



2020-21 Student Outcomes  
and  
Areas of Focus for 2021-22

# Areas of Focus for 2021-22: LCAP Goals

1. Develop **COLLEGE and CAREER READINESS SKILLS** through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship
2. Foster **SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY** through student agency, engagement, resiliency, and positive relationships
3. Ensure **SAFE, EQUITABLE, and INCLUSIVE SCHOOLS** through caring learning environments, targeted support, strategic planning, and stakeholder engagement

# COVID-19 Impacting Factors

Health Conditions - sickness, restrictions

Economic Uncertainty - job loss, family movement

Social-Emotional Wellness - stress, isolation, mental health, fear

Diverse Student Academic Needs

Multiple Learning and Testing Environments - home, virtual, in-person, simultaneous teaching

Level of Adult Support - access, consistency, duration

# GOAL 1

Develop **COLLEGE** and  
**CAREER READINESS SKILLS**

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



# Class of 2021 Highlights

98.3%  
Graduation  
Rate

63%  
Passed an  
AP Exam in  
high school

79%  
Completed  
UC a-g  
Requirements

39%  
Received the  
State Seal of  
Biliteracy

17%  
Completed a  
CTE Pathway

Class of 2020

98.4%

56%

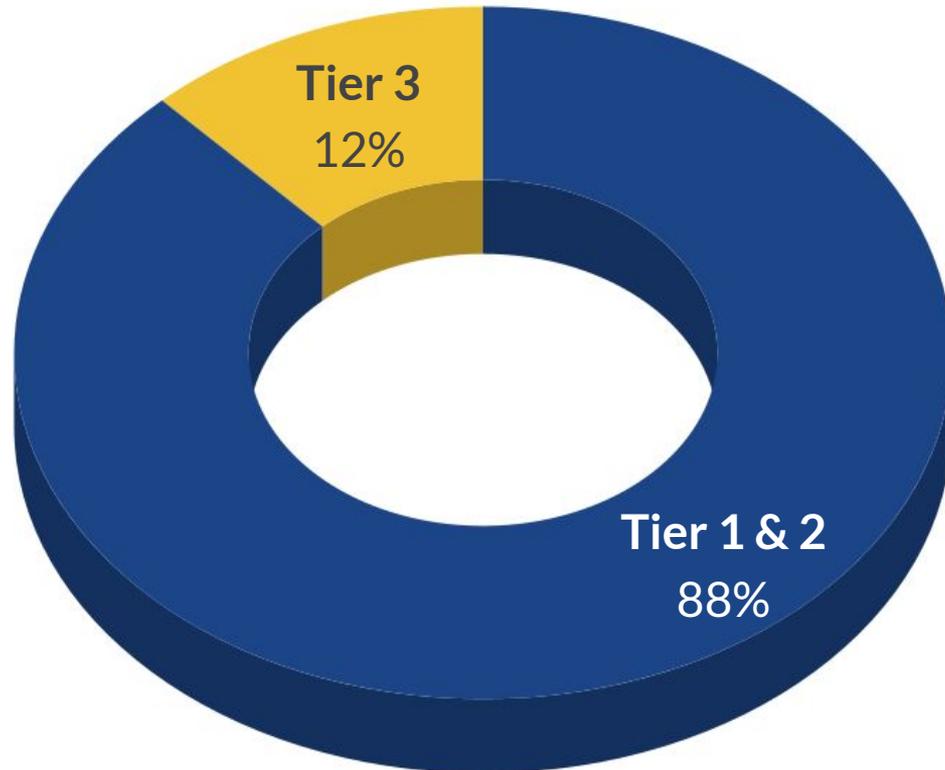
79%

43%

12%

# K-11 Students Who May Need Tier 3 Interventions

Intensive & Targeted to Support Gaps in Foundation Knowledge



# Tier 3 Reading Intervention

Grades K-2



Kindergarten



Grade 1



Grade 2

# Tier 3 Reading Intervention

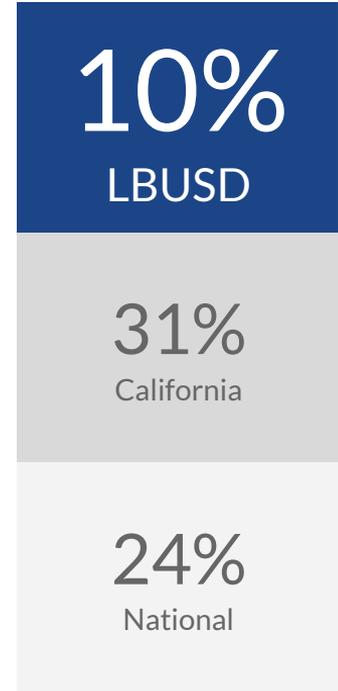
Grades 3-5



Grade 3



Grade 4



Grade 5

# Tier 3 Reading Intervention

Grades 6-8



Grade 6



Grade 7



Grade 8

# K-8 Student Outcomes

Tier 1 = High-Quality Core Instruction & Universal Strategies

82%

K-2

86%

3-5

72%

6-8

Tier 2 = Targeted and Supplemental Small Group Instruction

17%

K-2

9%

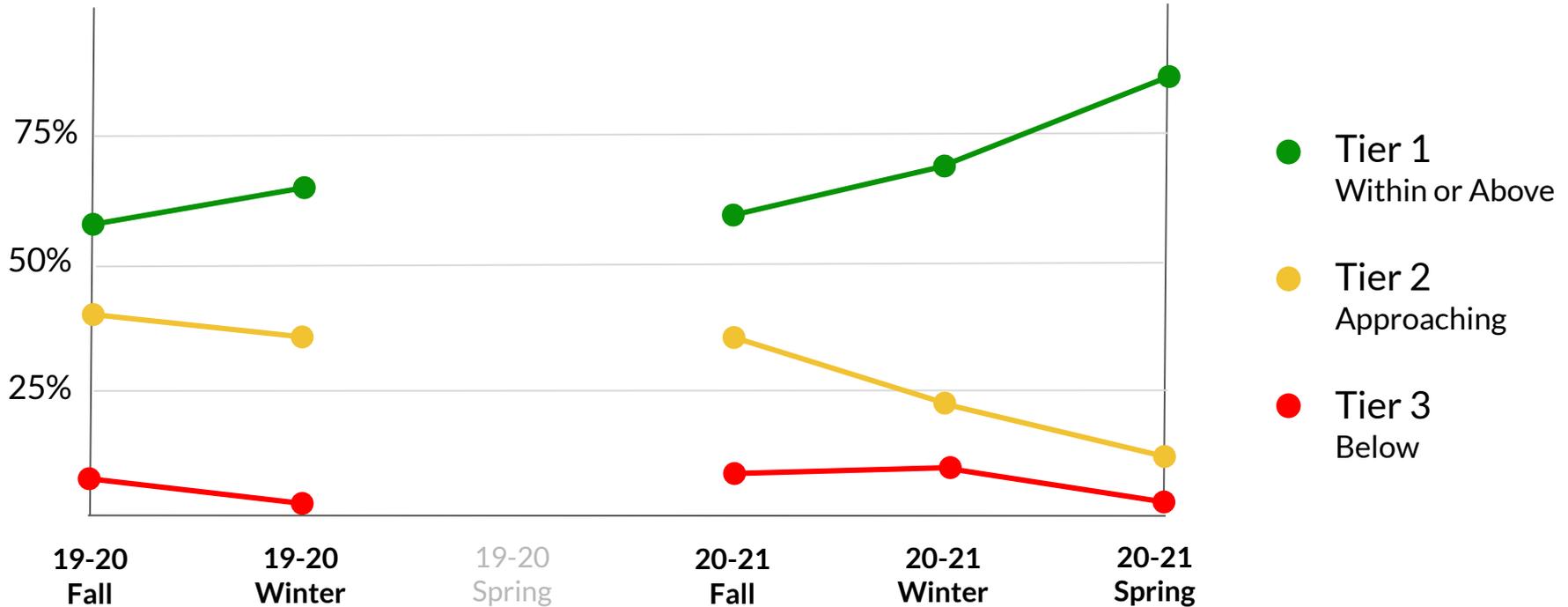
3-5

14%

6-8

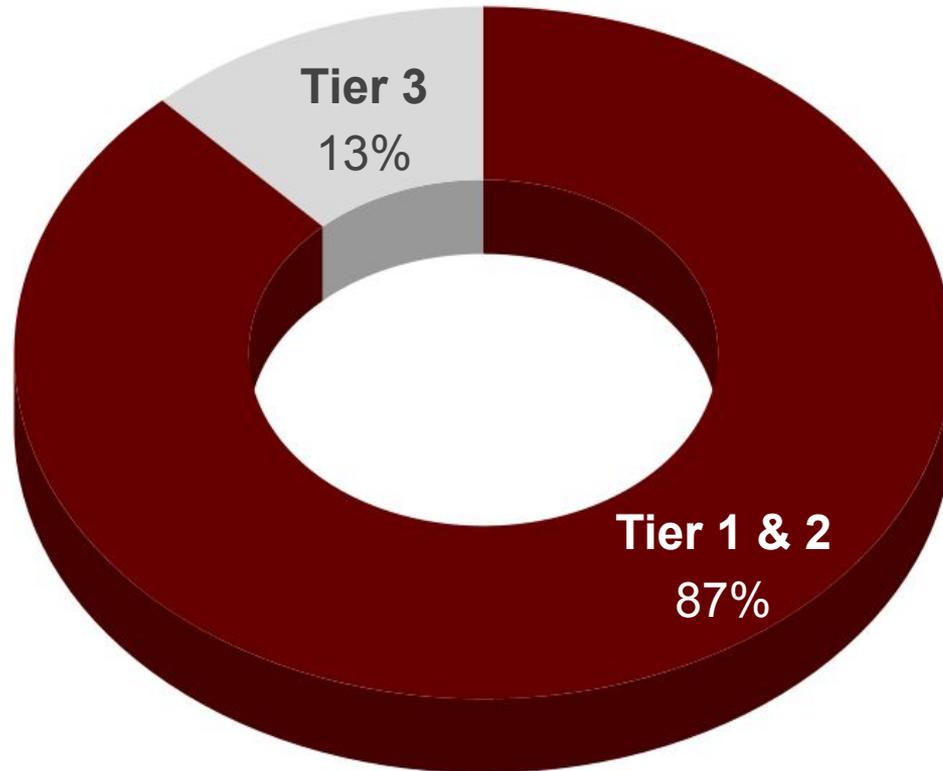
# K-5 Diagnostic Reading Assessment

Growth Towards Grade Level Standards



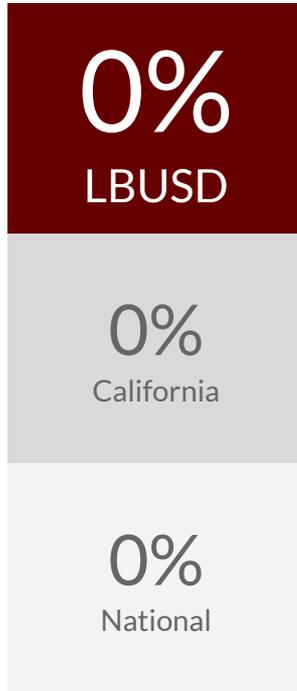
# K-11 Students Who May Need Tier 3 Interventions

Intensive & Targeted to Support Gaps in Foundation Knowledge

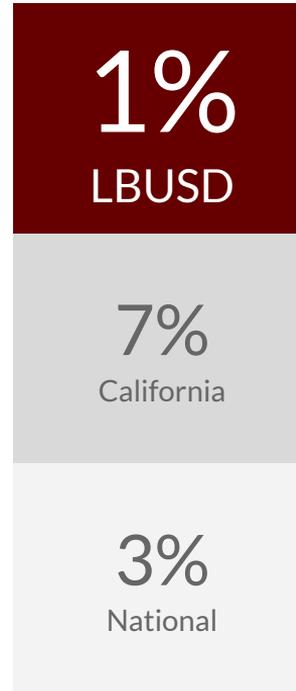


# Tier 3 Math Intervention

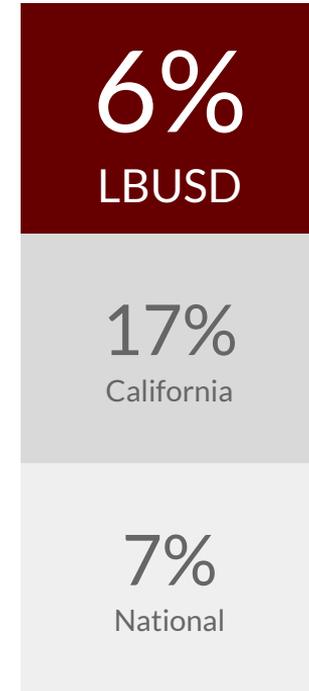
Grades K-2



Kindergarten



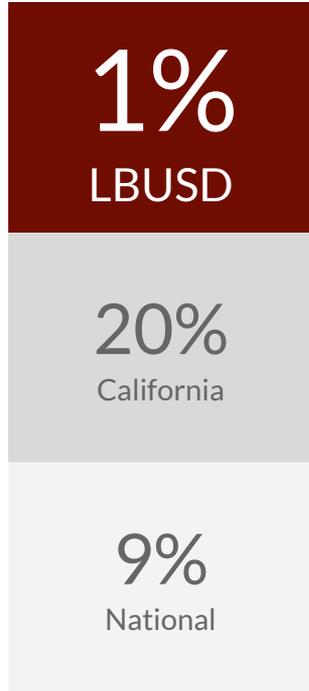
Grade 1



Grade 2

# Tier 3 Math Intervention

Grades 3-5



Grade 3



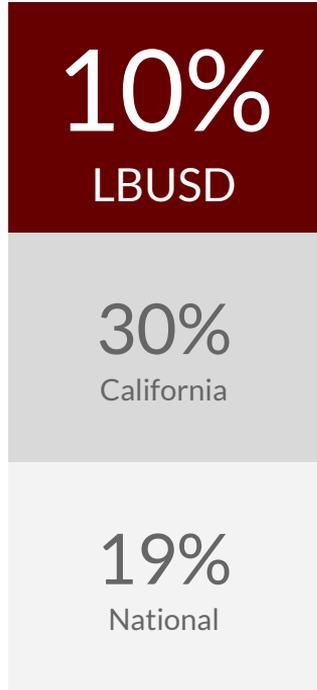
Grade 4



Grade 5

# Tier 3 Math Intervention

Grades 6-8



Grade 6



Grade 7



Grade 8

# K-8 Student Outcomes

Tier 1 = High-Quality Core Instruction & Universal Strategies

78%

K-2

77%

3-5

66%

6-8

Tier 2 = Targeted and Supplemental Small Group Instruction

19%

K-2

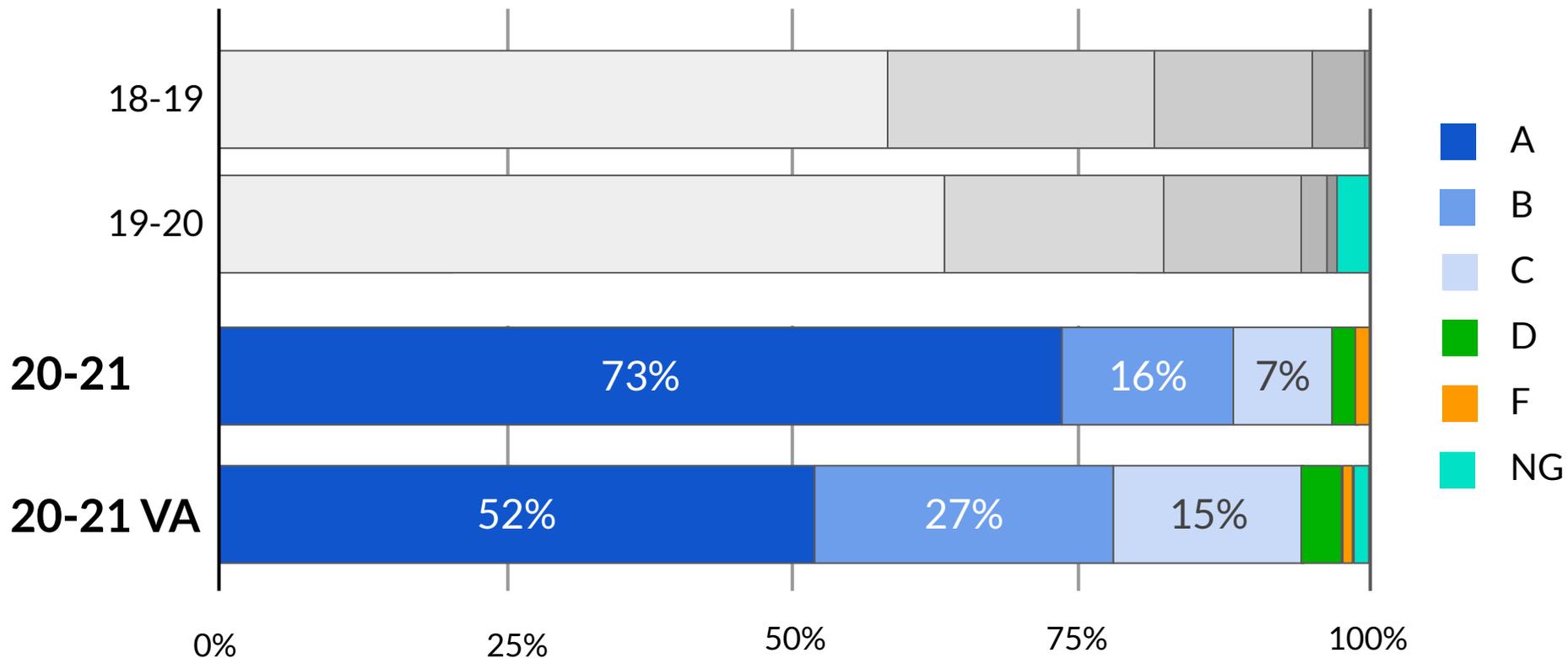
19%

3-5

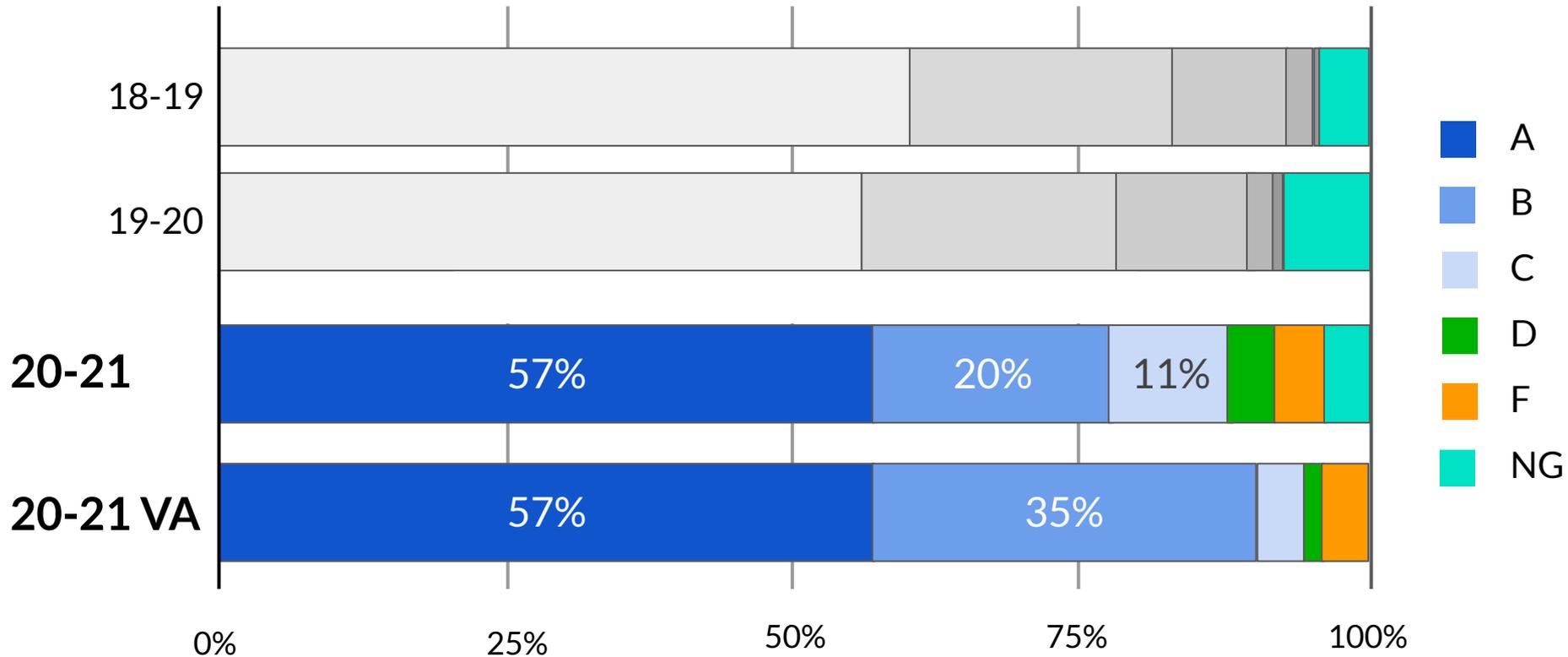
23%

6-8

# LBHS Course Grades



# TMS Course Grades



# 2021 AP Exam Scores

63% of Graduates Passed an AP Exam during High School

2017 = 48%

288

Students  
Tested

28

Subject Area  
Exams

77.4%

Pass  
Rate

# College and Career Readiness Coursework

131

College Course  
Dual Enrollments

122

Concurrent  
College Course  
Enrollments

155

CTE Articulated  
College Course  
Enrollments

740

AP Course  
Enrollments

284

CTE  
High-Quality Course  
Enrollments

44

CTE  
Pathway  
Completers

126

Work-Based  
Learning  
Participants

Develop **COLLEGE and CAREER READINESS SKILLS** through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

- The Class of 2021 met or exceeded the overall academic achievement of prior classes
- Students who may need Tier 3 intensive intervention was significantly less than the state or national averages
- Students who may need Tier 2 small group support increased
- Grades 5-8 showed the greatest need for additional support
- The percent of students receiving D's and F's remained below 10 percent, significantly fewer than most other school districts
- There were fewer A's and B's in the high school Virtual Academy than the regular LBHS academic model
- The number of students taking equivalent college coursework increased

# GOAL 2

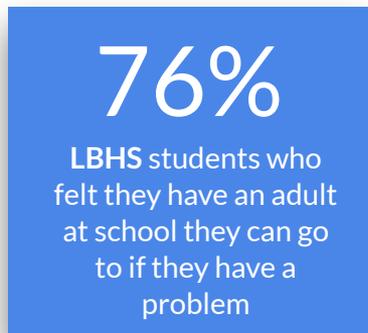
Foster

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

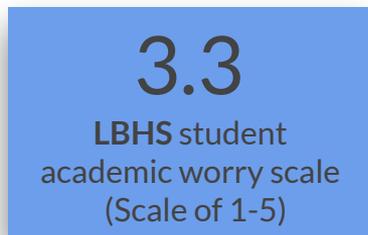
student agency, engagement,  
resiliency, and positive  
relationships.



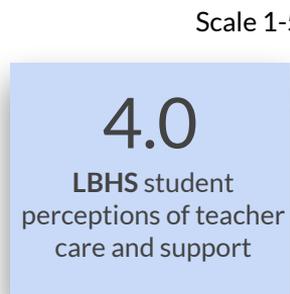
# Social-Emotional Wellness & Mental Health



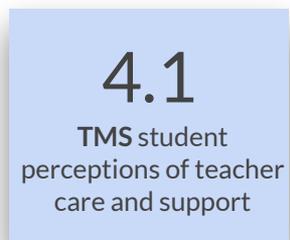
76% in 2019



3.6 in 2019



3.66 in 2019



3.50 in 2019

*ChallengeSuccess Survey, May 2021*

Most common categories of words students used to describe TMS and LBHS

High Quality  
Fun  
Caring and Welcoming

ChallengeSuccess  
Survey,  
May 2021

80%  
Stakeholders had positive or neutral feelings about student receiving effective social-emotional supports

91%  
Students had positive or neutral feelings about opportunities for regular participation in engaging learning activities

86%  
Students had positive or neutral feelings about having at least 1 caring relationships with a staff member at school

LCAP Survey,  
January 2021

# Attendance and Engagement Maintained during COVID-19

## Average Daily Attendance



## Chronic Absenteeism Rate



Foster **SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY**  
*through student agency, engagement, resiliency,  
and positive relationships.*

- Student perceptions of care, support, and belonging improved in the last two years
- Similar percentage of students were engaged in distance or hybrid learning last year in comparison to daily attendance in prior years
- When schools shifted to distance learning, LBUSD did not have the same challenges of many other districts in finding and connecting with students

## GOAL 3

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



# Student Safety

LCAP Survey,  
January 2021

96%

Students had positive or neutral feelings  
about the learning environment

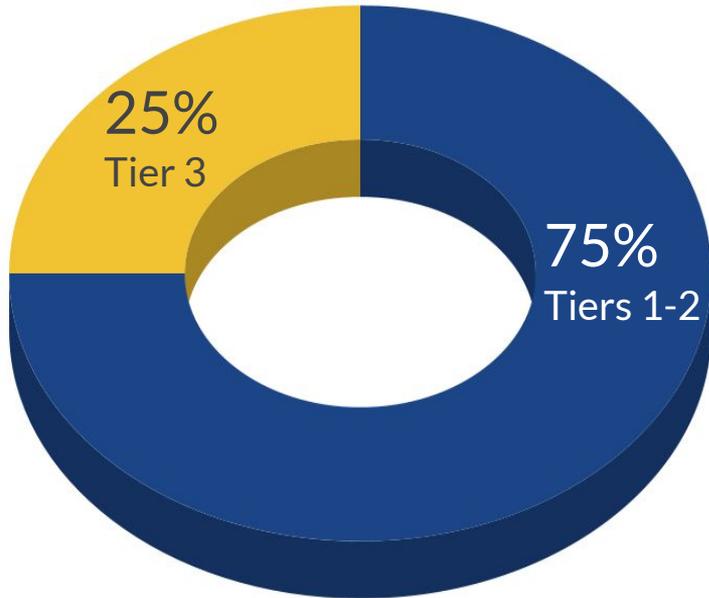
95%

Students had positive or neutral  
perceptions about feeling safe at school

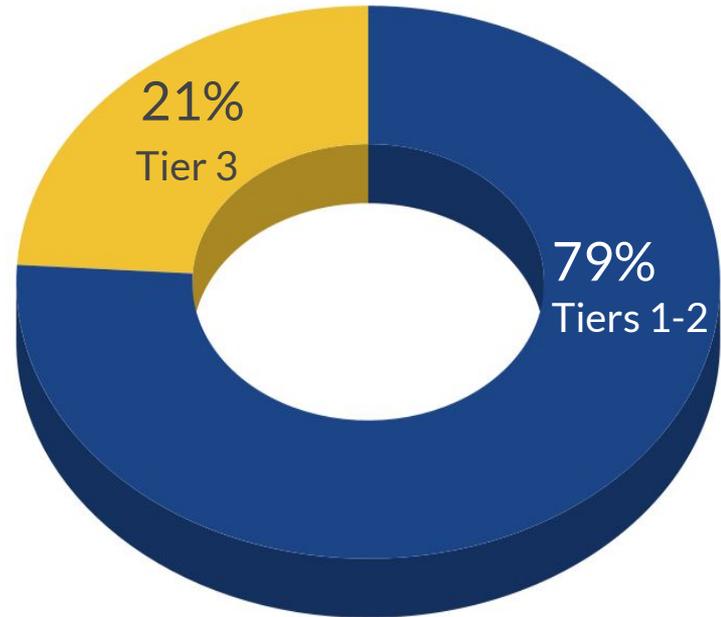


# Students who are English Learners That May Need Tier 3 Interventions

## Reading



## Math



# Students who are English Learners

22% Reclassified to fluent English proficient status

35%

Students Increased  
Levels on the ELPAC

9%

Remained at  
ELPAC Level 4

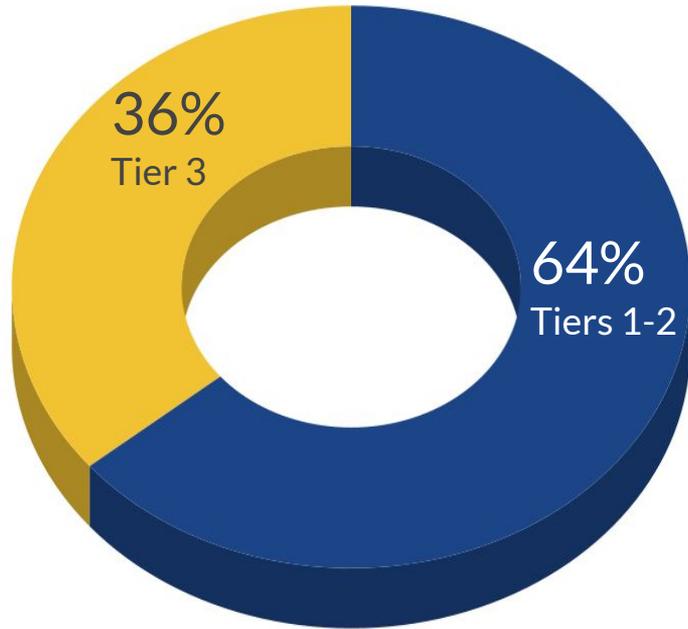
44%

Remained at  
ELPAC Levels 2-3

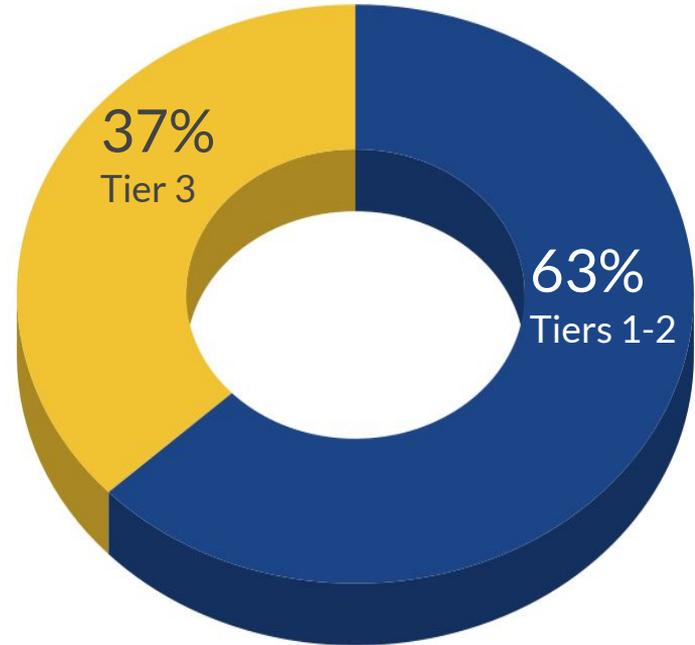
# Students with Disabilities

## Who May Need Tier 3 Interventions

### Reading



### Math



# Students with Disabilities

100%

Initial and triennial assessments were completed within legal guidelines

100%

Special Education services delivered with fidelity based on Individual Education Plans with adjustments per the Hybrid Learning model

95%

Students who participated in the “Learning Center” alternate education program at secondary sites passed all of their courses

88%

Students with disabilities who are served in the general education setting with accommodations and supports

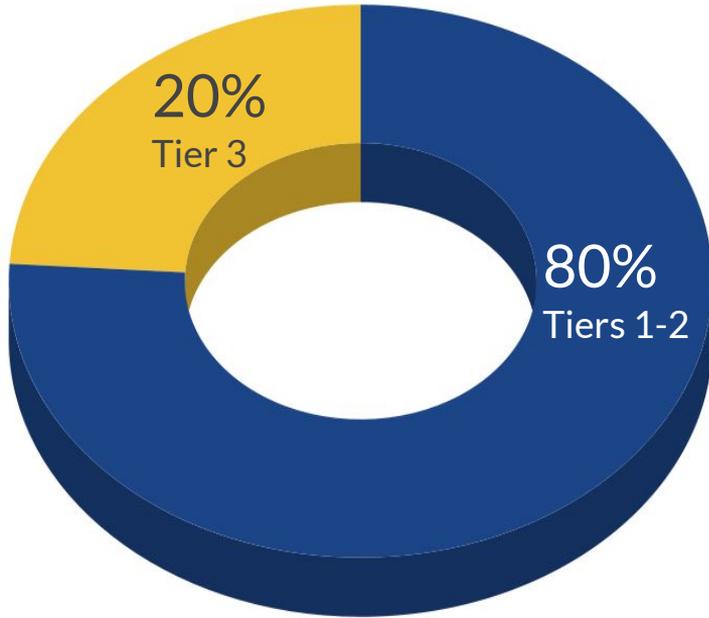
23

Students with disabilities exited from Special Education during the 2020-21 school year

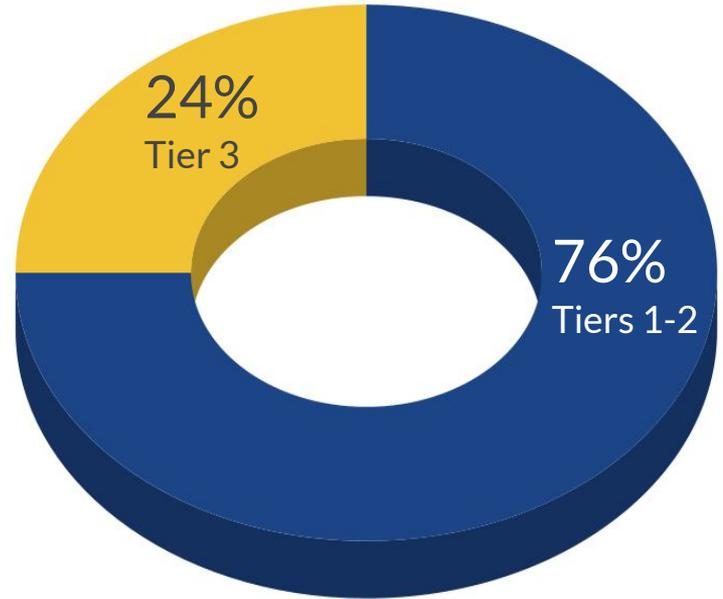
# Students who are Economically Disadvantaged

Who May Need Tier 3 Interventions

## Reading

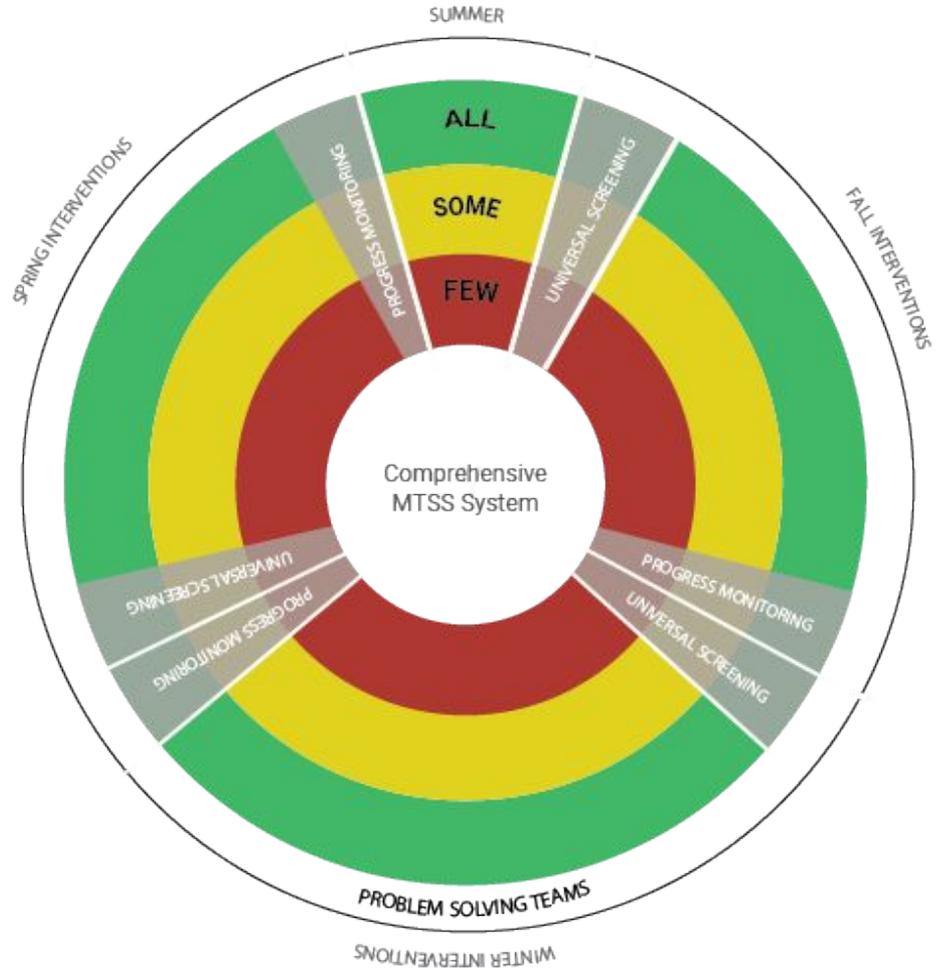


## Math



# LBUSD Multi-Tiered System of Support (MTSS) Framework

*All Means All*



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

- Nearly all students have positive or neutral perceptions about the learning environment and feeling safe at school
- Students continued to receive specialized and personalized services
- Students who are English language learners, have disabilities, or are socioeconomically disadvantaged continue to need the most support
- The on-campus learning center model helped students experiencing significant challenges to pass their classes
- Some students made enough progress to be able to exit the Special Education program or be reclassified as fluent English proficient

# Areas of Focus for 2021-22

## GOAL 1

### **COLLEGE and CAREER-READINESS SKILLS**

#### **Multi-Tiered Systems of Support**

[Essential Learning, Assessment System, Targeted Interventions, and PLCs]

#### **Extended Learning Opportunities**

[Summer Learning, Early College Credits, Online Learning, After-School Support]

#### **Early Learning Program**

[Universal TK, Early Intervention]

#### **Career Education**

[K-12]

## GOAL 2

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

#### **School-Based Mental Health Services**

[Awareness, Screeners, Intervention, new Wellness Centers]

#### **Social-Emotional Support**

[Curriculum, MTSS Assessment & Intervention, ChallengeSuccess, Restorative Practices]

#### **Student Agency**

[Strengths-Based Learning, Thrively, Portfolium, Student Voice & Choice]

## GOAL 3

### **SAFE, EQUITABLE, and INCLUSIVE SCHOOLS**

#### **Safety**

[SRO partnership, Risk Assessments, Emergency Planning]

#### **Equity**

[Awareness, Access, Individualized Services, Language Development, and Resources]

#### **Parent Engagement & Involvement**

[Communication, Workshops, Access to At-Home Resources, Framework Alignment]



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63%

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during High School

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Requirements

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CTE Pathway

39%

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Seal of Biliteracy