Total Funds	Contributing
		-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. 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		
1.3	1.3 Comprehensive Assessment/Learning Management Systems and Student Information Technology Program	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: -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	$5,121,159.00	No

Action #	Title	Description	Total Funds	Contributing
		-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: -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,	$212,700.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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 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		

Action #	Title	Description	Total Funds	Contributing
		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. -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.	$1,143,223.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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	$481,278.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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		

Action #	Title	Description	Total Funds	Contributing
		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 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.	$511,917.00	No

Action #	Title	Description	Total Funds	Contributing
		-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		
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	$1,333,491.00	No

Action #	Title	Description	Total Funds	Contributing
		-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		
1.9	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: -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. Success Indicators/Metrics:	$873,815.00	No

Action #	Title	Description	Total Funds	Contributing
		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 -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	$286,308.00	No

Action #	Title	Description	Total Funds	Contributing
		-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)		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	5% (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	88% of students are in agreement that they have at least 1 adult at school who supports them		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
		(LBUSD Annual Community LCAP Survey 2024)	(LBUSD Annual Community LCAP Survey 2025)			
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)		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:0 Parents/guardians: 7%
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 will be in agreement that they trust and respect school staff	5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	69% of students (grades 5-12) are in agreement that teachers or school staff 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)	70% of students (grades 5-12) are in agreement that teachers or school staff help them set 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)		80% of students (grades 5-12) will be in agreement that teachers or school staff help them set goals for improvement 85% of parents/guardians will be in agreement that teachers or school staff help students set goals for improvement	Students: 1% Parents: 2%
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)		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	79% of students are in agreement teachers	80% of students are in agreement		90% of students will be in	1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students (grades 5-12) reporting teachers encourage them to ask questions	encourage them to ask questions *14% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	teachers encourage them to ask questions (LBUSD Annual Community LCAP Survey 2025)		agreement teachers encourage them to ask questions	
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)		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: 0 Parents/Guardians: 3%
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	84% of students are in agreement that LBUSD provides a positive learning environment for all students		95% of students will be in agreement that LBUSD provides a positive learning environment for all students	-1%

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)			
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: <2% TOW SWD (ATSI): <2% LBUSD Expulsion Rate: 0%	suspension rate: 0.7% expulsion rate: 0 TOW (ATSI 2023-24: -1.2%)
2.11	Average Daily Attendance	94% (2022-23)	95% (2023-24)		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: <7% EL: <10% Hispanic/Latino: <10% SWD: <10% SED: <10%	All students: -5.6% EL: -11.6% Hispanic/Latino: -11.7% SWD: -12.5% SED: -7.7% (2023-24)
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	74% of students are in agreement that there is at least 1 adult at school they feel comfortable talking to about concerns		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 [2024-25]

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 2024–25, Laguna Beach Unified School District fully implemented its planned actions for Goal 2, which aims to foster social-emotional competencies, student agency, and a positive sense of self. The district's approach centered on high-quality social-emotional learning (SEL), expanded mental health services, tiered student supports, and a sustained focus on nurturing safe and connected school environments. Implementation remained consistent with the district's original plan, with no significant deviations. All schools continued to benefit from dedicated site-based counselors and student support specialists who maintained small caseloads, allowing for targeted, individualized care through one-on-one counseling, small group support, and preventative programming. Wellness centers at the secondary level and SEL-aligned classroom instruction at the elementary level provided structured, tiered interventions supporting student well-being.

Professional development remained a cornerstone of implementation, with select instructional and support staff receiving training in trauma-informed care, restorative conversations, suicide prevention, and mindfulness. These efforts helped foster stronger adult-student relationships, with 88% of students in grades 5–12 reporting in 2025 that they had a trusted adult on campus, and 90% affirming access to social-emotional support services—both increases over the previous year. Students expressed that clubs, elective choices, and opportunities to collaborate contributed significantly to their sense of identity and belonging. Feedback from community partners and student panels echoed these sentiments, identifying inclusive campus experiences and strong adult relationships as essential to the success of Goal 2.

Despite these strengths, the district identified areas for continued growth. The percentage of students who reported having meaningful choice in how they demonstrate their learning declined slightly to 58%, a metric below the district's target. This highlighted a need to deepen personalized learning practices across core content areas. Additionally, while the chronic absenteeism rate decreased from 14.2% to 8.6%, the suspension rate increased to 2.9%, prompting a renewed focus on proactive behavior supports and restorative discipline. The district also recognized the need to increase outreach to less-engaged students, particularly those from historically underserved groups, including English learners, students with disabilities, and first-generation youth.

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 taken under Goal 2 have been largely effective in advancing student well-being, connectedness, and emotional growth. The integration of SEL instruction, coupled with a multi-tiered system of support, contributed to strong perceptions of trust and belonging among students. In 2025, 85% of students reported that their school provides a positive learning environment, and 86% of parents affirmed trust in school staff, reflecting the success of districtwide efforts to support the whole child. At the classroom level, students consistently

reported that teachers encouraged them to ask questions (80%) and provided meaningful feedback (73%), helping to build student confidence and connection.

Professional learning opportunities for staff have been instrumental in building relational trust and creating emotionally supportive spaces for students. Training in SEL frameworks and restorative approaches has increased educators' capacity to respond to student needs with empathy and effectiveness. These efforts have laid a strong foundation for the district's long-term work in social-emotional development and identity formation. Students frequently described their school experiences as supportive, empowering, and inclusive in student focus groups, further validating the impact of these actions.

Nonetheless, the data suggest continued work is needed to ensure that all students can access and benefit equitably from the supports in place. While chronic absenteeism declined significantly, the increase in suspensions signals a need for more consistent behavior systems and classroom-based strategies to reduce exclusionary discipline. Furthermore, the lower-than-expected rate of students reporting choice in their learning suggests the need to expand instructional practices that promote agency and student ownership

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 2024–25 implementation of Goal 2 led to several key refinements for the 2025–26 school year. One of the most prominent changes relates to student agency. In response to survey results and student feedback, the district will enhance instructional coaching and professional development with a focus on differentiated instruction, project-based learning, and competency-based assessment. These strategies aim to increase student engagement and ownership by providing more voice and choice in how learning is demonstrated—particularly in core academic settings.

Additionally, to address the rise in suspension rates and support positive behavior outcomes, LBUSD will invest in expanded restorative practices, classroom management training, and tiered behavior supports. The goal is to reduce disciplinary disparities while maintaining safe and supportive learning environments. To further ensure that every student feels seen and supported, the district will enhance outreach to underrepresented groups through expanded student focus groups, peer mentoring programs, and inclusive feedback structures. These systems will intentionally elevate the perspectives of students who may not yet feel connected to existing supports, including English learners, students with IEPs, and first-generation learners.

Taken together, these changes reflect LBUSD's ongoing commitment to whole-child development and continuous improvement. As the district looks to 2025–26, the refined actions under Goal 2 will strengthen the culture of care, build stronger connections between students and staff, and ensure that every learner is empowered to thrive socially, emotionally, and academically.

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	$2,627,260.00	No

Action #	Title	Description	Total Funds	Contributing
		2022-23 8.9% suspension rate for students with disabilities (indicating a "very low" performance level). Throughout 2025-26, TOW will continue to emphasize restorative practices, explicit teaching of expected behavior, schoolwide PBIS, and targeted behavior/self-regulation groups led by the school counselor and student support specialist for students evidencing a need. Personalized behavior contracts will be developed for students exhibiting behavior challenges. Students receiving special education support will have behavior goals integrated within IEPs as appropriate. 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: -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	$473,413.00	No

Action #	Title	Description	Total Funds	Contributing
		-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. -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.	$112,828.00	No

Action #	Title	Description	Total Funds	Contributing
		-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 Attendance Intervention Support	Provide targeted, individualized support and intervention in the areas of social-emotional wellness, attendance, and behavior by: -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	$251,981.00	No

Action #	Title	Description	Total Funds	Contributing
		-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. Throughout 2025-26 these groups will continue to receive ongoing attendance monitoring, personalized attendance support plans, and additional home-school communication to address potential barriers to attendance. Success Indicators/Metrics: 2.11: Average Daily Attendance		

Action #	Title	Description	Total Funds	Contributing
		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: 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	$268,790.00	No

Action #	Title	Description	Total Funds	Contributing
		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. -Developing learners’ self-awareness, self-regulation, and perseverance -Amplifying learner voice and choice	$161,012.00	No

Action #	Title	Description	Total Funds	Contributing
		-Customizing the learner experience for the whole child -Sparking collaboration in the classroom -Nurturing meaningful and engaging learning communities -Integrating comptency-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	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 (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)		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	Students: 3% Parents/Guardians: 2%
3.2	Annual community LCAP survey: Percent parents/guardians reporting they feel welcome when visiting their child's school	81% of parents/guardians are in agreement that they feel welcome when visiting their child's school *8% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)	86% of parents/guardians are in agreement that they feel welcome when visiting their child's school (LBUSD Annual Community LCAP Survey 2025)		90% of parents/guardians will be in agreement that they feel welcome when visiting their child's school	5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)		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: 5%
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		0% of students will report they do not feel safe at school	-1%
3.5	Annual community LCAP survey: Percent of students (grades 5-12) reporting they have never experienced direct bullying or harassment	61% of students reported they have never experienced direct bullying or harassment on campus	66% of students reported they have never experienced direct bullying or harassment on campus		80% of students will report they have never experienced direct bullying or	Direct bullying/harassment: -5% Cyberbullying: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(on campus), or cyberbullying	74% of students reported they have never experienced cyberbullying (LBUSD Annual Community LCAP Survey 2024)	80% of students reported they have never experienced cyberbullying (LBUSD Annual Community LCAP Survey 2025)		harassment on campus 85% of students will report they have never experienced cyberbullying	
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)		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: 4% Completely comfortable through moderately comfortable reporting bullying: 4%
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	81% of students are in agreement staff support diversity and equity within the school community *13% provided neutral responses	85% of students are in agreement staff support diversity and equity within the school community		90% of students will be in agreement staff support diversity and equity within the school community	Students: 4% Parents/Guardians: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	82% of parents/guardians are in agreement staff support diversity and equity within the school community (LBUSD Annual Community LCAP Survey 2025)		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 (LBUSD Annual Community LCAP Survey 2025)		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: 2% Parents: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)		100% of staff will be in agreement they are treated professionally	1%
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	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)		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: -25% (low response rate: 7 respondents)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	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)		90% of parents/guardians and community members will report they are aware of opportunities for input on District goals and action plans	Parents/Guardians: 2% Community Members: -14% (low response rate: 7 respondents)
3.12	Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents	83% of parents/guardians reported LBUSD provides adequate educational opportunities for parents *11% provided neutral responses *6% expressed disagreement	83% of parents/guardians reported LBUSD provides adequate educational opportunities for parents (LBUSD Annual Community LCAP Survey 2025)		95% of parents/guardians will report LBUSD provides adequate educational opportunities for parents	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(LBUSD Annual Community LCAP Survey 2024)				
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)		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: -2% communication from teachers: 4%
3.14	ELPAC	66.7% percent of students who are English Learners made annual progress towards English Language proficiency as measured by	70.7% percent of students who are English Learners made annual progress towards English Language proficiency as measured by		70%of students who are English Learners will make annual progress towards English Language proficiency as measured by	4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		summative ELPAC scores (2022-23)	summative ELPAC scores (2023-24)		summative ELPAC scores (2022-23)	
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 will meet English language proficiency reclassification criteria	14%
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	
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) *Homeless, FY, student groups are not large enough to include as a significant student group	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 (2023-2024) *Homeless, FY, student groups are not large enough to include as a		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: 0 EL: 5% SWD: 0 SED: 8% RFEP: 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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: 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: 1% EL: 24% SWD: 5% SED: 6% RFEP: -3%
3.19	i-Ready Reading Diagnostic: End of Year Administration: General population and significant student groups	77% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 46% EL: 37% SED: 64% (2022-23)	78% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 41% EL: 36% SED: 65% (2023-24)		85% of students in grades K-10 will score in the Tier 1 (within-to-above grade level) reading band SWD: 66% will meet/exceed standard	All students: 1% SWD: -5% EL: -1% SED: 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: 60% will meet/exceed standard SED: 80% will meet/exceed standard	
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)		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; 0 SWD: -2% EL: 5% SED: 5%
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) *30 families total in LBUSD whose students are English Learners (2023-24)	35% of families whose students are English Learners attend DELAC meetings on average (5 meetings per year) *30 families total in LBUSD whose students are English Learners (2024-25)		35% of families whose students are English Learners will attend DELAC meetings on average (5 meetings per year)	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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 2024–25 school year, Laguna Beach Unified School District advanced the implementation of Goal 3 by strengthening systems that promote safety, equity, and inclusivity across all schools. The district's efforts were grounded in the belief that every student deserves to feel safe, respected, and connected—regardless of background or circumstance. Through the integration of school climate programs, safety infrastructure, inclusive curriculum, and family support systems, LBUSD continued to build a community-focused culture where all learners are empowered to thrive. Survey and engagement data confirmed broad improvements in student and family experiences. Eighty-five percent of students reported that their teachers care about them (up 3% from 2023–24), and 87% affirmed that staff are committed to their success. These results were mirrored in family feedback, with 92% of parents agreeing that school staff care for students and 86% stating that they feel welcome when visiting their child’s school. Districtwide efforts—including Multi-Tiered Systems of Support (MTSS), mental health access, and outreach through the Family Resource Center—have played an essential role in narrowing gaps in belonging and access to services for students from historically marginalized groups.

Efforts to support historically underserved student groups such as English Learners (ELs), students with disabilities (SWDs), and first-generation students were expanded during 2024–25 through targeted programming, community partnerships, and outreach events. Notably, the LBUSD Family Resource Center (FRC) served as a key hub for equitable access to resources. The FRC offered parent education workshops, bilingual services, mental health referrals, and direct support in collaboration with local organizations, including SchoolPower, Boys & Girls Club of Laguna Beach, and Waymakers. The center also supported families through clothing and food assistance programs, connection to public benefits, and case coordination for students in transition. These wraparound services helped meet the needs of vulnerable families and ensured that students arrived at school ready to engage and learn. The Family Resource Center also facilitated educational opportunities aligned to Goal 3. Throughout the year, the FRC hosted multiple parent workshops addressing topics such as digital safety, navigating special education, coping with student anxiety, and preparing for middle and high school transitions. These sessions were well-attended and available in multiple languages. The FRC also partnered with school sites to coordinate outreach during family engagement nights and multicultural events, increasing participation from families of ELs and SWDs. As a result, DELAC participation rose by 10%, and 83% of parents reported satisfaction with educational opportunities provided for families—a strong indication that targeted engagement efforts are building trust and responsiveness across the district.

Promoting inclusion and a sense of belonging remained a priority within school sites. Initiatives such as Unity Week, No Place for Hate programming, Mental Health Mondays, Wellness Wednesdays, and student-led cultural events created space for student voice and identity expression. According to survey results, 85% of students and 82% of parents agreed that staff support diversity and equity in their schools, while 80% of students and 83% of parents felt that all voices were heard in a safe environment. These results not only reflect the effectiveness of staff training in culturally responsive practices, but also affirm the district’s commitment to elevating student and family

perspectives as central to campus culture.LBUSD also continued to invest in safe and accessible physical learning environments. All school facilities maintained "good repair" status according to the Facilities Inspection Tool. The district's multi-year facilities plan ensured that campuses remained clean, well-maintained, and responsive to the health and safety needs of students and staff. In collaboration with the City of Laguna Beach, updated school safety plans and emergency procedures were shared with families and practiced across school sites, further reinforcing a culture of preparedness and care.

Implementation of Goal 3 during the 2024–25 school year was marked by strong alignment with planned actions and meaningful progress toward building safer, more inclusive schools. LBUSD's multi-faceted approach—anchored in student-centered practices, family partnerships, and culturally responsive systems—continues to foster environments where all students feel seen, heard, and supported. As the district looks ahead to 2025–26, ongoing attention will be placed on deepening family engagement, focusing on effective, evidence-based supports for English learners and students with disabilities, and ensuring that student voice remains at the heart of continuous improvement.

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.

Under Goal 3, a material difference occurred in Action 3.4 due to strategic improvements in the performing arts learning environment. Specifically, upgrades were made to the theatre facilities at Laguna Beach High School. Using the Arts, Music, and Instructional Materials Discretionary Block Grant, the district enhanced lighting and audiovisual systems to support high-quality student performances and learning in the visual and performing arts. These investments directly contributed to improved instructional spaces and student engagement in arts education.

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

Laguna Beach Unified School District made demonstrable progress during the 2024–25 school year toward achieving Goal 3: Safe, Equitable, and Inclusive Schools. Through a system of campus-wide climate initiatives, culturally responsive engagement, proactive safety planning, and targeted support for historically underserved groups, LBUSD effectively advanced its commitment to fostering school communities where all students feel safe, valued, and connected. The district's actions had measurable impacts across student well-being, parent engagement, and school culture, with a specific focus on improving outcomes for English Learners (ELs), students with disabilities (SWDs), and socioeconomically disadvantaged (SED) students.

One of the clearest indicators of progress was the increase in students' sense of safety and empowerment in addressing bullying. According to the 2025 LCAP survey, 66% of students in grades 5–12 reported they had never experienced direct bullying or harassment on campus, a five-point improvement over the previous year, and 80% indicated they had never experienced cyberbullying, a six-point increase. Follow-up conversations during student panels highlighted the value of adult-led intervention and peer mentorship programs in promoting upstander behavior and inclusive peer dynamics. These improvements align with the continued implementation of programs such as No Place for Hate, Unity Week, and restorative peer circles. Student trust in adult responsiveness also improved: 55% of students reported feeling "completely" or "very" comfortable reporting bullying, up four percentage points from 2024, and 76% said they felt at least moderately comfortable doing so. Furthermore, 81% of students agreed that their school takes accusations of bullying seriously, an indicator that the district's efforts to improve school-wide reporting protocols and restorative discipline are positively shaping student perceptions of safety and support.

School climate efforts also advanced broader goals of cultural inclusivity and representation. In 2025, 85% of students and 82% of parents/guardians agreed that school staff support diversity and equity, while 80% of students and 83% of parents indicated that schools provide a safe environment where all voices are heard. In LBUSD, student panels and empathy interviews provided firsthand accounts from students who shared that affinity clubs, advisory connections, and SEL-aligned instruction helped them feel increasingly seen and supported.

Family engagement strategies, particularly those coordinated through the LBUSD Family Resource Center (FRC), contributed significantly to the district's inclusive environment. The FRC facilitated direct support services and educational workshops tailored to the needs of SED and EL families. These efforts helped increase DELAC participation from 25% to 35%, reflecting stronger representation and trust among families of English Learners. In parallel, 90% of parents/guardians reported that LBUSD provides opportunities for family involvement in events and activities, and 80% said they were aware of input opportunities on district goals and action plans. These metrics are essential markers of equitable engagement, ensuring that all families have a voice in shaping district decisions. Communication also showed improvement, particularly for families navigating multiple systems. Satisfaction with teacher communication rose from 68% to 72%, signaling more effective outreach and family-school partnerships across grade levels and sites. Continued investments in multilingual communication, digital access, and in-person events helped bridge information gaps for parents, further reinforcing LBUSD's inclusive framework. Finally, all school facilities remained in "good repair", as verified through the Facilities Inspection Tool, reinforcing the district's ongoing commitment to maintaining safe, functional, and welcoming physical environments for learning. These learning spaces—combined with inclusive programming and responsive adult support—create the foundation for equitable student experiences across all student groups.

While Goal 3 implementation was largely effective, the district identified areas that warrant ongoing attention. Despite high parent participation and positive perceptions, 83% of parents/guardians reported that LBUSD provides adequate educational opportunities for parents, with no change from the previous year. This plateau suggests that while outreach is strong, there may be opportunities to further diversify the topics and formats of parent education—particularly for underrepresented families and those new to the district.
The actions taken under Goal 3 have been effective in enhancing inclusive practices, expanding family and community partnerships, and maintaining safe and supportive school environments. Improvements in DELAC participation, communication satisfaction, and awareness of engagement opportunities indicate that targeted supports are reaching families and elevating student voices—especially among significant student groups. Continued focus on differentiated outreach, expanded parent learning pathways, and engagement of underrepresented stakeholders will further deepen the impact of these efforts in the years ahead.

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 2024–25 school year—based on community surveys, student voice forums, community convenings, and progress monitoring have informed targeted adjustments for the 2025–26 Local Control and Accountability Plan. These refinements are designed to sustain and strengthen efforts to ensure safe, welcoming, and connected learning environments for all LBUSD students. Survey data and student feedback indicated continued improvement in perceptions of school safety and student well-being. For example, the percentage of students reporting they had never experienced direct bullying on campus increased to 66% (up 5%), while 80% of students reported never experiencing cyberbullying (up 6%). Additionally, 55% of students reported feeling "completely" or "very"

comfortable reporting bullying—a 4% increase over the prior year. These positive trends reinforce the impact of schoolwide efforts to support peer relationships, encourage student voice, and promote awareness of reporting systems.
In response to ongoing feedback from students and educational partners, the district will strengthen Action 3.3 (School Climate Programs) by incorporating more opportunities for student-led education campaigns and peer leadership activities that support positive behavior, emotional safety, and help-seeking behaviors. These efforts are intended to foster stronger connections between students and staff and ensure students know where and how to access support if needed.

Community educational partner input also emphasized the value of including a broader range of student experiences in school and district planning. To address this, LBUSD will expand its student voice infrastructure. These opportunities will help identify emerging concerns and shape strategies that support all students in feeling a sense of connection and belonging at school. In response to annual community survey data, the district will strengthen Action 3.2 (Family and Community Outreach) by refining communication strategies and expanding access to parent education opportunities. The LBUSD Family Resource Center will continue to lead outreach efforts and support families with resources related to wellness, school navigation, and academic readiness.

As a result of these reflections, adjustments have also been made to select metrics and targets. The 2025–26 target for students who feel “completely” or “very” comfortable reporting bullying has been increased to 60%, reflecting the district’s continued focus on student safety, self-advocacy, and trusted adult relationships. The district also plans to continue monitoring student responses regarding voice and belonging, ensuring schools are responsive to the diverse needs of students across grade levels and backgrounds. 2024–25 Goal 3 implementation revealed clear areas of success, while also identifying opportunities to refine and strengthen LBUSD’s approach to cultivating safe and supportive schools. The adjustments to Goal 3 build on prior momentum while addressing areas for growth, ensuring that all students have access to caring environments and positive relationships that support learning and personal development.

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	$387,658.00	No

Action #	Title	Description	Total Funds	Contributing
		-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		
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	$535,559.00	No

Action #	Title	Description	Total Funds	Contributing
		-Facilitating District English Language Advisory Council (DELAC) meetings, with the goal of promoting English language acquisition, achievement, engagements, and connectedness for students who are Multilingual and English learners through parent education and collaboration -Providing direct services, resource connections, guest speaker, and parent education events through the LBUSD Family Resource Center, in partnership with PTA and School Power Educational Foundation, developing topics in response to parent areas of interest. -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 -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 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		

Action #	Title	Description	Total Funds	Contributing
		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 physically safe through: -Educational opportunities integrating experts and specialists on topics such as anti-bullying and reporting bullying, digital citizenship, social 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, school assemblies -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	$431,641.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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 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:	$7,531,306.00	No

Action #	Title	Description	Total Funds	Contributing
		3.16: Safe, clean, functional school facilities-Facilities Inspection Tool		
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 -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	$2,717,948.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Transportation Services	Provide transportation services to ensure equitable access to school and District programs 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 i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1	$2,910,551.00	No
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	$200,000.00	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:	$11,093,533.00	No

Action #	Title	Description	Total Funds	Contributing
		-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 -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.		

Action #	Title	Description	Total Funds	Contributing
		-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 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	$1,454,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-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 -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:		

Action #	Title	Description	Total Funds	Contributing
		-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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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, 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	$128,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,008,178	$

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
3.776%	0.000%	$0.00	3.776%

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. **Scope:** LEA-wide	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
		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. **Scope:** Limited to Unduplicated Student Group(s)	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
			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
Staff-to-student ratio of certificated staff providing direct services to students		n/a

2025-26 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	$26,698,593	1,008,178	3.776%	0.000%	3.776%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$73,866,344.00	$3,015,567.00	$3,983,480.00	$876,402.00	$81,741,793.00	$62,550,496.00	$19,191,297.00

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 2025-June 2026	$36,740,988.00	$1,599,723.00	$37,070,853.00	$665,085.00	$604,773.00	$0.00	$38,340,711.00	
1	1.2	1.2: Learning Programs and Systems	All	No			All Schools	July 2025-June 2026	$1,645,052.00	$505,593.00	$1,964,177.00	$186,468.00	$0.00	$0.00	$2,150,645.00	
1	1.3	1.3 Comprehensive Assessment/Learning Management Systems and Student Information Technology Program	All	No			All Schools	July 2025-June 2026	$2,229,609.00	$2,891,550.00	$5,106,159.00	$0.00	$15,000.00	$0.00	$5,121,159.00	
1	1.4	College-Based Programs, Services, and Counseling	All	No			All Schools	July 2025-June 2026	$0.00	$212,700.00	$0.00	$132,700.00	$80,000.00	$0.00	$212,700.00	
1	1.5	Career Readiness Programs	All	No			All Schools	July 2025-June 2026	$1,138,133.00	$5,090.00	$1,063,223.00	$80,000.00	$0.00	$0.00	$1,143,223.00	
1	1.6	Professional Learning	All	No			All Schools	July 2025-June 2026	$304,988.00	$176,290.00	$481,278.00	$0.00	$0.00	$0.00	$481,278.00	
1	1.7	Multi-Tiered System of Support (MTSS): Academic Interventions	All	No			All Schools	July 2025-June 2026	$396,224.00	$115,693.00	$94,370.00	$47,250.00	$0.00	$370,297.00	$511,917.00	
1	1.8	Early Learning Program	All	No			Specific Schools: El Morro and Top of the World Elementary Schools preschool, transition	July 2025-June 2026	$1,283,472.00	$50,019.00	$1,321,172.00	$0.00	$1,024.00	$11,295.00	$1,333,491.00	

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
							al kindergarten, kindergarten									
1	1.9	Extended Learning Opportunities	All	No			All Schools	July 2025-June 2026	$336,299.00	$537,516.00	$493,815.00	$380,000.00	$0.00	$0.00	$873,815.00	
1	1.10	Environmental and Sustainability Education	All	No			All Schools	July 2025-June 2026	$242,308.00	$44,000.00	$286,308.00	$0.00	$0.00	$0.00	$286,308.00	
2	2.1	Social-Emotional Support	All	No			All Schools	July 2025-June 2026	$2,625,998.00	$1,262.00	$2,627,260.00	$0.00	$0.00	$0.00	$2,627,260.00	
2	2.2	2.2 Health and Wellness Services	All	No			All Schools	July 2025-June 2026	$459,782.00	$13,631.00	$473,413.00	$0.00	$0.00	$0.00	$473,413.00	
2	2.3	2.3 Professional Learning	All	No			All Schools	July 2025-June 2026	$24,341.00	$88,487.00	$44,077.00	$0.00	$49,939.00	$18,812.00	$112,828.00	
2	2.4	Multi-Tiered Systems of Support (MTSS): Social-Emotional, Behavior, and Attendance Intervention Support	All	No			All Schools	July 2025-June 2026	$70,131.00	$181,850.00	$227,750.00	$0.00	$24,231.00	$0.00	$251,981.00	
2	2.5	Mental Health Services	All	No			All Schools	July 2025-June 2026	$239,460.00	$29,330.00	$0.00	$239,460.00	$0.00	$29,330.00	$268,790.00	
2	2.6	LBUSD Learner Profile	All	No			All Schools	July 2025-June 2026	$137,757.00	$23,255.00	$137,757.00	$0.00	$23,255.00	$0.00	$161,012.00	
3	3.1	Comprehensive Safety Programs	All	No			All Schools	July 2025-June 2026	$0.00	$387,658.00	$0.00	$0.00	$387,658.00	$0.00	$387,658.00	
3	3.2	Family and Community Outreach	All	No			All Schools	July 2025-June 2026	$421,769.00	$113,790.00	$535,559.00	$0.00	$0.00	$0.00	$535,559.00	
3	3.3	School Climate Programs	All	No			All Schools	July 2025-June 2026	$0.00	$431,641.00	$431,641.00	$0.00	$0.00	$0.00	$431,641.00	
3	3.4	Facilities Improvements	All	No			All Schools	July 2025-June 2026	$3,289,379.00	$4,241,927.00	$7,531,306.00	$0.00	$0.00	$0.00	$7,531,306.00	
3	3.5	Leadership and Strategic Planning	All	No			All Schools	July 2025-June 2026	$2,360,608.00	$357,340.00	$2,717,948.00	$0.00	$0.00	$0.00	$2,717,948.00	
3	3.6	Transportation Services	All	No			All Schools	July 2025-June 2026	$51,261.00	$2,859,290.00	$1,570,320.00	$1,284,604.00	$55,627.00	$0.00	$2,910,551.00	
3	3.7	Nutrition Services	All	No			All Schools	July 2025-June 2026	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	

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
3	3.8	Special Education and 504 Plan Services	Students with Disabilities	No			All Schools	July 2025-June 2026	$6,997,354.00	$4,096,179.00	$7,904,892.00	$0.00	$2,741,973.00	$446,668.00	$11,093,533.00	
3	3.9	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2025-June 2026	$1,428,436.00	$26,000.00	$1,454,436.00	$0.00	$0.00	$0.00	$1,454,436.00	
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 2025-June 2026	$127,147.00	$1,483.00	$128,630.00	$0.00	$0.00	$0.00	$128,630.00	

2025-26 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
$26,698,593	1,008,178	3.776%	0.000%	3.776%	$1,583,066.00	0.000%	5.929 %	**Total:**	$1,583,066.00
								LEA-wide Total:	$128,630.00
								Limited Total:	$1,454,436.00
								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	$1,454,436.00	
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	$128,630.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$80,926,967.00	$84,252,252.00

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	$37,218,732.00	$38,310,759
1	**1.2**	1.2: Learning Programs and Systems	No	$1,759,291.00	$2,218,451
1	**1.3**	1.3 Comprehensive Assessment/Learning Management Systems and Student Information Technology Program	No	$4,393,267.00	$4,649,089
1	**1.4**	College-Based Programs, Services, and Counseling	No	$500,707.00	$349,512
1	**1.5**	Career Readiness Programs	No	$1,055,801.00	$1,394,026
1	**1.6**	Professional Learning	No	$403,110.00	$357,159
1	**1.7**	Multi-Tiered System of Support (MTSS): Academic Interventions	No	$421,140.00	$584,148
1	**1.8**	Early Learning Program	No	$1,259,562.00	$1,281,158
1	**1.9**	Extended Learning Opportunities	No	$779,183.00	$812,275

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Environmental and Sustainability Education	No	$328,489.00	$279,145
2	2.1	Social-Emotional Support	No	$2,368,846.00	$2,358,085
2	2.2	2.2 Health and Wellness Services	No	$459,111.00	$483,054
2	2.3	2.3 Professional Learning	No	$165,433.00	$196,806
2	2.4	Multi-Tiered Systems of Support (MTSS): Social-Emotional, Behavior, and Attendance Intervention Support	No	$247,139.00	$216,647
2	2.5	Mental Health Services	No	$266,635.00	$262,713
2	2.6	LBUSD Learner Profile	No	$160,930.00	$191,726
3	3.1	Comprehensive Safety Programs	No	$411,175.00	$388,824
3	3.2	Family and Community Outreach	No	$517,769.00	$539,367
3	3.3	School Climate Programs	No	$413,470.00	$323,686
3	3.4	Facilities Improvements	No	$9,513,513.00	$10,864,443
3	3.5	Leadership and Strategic Planning	No	$2,678,635.00	$2,529,427
3	3.6	Transportation Services	No	$2,672,773.00	$2,807,953
3	3.7	Nutrition Services	No	$300,000.00	$363,756

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	$10,998,176.00	$10,927,760
3	**3.9**	English Language Development Program	Yes	$1,362,820.00	$1,424,900
3	**3.10**	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	$271,260.00	$137,383

2024-25 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)
$1,072,030	$1,384,564.00	$1,562,283.00	($177,719.00)	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	$1,362,820.00	$1,424,900		
3	3.10	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	$21,744.00	$137,383		

2024-25 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)
27,293,463	$1,072,030	0%	3.928%	$1,562,283.00	0.000%	5.724%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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).

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