



LBUSD Supplement
to the 2021-22 LCAP Annual Update

LCAP Goals Mid-Year Update

February 15, 2022

Overview

- + Background
- + Mid-Year Outcomes

Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board.

Required components of the mid-year update information item include the following:

- The Supplement to the Annual Update for the 2021–22 LCAP;
- Available mid-year outcome data related to metrics identified in the 2021–22 LCAP;
- 2021-22 Budget Overview Update; and
- 2021-22 Action Expenditure and Implementation Update

The 2021–22 Supplement is considered part of the 2022–23 LCAP Annual Update for the purposes of adoption, review, and approval. As such, the 2021–22 Supplement to the Annual Update will be submitted at the end of the school year as part of the district's 2022–23 LCAP.

District 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

Priorities 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]

GOAL 1

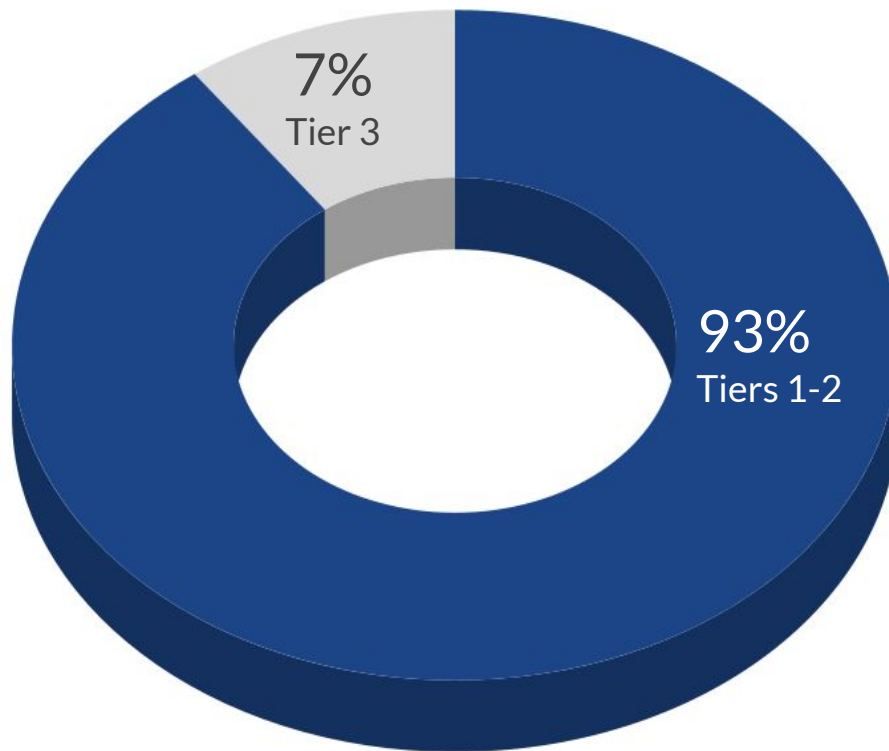
Develop **COLLEGE and CAREER READINESS SKILLS**

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



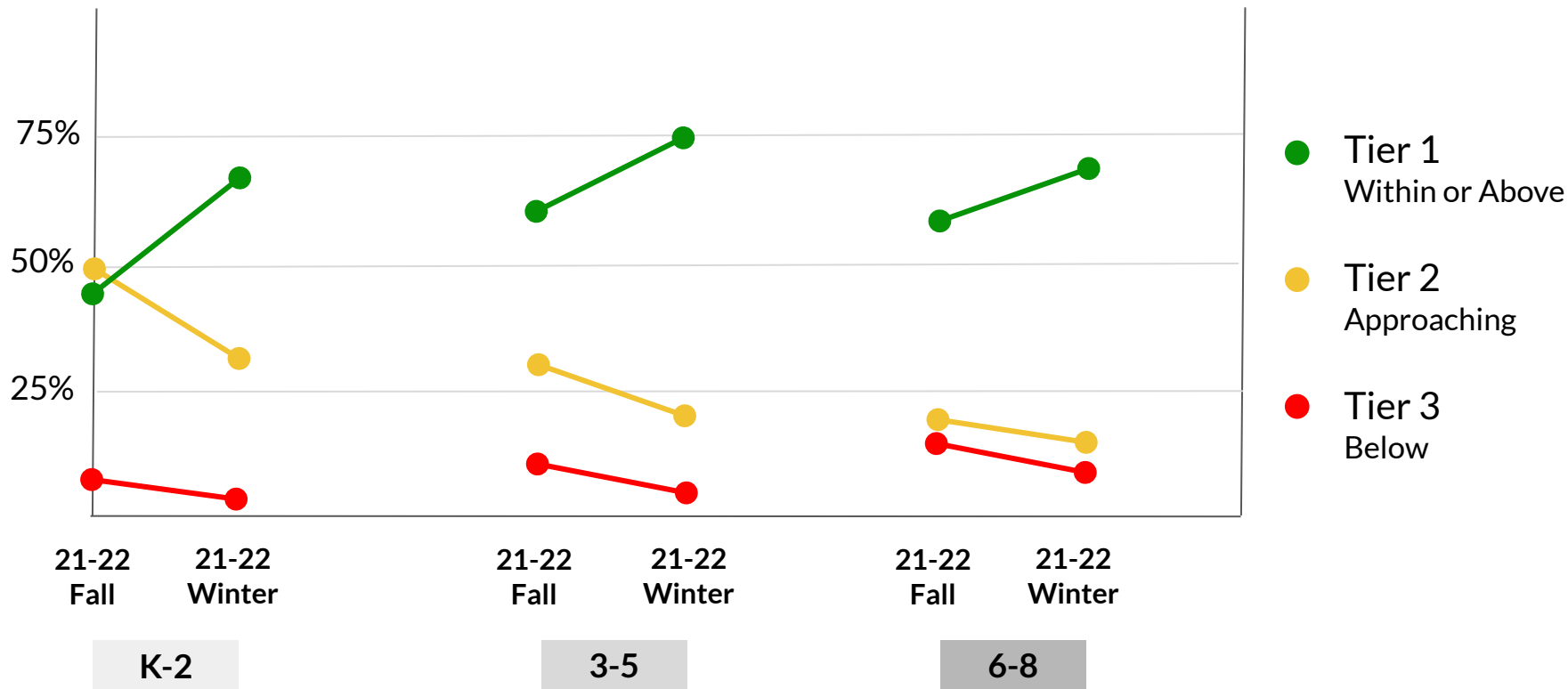
K-8 Students Who May Need Tier 3 Interventions

Intensive & Targeted to Support Gaps in Foundation Knowledge



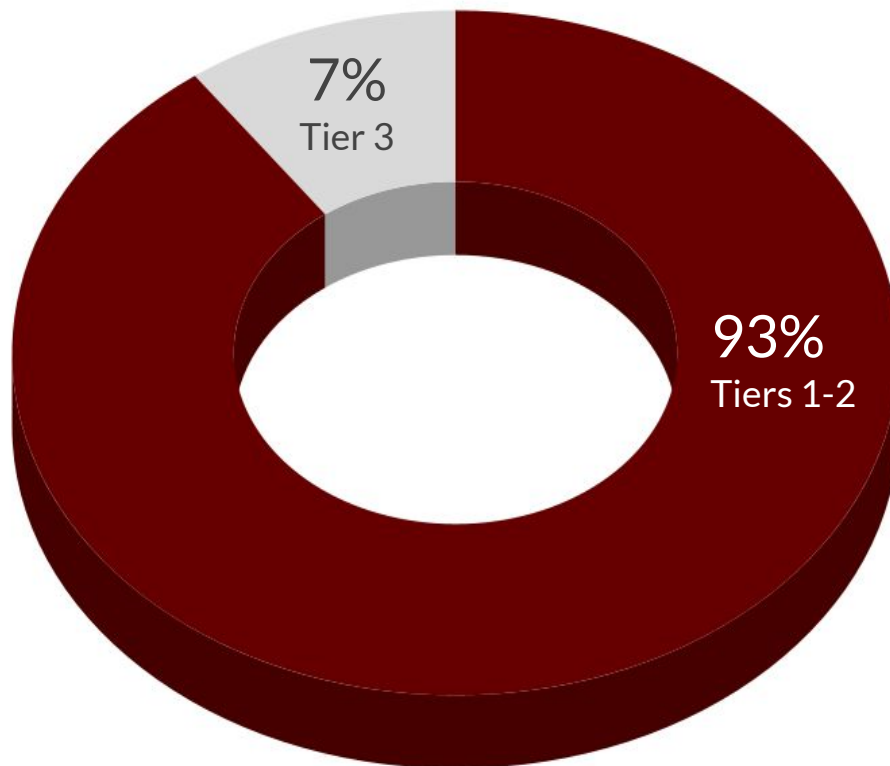
Diagnostic **READING** Assessment

Growth Towards Grade Level Standards



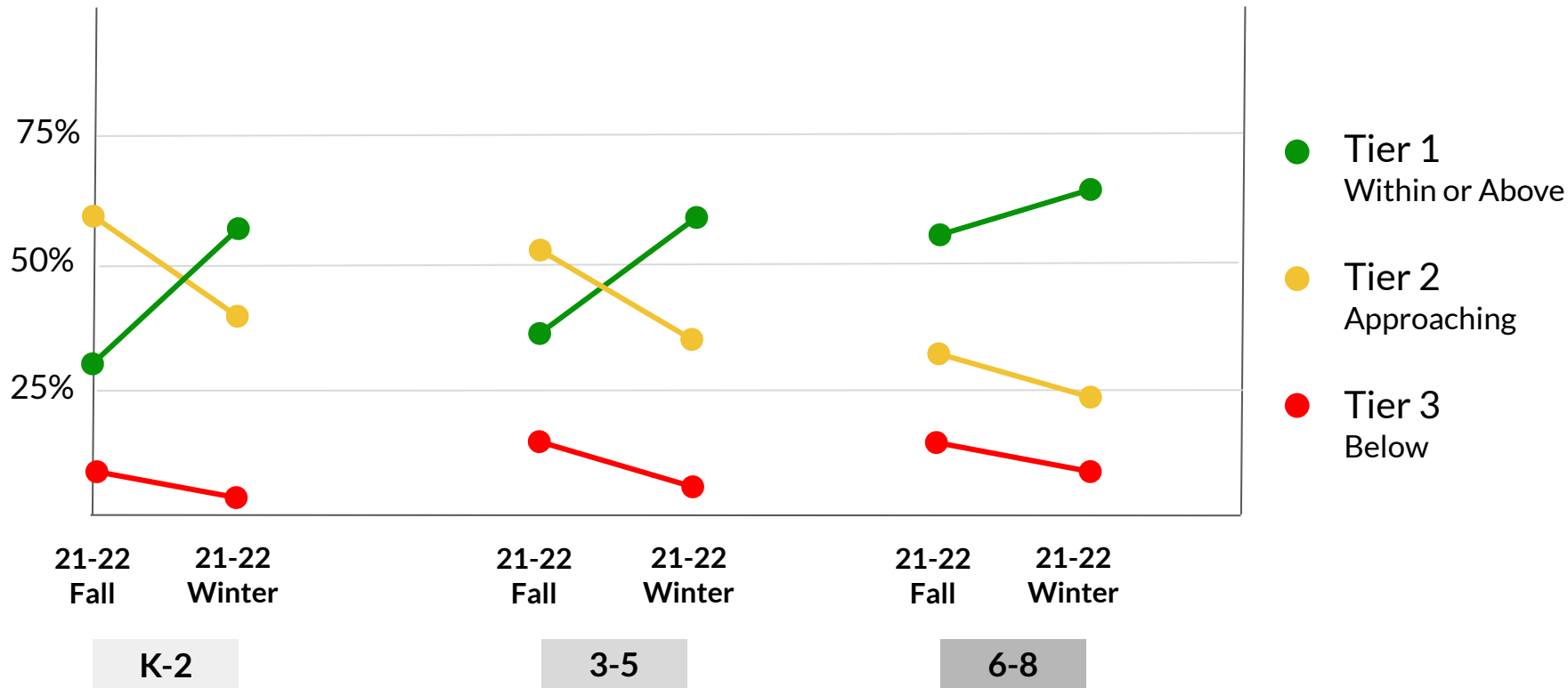
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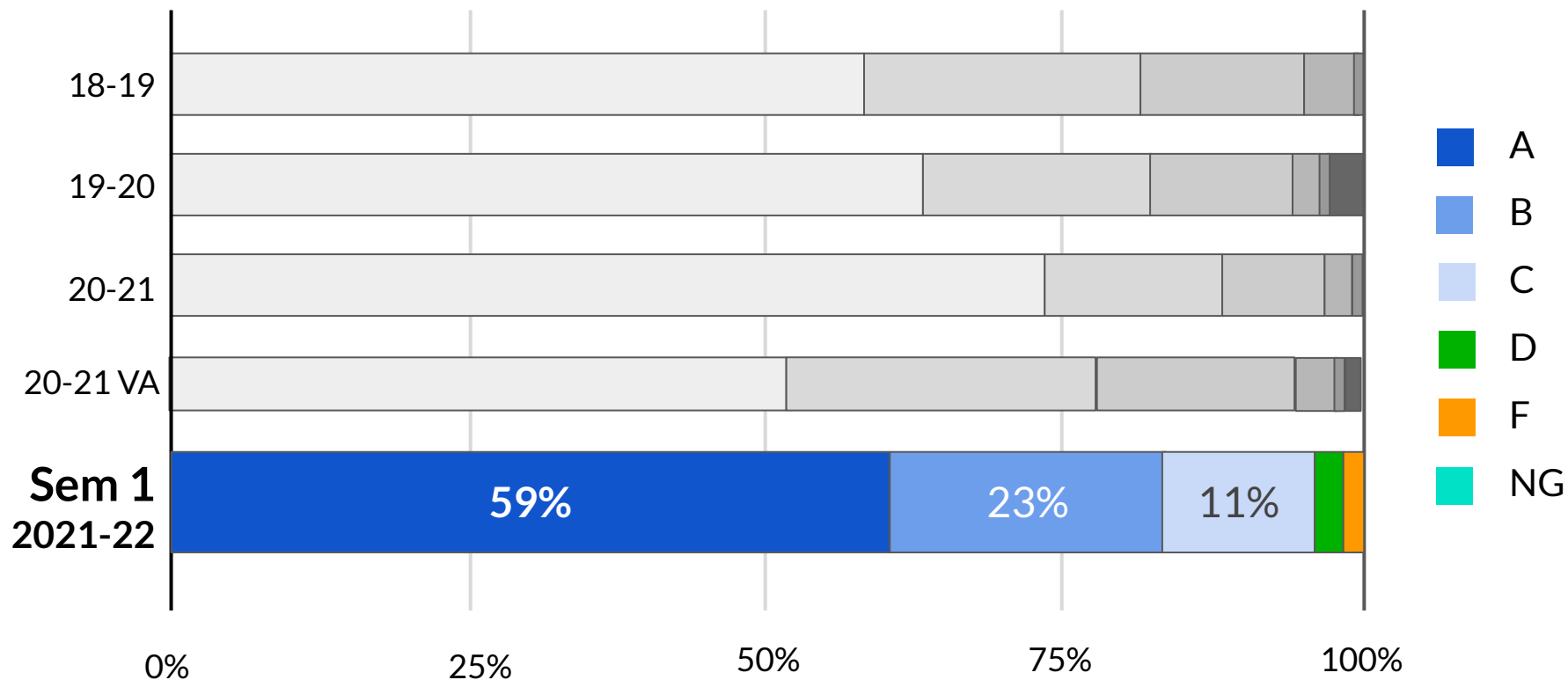


Diagnostic **MATH** Assessment

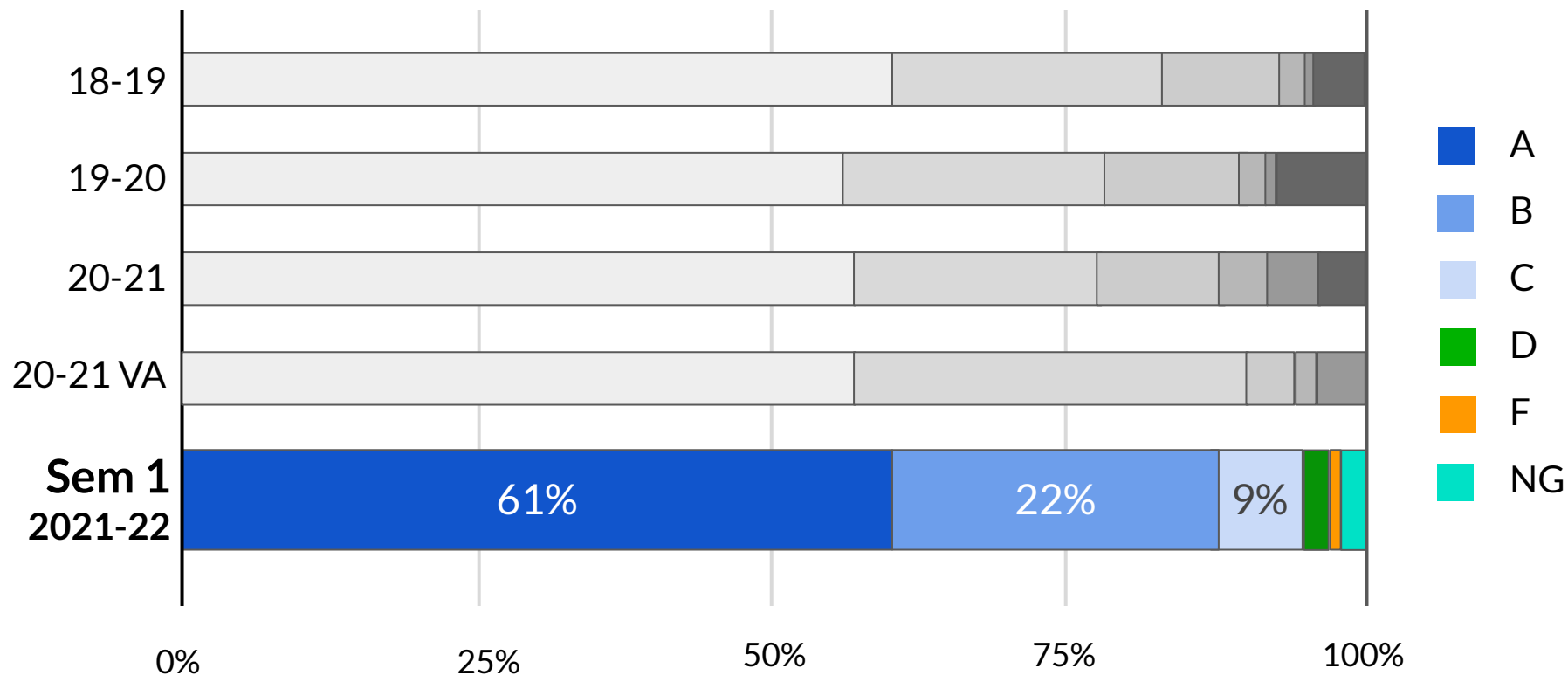
Growth Towards Grade Level Standards



LBHS Course Grades



TMS Course Grades



GOAL 1: Additional Outcomes

0%

Misassignments of teachers

0%

Students without access to instructional materials aligned to state-standards and curriculum frameworks

100%

Elementary schools maintained specialist teachers in world languages, science, music, computer science, and physical education.

100%

Secondary schools maintain access to electives that include VAPA, CTE, STEAM, leadership, and world languages.

GOAL 2

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



Attendance and Behavior

Average Daily Attendance

93%
Jan 2021

97%
2020-21

96%
2019-20

Students Present More Than 90% of Schools Days

85%
Jan 2021

94%
2020-21

93%
2019-20

Chronic Absenteeism

Suspension Rate

1.6%
Jan 2021

0.3%
2020-21

1.0%
2019-20

GOAL 3

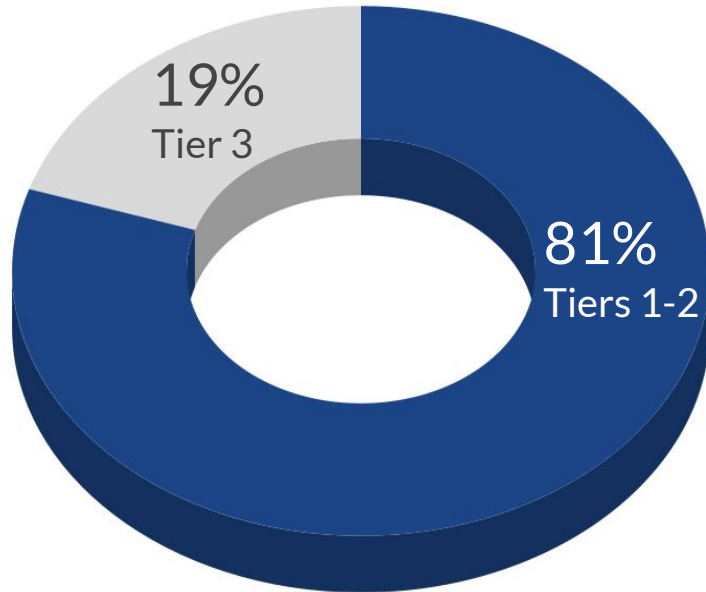
Ensure **SAFE, EQUITABLE, and INCLUSIVE SCHOOLS** through caring learning environments, targeted support, strategic planning, and stakeholder engagement



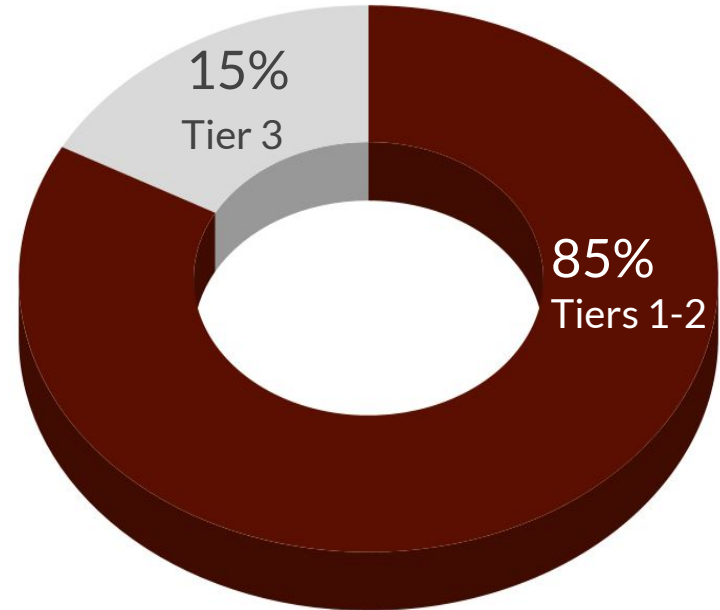
Students who are English Learners

That May Need Tier 3 Interventions

Reading



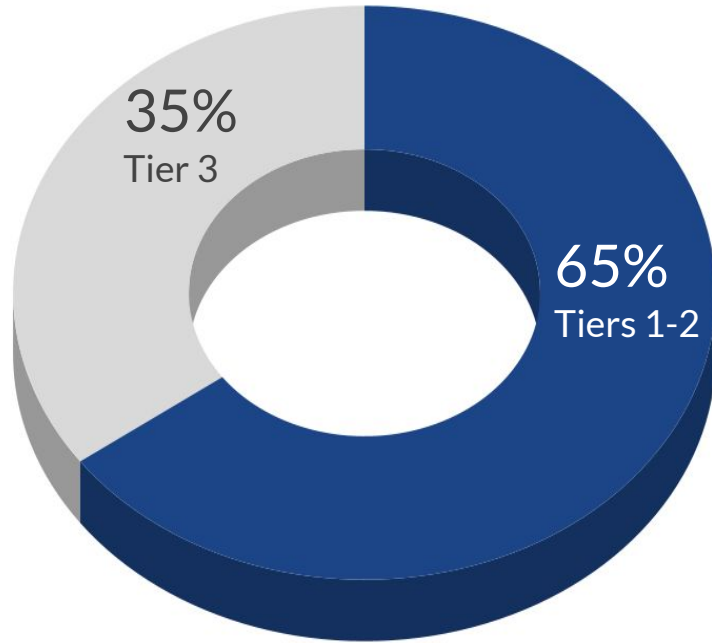
Math



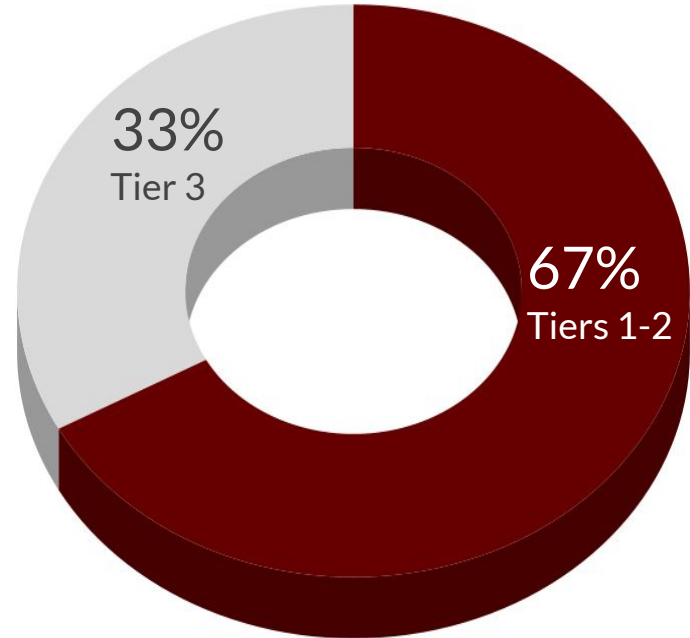
Students with Disabilities

Who May Need Tier 3 Interventions

Reading



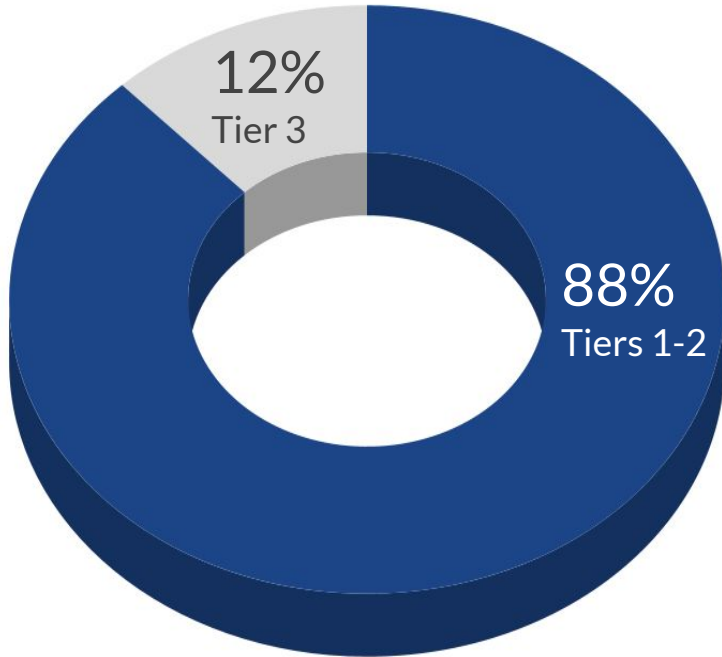
Math



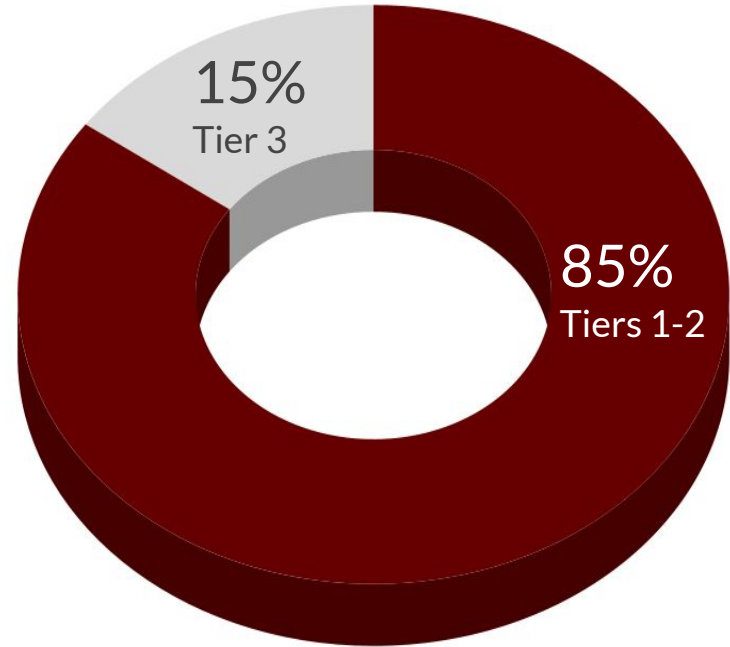
Students who are Economically Disadvantaged

Who May Need Tier 3 Interventions

Reading



Math



Facilities and Professional Development

0

Number of schools not in “good repair” status
(Facilities Inspection Tool - FIT)

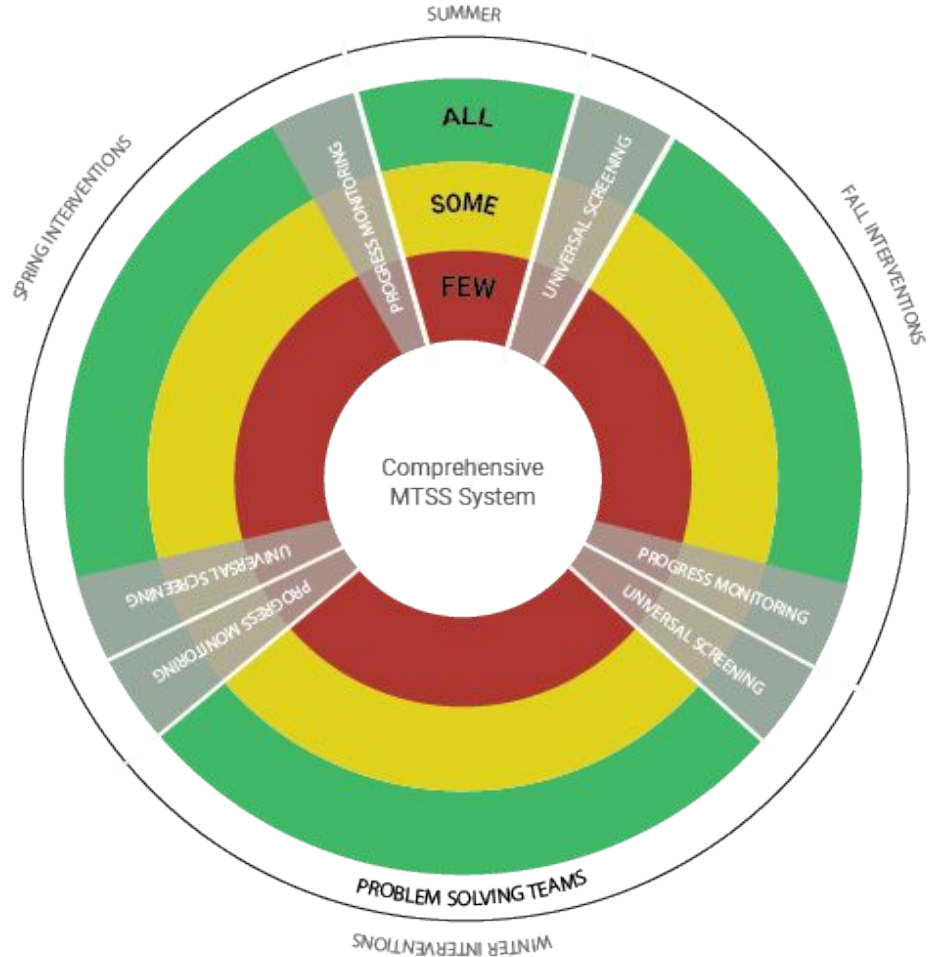
86%

Percent of staff who report that the professional learning
opportunities positively impact student learning

LBUSD

Multi-Tiered System of Support (MTSS) Framework

All Means All



District Goals Update

- Students who may need **Tier 2 and 3 levels of interventions decreased in reading and math** from the beginning of the year to the middle of the year
- Students who need intensive **Tier 3 intervention support was less than 10 percent**
- More **targeted intervention is needed in math**
- Semester 1 course grades earned by 6th - 12th grade students were similar to years prior to the pandemic, with **D's and F's below 10 percent**
- **Students who are English language learners, have disabilities, or are socio-economically disadvantaged need the most Tier 2 and 3 levels of interventions**
- Percent of students with **absences increased** from prior years
- The condition of **school facilities and professional development continue to receive high marks**



LBUSD
20-21 LCAP
Supplement

MID-YEAR UPDATE

