

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laguna Beach Unified School District

CDS Code: 30665550000000

School Year: 2024-25

LEA contact information:

Jason Vilorio, Ed.D

Superintendent

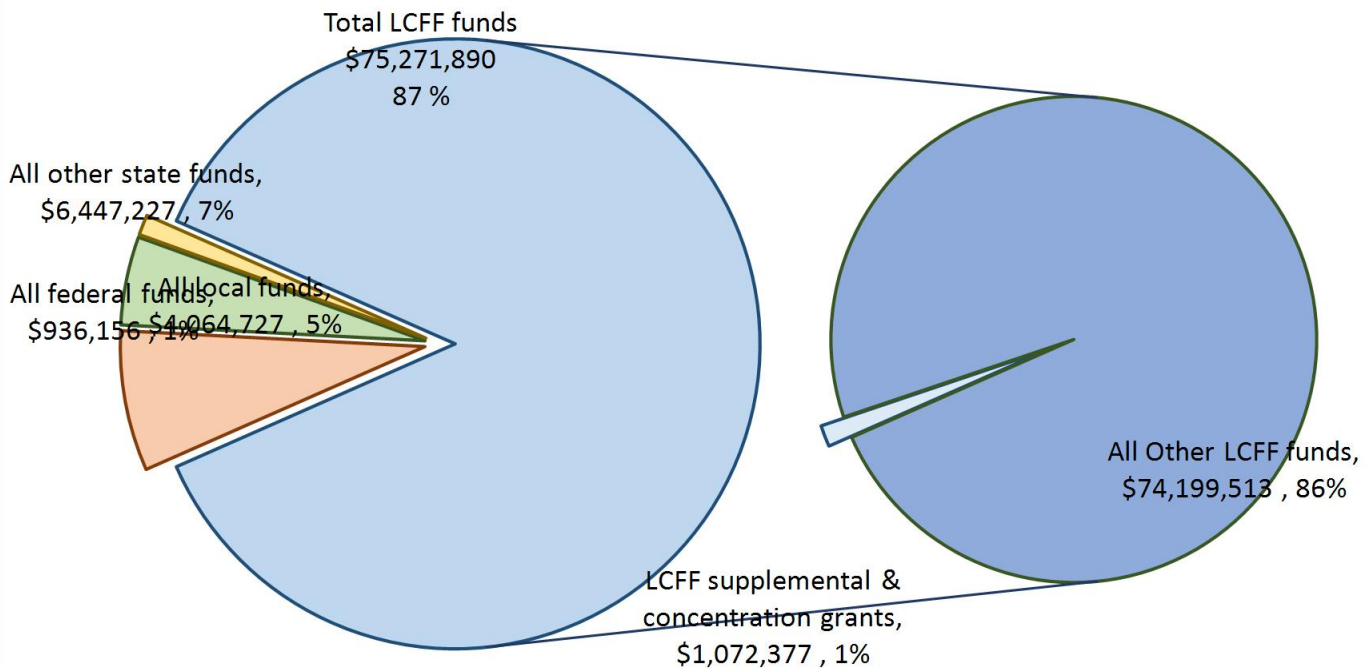
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

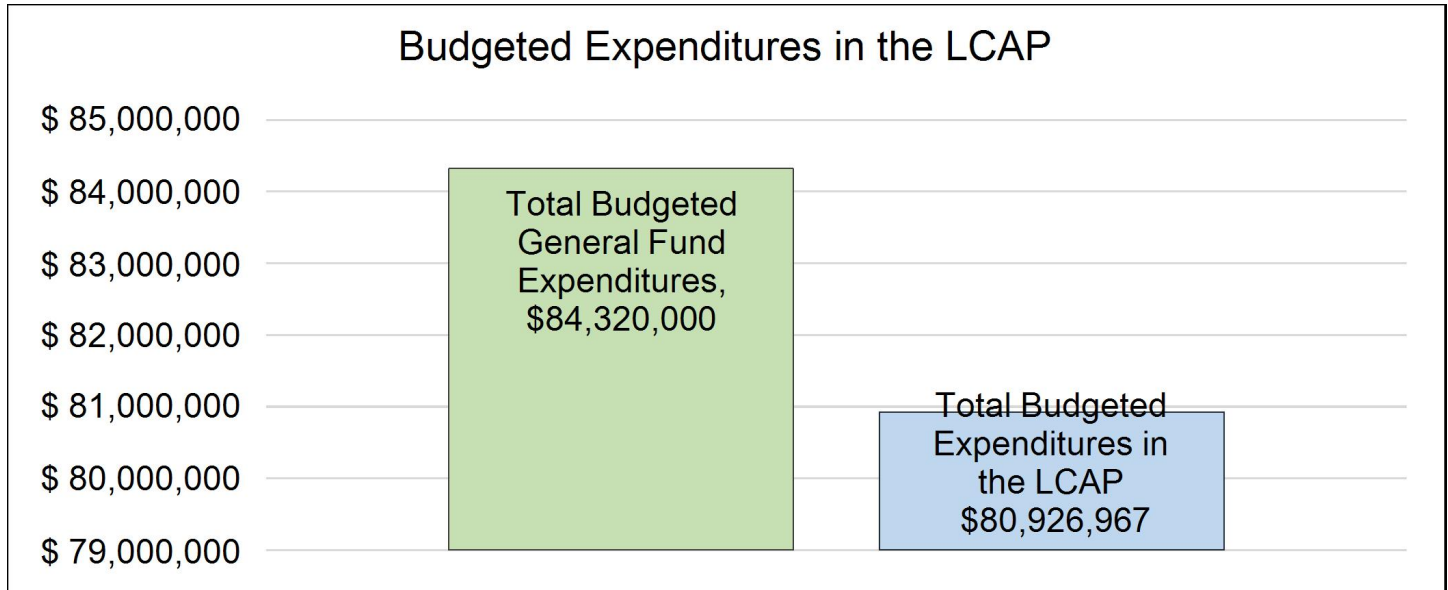


This chart shows the total general purpose revenue Laguna Beach Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Laguna Beach Unified School District is \$86,720,000, of which \$75,271,890 is Local Control Funding Formula (LCFF), \$6,447,227 is other state funds, \$4,064,727 is local funds, and \$936,156 is federal funds. Of the \$75,271,890 in LCFF Funds, \$1,072,377 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 2024-25. 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 \$84,320,000 for the 2024-25 school year. Of that amount, \$80,926,967 is tied to actions/services in the LCAP and \$3,393,033 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

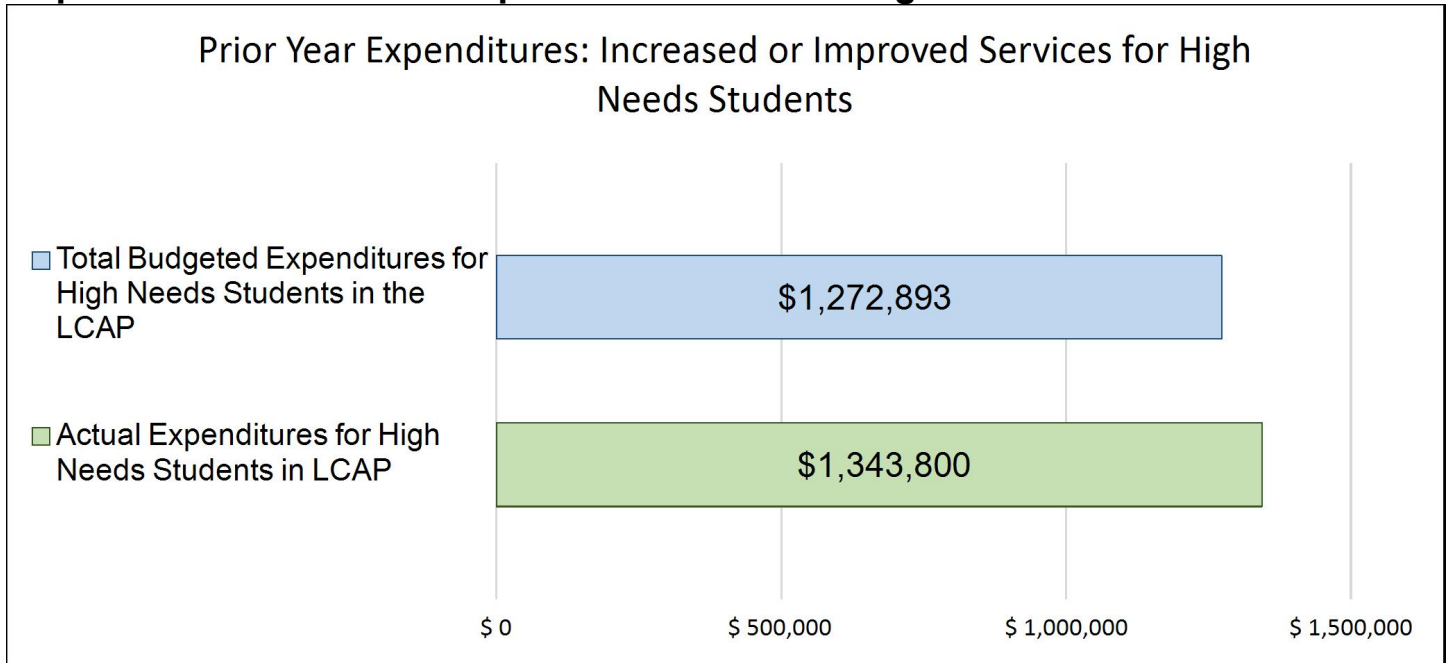
In addition to what is provided for in the LCAP, the district provides many services to support the core programs, including but not limited to insurance costs, legal fees, administrative costs and STRS on behalf.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Laguna Beach Unified School District is projecting it will receive \$1,072,377 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 \$1,384,564 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 2023-24



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 2023-24, Laguna Beach Unified School District's LCAP budgeted \$1,272,893 for planned actions to increase or improve services for high needs students. Laguna Beach Unified School District actually spent \$1,343,800 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Laguna Beach Unified School District	Jason Vilorio, Ed.D Superintendent	jviloria@lbusd.org 949-497-7700

Goals and Actions

Goal

Goal #	Description
1	Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores for ELA	Percent of students who meet or exceed standards: 83% (2018-19 School Year)	Not tested	Percent of students who met or exceeded standards: 77.05% (2021-22 School Year)	Percent of students who met or exceeded standards: 78.96% (2022-23 School Year)	Standards met or exceeded by 85% of students.
CAASPP Scores for Mathematics	Percent of students who meet or exceed standards: 78% (2018-19 School Year)	Not tested	Percent of students who met or exceeded standards: 67.33% (2021-22 School Year)	Percent of students who met or exceeded standards: 69.26% (2022-23 School Year)	Standards met or exceeded by 85% of students.
CAASPP Scores for Science	Percent of students who meet or exceed standards: 71% (2018-19 School Year)	Not tested	Percent of students who met or exceeded standards: 59.12% (2021-22 School Year)	Percent of students who met or exceeded standards: 66.08% (2022-23 School Year)	Standards met or exceeded by 80% of students.
CTE Pathway Completion	Percent of graduates who complete a CTE pathways: 11% (2019-20 School Year)	17% of graduates completed a CTE pathway (2020-21 School Year)	17.4% of graduates completed a CTE pathway (2021-22 School Year)	19% of graduates completed a CTE pathway (2022-23 School Year)	At least 15% of graduates complete a CTE pathway.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Scores	Percent of graduates who pass at least one AP Exam: 56%	63.2% of graduates passed at least one AP exam	49% of graduates passed at least one AP exam	60% of graduates passed at least one AP exam	At least 60% of graduates passing one AP exam.
	Percent of students who pass AP Exam: 87% (2019-20 School Year)	Percent of student who passed AP Exam: 77% (2020-21 School Year)	Percent of student who passed AP Exam: 84% (2021-22 School Year)	Percent of student who passed AP Exam: 86% (2022-23 School Year)	AP exam pass rate of at least 85%.
UC Eligibility	Percentage graduates who completed the A-G courses required to enroll in UC: 79% (2019-20 School Year)	79% of graduates completed UC-approved courses required to enroll. (2020-21 School Year)	81% of graduates completed UC-approved courses required to enroll. (2021-22 School Year)	83% of graduates completed UC-approved courses required to enroll. (2022-23 School Year)	At least 85% of graduates complete UC-approved courses required to enroll.
State Seal of Biliteracy (SSB)	Percent of graduates who receive the SSB: 43% (2019-20 School Year)	39% of graduates received the SSB. (2020-21 School Year)	35% of graduates received the SSB. (2021-22 School Year)	33% of graduates received the SSB. (2022-23 School Year)	45% of graduates receive the SSB.
Early College Credits (AP Exam Score 3+, Articulated CTE, Dual and Concurrent Enrollment)	Percent of high school students who complete at least one semester of college coursework or equivalent: 39% (2019-20)	31% of high school students completed at least one semester of college coursework (2020-21)	35% of high school students completed at least one semester of college coursework (2021-22)	40% of high school students completed at least one semester of college coursework (2022-23)	At least 45% of students complete at least one semester of college coursework or equivalent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP) - CAASPP	Percentage of students meeting EAP (readiness for college-level work) <ul style="list-style-type: none"> • ELA: 80% • Math: 70% (2018-19 School Year)	Not measured	Not measured	ELA: 84.27% Math: 49.78% (2022-23)	At least 75% of students, on average, eligible for EAP.
College/Career Indicator (CCI)	Percent of graduates who are prepared or approaching prepared on the CCI: 86% (2018-19 School Year)	Not measured	Not measured	71.3% of graduates met "prepared criteria" 15.1% met "approaching prepared" criteria Total: 86.4% (2022-23)	CCI rate for prepared or approaching readiness of 90%.
Graduation Rate	Percent of students who graduate: 98% (2019-20 School Year)	98.3% of students graduated (2020-21 School Year)	98.3% of students graduated (2021-22 School Year)	96.4% (4-year cohort data) (2022-23 School Year)	Graduation rate of at least 98%.
Dropout Rate	Percent of middle school students who dropout: 0% Percent of high school students who dropout: 0% (2019-20 School Year)	Middle and high school dropout rate of 0%. (2020-21 School Year)	High school dropout rate of 0% Middle school dropout rate of 0.17% (2021-22 School Year)	High school dropout rate of 1% Middle school dropout rate of 0% (2022-23 School Year)	Middle and high school dropout rate of 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers	Percent of misassignments of teachers: 0% (2020-21 School Year)	0.68% teacher misassignments. (2021-22 School Year)	0% teacher misassignments. (2022-23 School Year)	0% teacher misassignments. (2023-24 School Year)	0% teacher misassignments.
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% (2020-21 School Year)	0% of students without access to instructional materials aligned to state-standards and curriculum frameworks. (2021-22 School Year)	0% of students without access to instructional materials aligned to state-standards and curriculum frameworks. (2022-23 School Year)	0% of students without access to instructional materials aligned to state-standards and curriculum frameworks. (2023-24 School Year)	0% of students without access to instructional materials aligned to state-standards and curriculum frameworks.
Course Offerings & Broad Course of Study	100% of elementary schools will be supported by specialist teachers in world languages, science, music, computer science, and physical education. 100% of secondary schools will have access to electives that include VAPA, CTE, STEAM, leadership, and world languages.	100% of elementary schools supported by specialist teachers in world languages, science, music, computer science, and physical education. 100% of secondary schools have access to electives that include VAPA, CTE, STEAM, leadership, and world languages. (2021-22 School Year)	100% of elementary schools supported by specialist teachers in world languages, science, music, computer science, and physical education. 100% of secondary schools have access to electives that include VAPA, CTE, STEAM, leadership, and world languages. (2022-23 School Year)	100% of elementary schools supported by specialist teachers in world languages, science, music, computer science, and physical education. 100% of secondary schools have access to electives that include VAPA, CTE, STEAM, leadership, and world languages. (2023-24 School Year)	100% of elementary schools supported by specialist teachers in world languages, science, music, computer science, and physical education. 100% of secondary schools will have access to electives that include VAPA, CTE, STEAM, leadership, and world languages.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2020-21 School Year)				
iReady Assessments	Percent of students in grades K-11 who are at-risk of needing Tier 3 support: 12.5% (2019-20 School Year)	Percent of students in grades K-11 who are at-risk of needing Tier 3 support: 12% (reading) & 13% (math) (2020-21 School Year)	Percent of students in grades K-11 who are at-risk of needing Tier 3 support: 9% (reading) & 8% (math) (2021-22 School Year)	Percent of students in grades K-10 who are at-risk of needing Tier 3 support: 8% (reading) & 6% (math) (2022-23 School Year) *Grade 11 no longer assessed	Less than 9% of students in grades K-11 who are at-risk of needing Tier 3 support.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions. However, in response to student performance outcome data, and ever-evolving needs, LBUSD increased responsive supports for student and families to enhance outcomes in key focus areas through additional staffing, programming, and targeted and supplemental extended learning opportunities.

California School Dashboard Performance:

The release of the 2023 California School Dashboard provided 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. Outcomes for LBUSD students in the state’s accountability system reflected performance within the blue, or “very high” level, in the areas of graduation rate, English Language Arts achievement, mathematics achievement, college and career readiness, and English learner progress. District-wide student performance data for the 2022-23 academic year reflected placement within the green, or “high” state performance level, in the area of suspension rate, and yellow, or “medium” performance level, in chronic absenteeism. LBUSD met the standard in all Dashboard local indicator areas: basic conditions (such as appropriately assigned credentialed

teachers and clean and functional school facilities), implementation of academic standards, collection of data via school climate surveys, parent involvement and family engagement, and access to a broad course of study.

California School Dashboard: Academic Performance Indicator:

In spring 2023, students in grades 3-8 and 11 participated in the California Assessment of Student Performance and Progress (CAASPP), which measures student proficiency in grade-level English Language Arts and Mathematics standards. The 2023 administration marked the second year of a return to standardized testing for LBUSD students following a three-year statewide pause due to the pandemic. In the area of English Language Arts (ELA), 78.96% of students met or exceeded standard (averaging 63.4 points above standard), reflecting growth of 2% in the ELA proficiency rate as compared to the spring 2022 test administration. In the area of mathematics, 69.26% of LBUSD students met or exceeded standard (averaging 39.2 points above standard), resulting in a 2% increase in the math proficiency rate as compared to the prior year. LBUSD historical CAASPP data indicates that in 2022-23, students achieved proficiency within 4-9% of previous test administration performance levels, measured over five years preceding the Pandemic. This incremental growth is expected to continue, as our students make academic gains and receive personalized instructional supports.

In examining specific student group data related to CAASPP English language arts performance, achievement gaps are evident among students identified as English learners and students with disabilities. Both of these student populations placed within the orange, or “low,” California School Dashboard performance band in ELA. Of the 45 students assessed who have a primary language other than English, 26.93% were proficient or above, averaging 13.1 points below standard (a decline of 18.9 points as compared to the 2022 CAASPP test administration). 46.66% of students with disabilities met or exceeded standard in English language arts. The 152 students assessed from this student population averaged 44.1 points below standard on CAASPP, maintaining performance from the previous year. In the area of mathematics, students identified as English learners placed in the “low” state performance band based upon 2023 standardized test data, with 21.43% of students proficient or above (averaging 26.1 points below standard, a decline of 7.6 points as compared to spring 2022). Students with disabilities, as an aggregate group, scored within the yellow or “medium” California School Dashboard performance band, with 37.5% of students meeting or exceeding standard in mathematics (averaging 60.2 points below standard, an increase of 4 points as compared to the previous year).

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 2023 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 2022-23 and 2023-24 academic years, CAASPP scores were 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. The District also continued to prioritize the implementation of multi-tiered systems

of support across all schools, to ensure students evidencing a need had access to supplemental and targeted academic supports focused on learning recovery and acceleration. The i-Ready Diagnostic Assessment is one tool that provides specific and actionable data three times per year to identify kindergarten through tenth-grade students who may benefit from additional academic interventions and support and to track the progress of all participating students in reaching proficiency in grade-level standards.

In spring 2023, kindergarten through tenth-grade students participated in i-Ready diagnostic testing to determine strengths and growth areas in grade-level skills. Students were assessed 2-3 times (depending upon grade level) over the course of the academic year to track individual progress and proficiency toward meeting content area standards. i-Ready data, used by LBUSD school teams, informs instructional decisions, drives school-wide growth targets, and determines which students may benefit from supplemental targeted or intensive academic interventions. Based on spring 2023 diagnostic data in reading, 92% of K-10 students placed within Tiers 1-2 (indicating approaching-through-above grade level performance), while 8% of students assessed scored within the Tier 3 (below grade level) band. End-of-year math diagnostic results were similar to those in reading, with 94% of K-8 students performing within Tiers 1-2, and 6% of participating students performing within the Tier 3 band.

The effectiveness of supplemental academic supports offered to students was evidenced by the significant number of students who demonstrated growth on the 2022-23 i-Ready End-of-Year diagnostic. In June 2023, 86 K-10 students (4% improvement from the beginning of the year) progressed out of the Tier 3 performance level in the area of reading. An additional 418 students (21% growth as compared to the fall diagnostic scores) advanced to the Tier 1 reading level. In math, 150 participating students (8% improvement from fall 2022) exited the Tier 3 level. An additional 592 students (31% growth from fall 2022) advanced to the Tier 1 math band.

Nationwide, nearly seven million K-8 students completed the i-Ready Diagnostic in reading in spring 2023, while approximately eight million students participated in the i-Ready math assessment. At the state level, over one million students in grades K-8 participated in i-Ready testing at the end of the 2022-23 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.

In the area of reading, LBUSD K-8 students performed 30% 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 34% 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.

When examining the performance of LBUSD's significant student groups: students with disabilities, students who are English learners, and students from economically disadvantaged homes, growth in both reading and math, as measured by the spring 2023 i-Ready Diagnostic assessment, underscored the effectiveness of the supplemental and individualized support offered to many students from these populations

through our schools' multi-tiered systems of support (MTSS). Based on 2022-23 end-of-year diagnostic data in reading, 70% of the 60 English learners assessed placed within the Tiers 1-2 (approaching-to-above grade level) performance bands, while 30% of students scored at the Tier 3 (below grade) level. In spring 2023, 75% of students who are English learners placed within the Tier 1-2 i-Ready math proficiency bands while 25% scored within the Tier 3 range. The number of students from the English Learner student group (grades K-10) who performed within the Tier 1, within-to-above grade level i-Ready reading performance band increased by 32% from fall 2022 to spring 2023, while the number of students scoring within the Tier 3 (below grade level) band decreased by 15%. Growth in mathematics was also significant for the English learner population, with the number of students scoring within the i-Ready Diagnostic Tier 1 level increasing by 30%, and the number of students placing within the Tier 3 level decreasing by 27%.

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, at the close of the 2022-23 academic year, was to continue to increase the number of students reaching the Tier 1 (within-to-above grade level) i-Ready Diagnostic performance bands from a baseline of 37% in ELA and 41% in math.

LBUSD students with disabilities continue to receive personalized support according to their Individual Education Programs (IEPs). A celebration for students receiving special education support in reading, based on 2022-23 i-Ready end-of-year diagnostic data, was the increase in the number of students performing within-to-above grade level. In spring 2023, 48% of students assessed in reading reached Tier 1 (an increase of 21% as compared to the beginning of the year), while 30% of the 176 students with disabilities assessed in grades kindergarten through ten scored within Tier 3, a decrease of 16% from fall 2022. In mathematics, students demonstrated a 24% increase in the number of students performing within-to-above grade level (for a total of 43%), as measured by the i-Ready end-of-year assessment, while the number of students scoring within the Tier 3, below grade level range, declined by 25% (for a total of 27%). 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.

Students from economically disadvantaged homes continue to receive additional academic support as needed through the comprehensive MTSS programs at all LBUSD schools. 2022-23 end-of-year diagnostic assessment celebrations in the area of reading for students from this group included an increase of 18% in the number of students reaching the Tier 1 performance level from fall to spring (for a year-end total of 64%). Additionally, 6% of students exited Tier 3 reading based on end-of-year diagnostic data (for a total of 15%). In the area of math, the number of students placed within Tier 1 i-Ready level, based on spring testing results, increased by 34% (for a total of 65%), while the number of students performing within the Tier 3 band decreased by 5% (for a total of 11%).

At the 2023-24 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.

In fall 2023, 1,848 kindergarten through tenth-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 a final diagnostic at the end of the year, to track individual progress and proficiency toward meeting content area standards. Based on winter 2024 mathematics diagnostic data, 94% of K-10 students placed within Tiers 1-2, while 6% of students assessed scored within the Tier 3 band. Based on midyear reading diagnostic results, 91% of K-10 students performed within Tiers 1-2 (approaching-through-above grade level), and 9% of participating students placed within the Tier 3 (below grade level) band. Although this is the first year grades nine and ten have participated in winter i-Ready testing, this data is within 3% of the previous year, in which midyear results showed 94% of students scored within Tier 3 in both reading and math, while 6% of students placed within Tier 3 across both subject areas.

The effectiveness of current K-10 supplemental academic supports in place is evidenced by the significant number of students demonstrating growth on the i-Ready midyear diagnostic. As of the 2023-24 midyear point, 63 K-10 students progressed out of the Tier 3 performance level in reading. An additional 14% of students advanced to the Tier 1 reading level. In math, 107 participating students (6% growth from fall 2023) exited the Tier 3 level. An additional 19% of students advanced to the Tier 1 math band. Midyear reading diagnostic data for all students in grades K-10 shows that 70% of participating students are performing within Tier 1 (within-to-above grade level) in reading, while 65% of K-10 students are performing within the i-Ready Tier 1 band in mathematics. Every learner in LBUSD is assigned a typical i-Ready growth goal at the beginning of the year, and we look forward to monitoring and celebrating the percentage of students who have met their annual goal following the administration of the final diagnostic assessment in spring 2024.

i-Ready Progress Monitoring: LBUSD Student Groups:

Performance Update: English Learner Student Group:

In winter 2024, 48 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 reading decreased by 26% (for a total of 34%). The percentage of students within the Tier 1 level in reading increased by 12% from fall to winter, reaching 25%. In math, the number of students advancing to Tier 1 increased by 10%, reaching a total of 31%, compared to beginning-of-year data. Students placed within the Tier 3 performance level decreased by 19%, for a total of 36%, from fall to winter.

To address opportunity gaps within our EL student group, we have continued 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 math 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.

Performance Update: Students with Disabilities:

Students with disabilities continue to receive high-quality specialized academic instruction, related services, and individualized accommodations. In 2022-23, 91% of LBUSD students with disabilities were served in the general education classroom with support, and 13 students were exited from the special education program. 197 K-10 students receiving special education services were assessed at the 2023-24 midyear point via the i-Ready Diagnostic. In the area of reading, gains were evidenced by a 4% decrease in the number of students placing in the Tier 3 band (for a total of 37%). The number of students scoring within the Tier 1 level increased by 5% from fall to winter, reaching 31%. In the area of math, the number of students performing within the Tier 1 band increased by 17%, (for a total of 31%), while the number of students recommended for intensive Tier 3 interventions decreased by 8% (for a total of 36%) between fall and winter test administrations.

To sustain increased student achievement and support students in meeting individualized learning goals for students receiving special education support, school teams have continued to provide personalized instruction, implement evidence-based practices and supplemental research-based curriculum, and meet students where they are to design unique pathways to success. Secondary teams continued the promotion of inclusive learning environments through three middle school co-taught collaboration classes and six high school collaboration classes. These courses, taught jointly by a general education teacher serving as the content area specialist and a special education teacher serving as the instructional strategy and scaffolding expert, allow greater opportunity for students with disabilities to receive core instruction within the general education classroom alongside their peers.

Additional 2023-24 priority areas and actions developed to serve students receiving special education support included a review of current executive functioning intervention work at both elementary and secondary sites. Staff were provided training with an outside expert on assessment and unique need identification, including ways to develop skills. Special education teams are working to develop goal banks at the various developmental levels and examining curriculum options that promote independent, confident learners. Another key action designed to improve outcomes for students with disabilities is the analysis and improvement of interventions for students at all levels with Dysphonetic, Surface and Mixed-Type Dyslexia to include additional programming options. In 2023-24, two new programs were added at the elementary level, including the BOOST Program and Read for Success afterschool intensive literacy intervention. Additional actions this year involved the implementation of a new parent mentor training to continue to enhance our Every Age, Every Stage parent mentor program, and the development of a two-part parent education event 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. The creation of an internal plan for teacher coaching on research-based intervention programs, was developed in an effort to maintain high-quality teaching based on based practices to meet the unique needs of exceptional learners.

In order to strive for continuous improvement in all areas of special education programming, steps in the latter part of the 2023-24 academic year included the development of a workgroup composed of elementary and secondary staff to examine the current model for addressing the needs of students with an emotional disturbance to identify any service gaps. Staff also engaged in collaborative group work to create and operationalize a district-wide rubric at the secondary level to determine the placement of students in co-teach and instructional assistant-supported courses. Another focus has emphasized preparation for the implementation of Assembly Bill 438, which requires school districts to include postsecondary goals and transition services for eligible students starting at age 14, including assessments, service plans, and transition planning development training. A final action focused on the expansion of LBUSD summer programs to include targeted literacy interventions in addition to addressing students' individualized goal areas.

Performance Update: Economically Disadvantaged Student Group:

A total of 251 K-8 students from economically disadvantaged homes were assessed via the i-Ready midyear diagnostic in winter 2024. Midyear data in reading shows a reduction of 1% in students scoring within the Tier 3 band, as compared to the fall test administration (resulting in a total of 21%). There was also growth in the number of students placing within the Tier 1 band, growing from 43% at the beginning of the year to 53% in January 2024. In the area of math, the number of students scoring within the Tier 1 performance band increased by 12%, reaching 42%. The number of students identified as candidates for intensive Tier 3 interventions decreased by 4% (for a total of 21%) 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 2023-24 academic year, prescriptive intervention programs include Tier 3 reading and math pull-out service groups at the elementary level, and 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 also implement 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.

LBUSD school teams look forward to seeing continued growth and will reassess all K-10 students in spring 2024 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.

California Dashboard Indicator Areas: College and Career Indicator and Graduation Rate:

The College & Career Indicator (reintroduced on the 2023 Dashboard) shows how many students graduate from high school better prepared for college or a career. Metrics include coursework, exams, and work experience, which are based on Advanced Placement and dual enrolled course participation, students meeting UC A-G requirements, students completing a CTE pathway, students earning the State Seal of Biliteracy, eleventh-grade Smarter balanced (CAASPP) scores, and work-based learning participation. LBUSD student performance in this state indicator area, as shown on the California School Dashboard is “very high,” with 71.3% of all 2022-23 twelfth graders meeting the “prepared” criteria. Of the 30 students with disabilities included within this cohort, 20% were identified as “prepared,” resulting in placement within the red, or “low” state performance band. Of the 41 twelfth graders from the Hispanic/Latino demographic group, 53.7% met “prepared” criteria, resulting in placement within the orange, or “medium” state performance band. All other significant student groups placed within the “high” to “very high” Dashboard levels.

The Class of 2023 generally maintained or exceeded the overall academic achievement of prior classes. Graduation Rate indicates the number of students within a four-year cohort who received a diploma at the end of Grade 12. The 96.4% four-year cohort graduation rate is within 2% of the previous year, categorized as “very high” on the California School Dashboard. Among students enrolled at Laguna Beach High School in spring 2023, the graduation rate was 99%, a slight increase as compared to students enrolled at LBHS in spring 2022. According to Dashboard indicator data, students from the Hispanic demographic group (a total of 41 students) performed within the yellow or “medium” performance band, with a graduation rate of 90%. Based on California School Dashboard metrics 83.3% of the 30 LBHS twelfth-grade students with disabilities graduated with regular diplomas (placing in the orange or “low” state performance level), while the remaining students earned certificates of completion or entered adult transition programs to meet their unique post-secondary needs. 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 2023, the UC/CSU course completion rate reached 83% (a 1% increase from 2022), while the State Seal of Biliteracy rate was 33%. The number of UC-approved AP/Honors courses offered at the high school has increased from 23 to 41 since 2016 with notable growth in Career Technical Education (CTE) and World Languages offerings. Historically, approximately 25-30 percent of high school students take CTE courses. In 2022-23, 38% of high school students engaged in early career exploration through CTE courses across 8 different pathways. 19% of the Laguna Beach High School Senior Class of 2023 completed a CTE pathway in the fields of graphic design, software and systems development, dance, engineering design, visual and commercial arts, and theater. 36% of seniors participated in work-based learning opportunities in 2022-23, including internships, student-led enterprises, and simulated work experiences in the classroom.

Through dual enrollment opportunities, students can complete units through Saddleback College, Irvine Valley College, and other local community colleges. Between July 2023 and January 2024, 218 LBUSD high school students earned a combined total of 519 college units through LBUSD on-campus dual enrollment courses as well as off-campus courses. A number of our LBUSD on-campus CTE Pathway courses also provide students with the option to earn early college credits through articulation agreements with Orange County Community Colleges (primarily) Saddleback College. To date, there are 189 students anticipated to earn 566 total early college units through CTE articulated 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 837 AP course enrollments across 24 unique course offerings. The number of enrollments in advanced placement classes is comparable to the previous year, 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 an increase from the prior year, in which 47% of enrolled students completed one or more Advanced Placement classes in grades 9-12.

There were 346 AP Exam student participants in LBUSD in 2022-23. This is an increase of 2 students from 2021-22; and an increase of 59 students as compared to 2020-21. The number of AP student participants pre-pandemic was 347, comparable to the most recent test

administration. In Spring 2023, 838 AP exams across 23 subject areas were taken, with an average pass rate of 86% (scores of 3 or higher). The pass rate increased by 2% from the year prior and is an increase of 8% from Spring 2021. In 2023, 77% of participating students scored a 4 or 5 on at least 1 AP exam. This performance is identical to the prior year. The total number of AP Exams (838) taken by LBUSD students was higher than in previous years (723 exams in 2022, 547 exams in 2021, and 624 exams in 2020). Prior to the pandemic, LBHS students completed 741 AP tests.

Collective Laguna Beach High School AP performance data highlights include the following:

In spring 2023, LBHS students tested in 23 Advanced Placement subject areas.

Test results indicate pass rates (scores of 3-5) of 80% or higher in 17 areas. Of these 17 subject area exams, LBHS students reached pass rates of 100% in eight AP exam areas.

Out of the 23 total AP exam subject areas, LBUSD students surpassed the 2023 state and global pass rates in 22 areas.

LBHS student scores increased or maintained a pass rate of 100% in 12 of 21 AP Exam subject areas when comparing performance in spring 2023 to spring 2022.

When looking at the graduating class of 2023, 60% of all enrolled seniors scored a 3 or higher on at least 1 AP test during their high school careers. This is an increase of 11% as compared to the Class of 2022. In Spring 2023, 142 seniors completed 415 AP exams, with an average score of 3.3. The number of seniors participating in AP testing increased by 37 students as compared to 2022. 81% of exams taken by twelfth-grade participants resulted in scores of 3 or higher. In total, 47% of the senior class scored 3 or higher on an AP test in 2023. This is an increase of 11% from the previous year.

In spring 2023, 156 eleventh graders completed 358 AP exams, with an average score of 3.5. 80% of exams taken by eleventh-grade participants resulted in scores of 3 or higher. 47% of the junior class scored 3+ on AP exams in Spring 2023. This is identical to the year prior. In 2022-23, 40 tenth graders completed 55 AP exams with an average score of 4. 100% of exams taken by tenth-grade participants resulted in scores of 3 or higher. In 2023, 20% of the sophomore class scored a 3 or higher on at least 1 AP exam. This is a decrease of 5% from 2022.

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.

California School Dashboard Indicator Area: English Learner Progress:

Performance Update: Students who are Multilingual and English Learners (EL):

In Spring 2023, 64 LBUSD students identified as English Learners participated in the annual Summative English Language Proficiency Assessments of California (ELPAC). 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).

The English Learner Progress Indicator (ELPI) of the California School Dashboard, released in December 2023, evaluated whether students identified as English Learners made annual progress toward English proficiency by advancing ELPAC levels or maintaining an ELPAC Level 4 (well-developed English language skills). Of the 36 students with comparative ELPAC data, 66.7% made progress toward English language proficiency. This is a 3.9% increase from the 2022 California School Dashboard indicator. As a result, LBUSD placed within the “very high” performance category.

LBUSD Specialized Programs and Practices:

LBUSD’s success attributed to academic performance areas, as indicated by state and local data, are 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 with their interests. Under the guidance of an industry professional, students complete, publish, and present their findings for an authentic audience. Throughout the 2023-24 academic year, a total of 19 students engaged in research on topics including using large language AI to make accurate market predictions, creating a business strategy unique to Laguna Beach, the impact of proper nutrition on preventing high school athletic injuries, and optimal neonatal heart stents.

The LBHS FLOW program was designed with the goal of helping students 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. This year’s FLOW highlights include student participation in the Coast Film and Music Festival, engagement in sustainable gardening activities, and a student civics panel.

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. One noteworthy accomplishment was the comprehensive audit of existing programs, accomplished through the application for the prestigious Green Ribbon Award. The feedback and results obtained from this process provided an analysis of subsequent steps in the continuous efforts toward sustainability. 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.

In 2023-24, LBUSD continued to develop new opportunities to challenge and enrich students, while simultaneously fostering agency and peer connections. Through unit 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 110 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. An additional 31 teachers engaged in reimagining units of study in spring 2024. Over the next year, it is anticipated that 70% of LBUSD teachers will develop powerful units that help students grow as empowered learners, constructive collaborators, empathetic citizens, creative problem solvers, and effective communicators.

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. As of April 2024, we have 74 students enrolled in the program.

In addition to the LBUSD Expanded Learning Program, District elementary schools offer a wide variety of elementary afterschool enrichment classes through a partnership with School Power. 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 School Power for those who qualify.

In the summer of 2023, LBUSD hosted the third annual Learn, Enrich, Advance, Discover (LEAD) program. All LBUSD students in grades 1-12 were invited to explore their interests or passions through this unique, no-cost, learning opportunity. Each one-week enrichment course spanning topics such as the arts, fitness, academic bridge classes, and STEAM, was two hours in length, and parents had the opportunity to register students for up to six classes over the span of two weeks at the elementary and middle school levels. A total of four high school courses, serving 35 students, and 56 unique elementary and middle school courses (118 sections) were taught by 22 credentialed LBUSD teachers, in addition to Strategic Kids instructors, Launchpad staff, and Staci Bina (yoga academy). A total of 420 students attended classes, totaling 1,608 enrollments. To date, the LEAD program has approximately 500 students enrolled for summer 2024, at which time over 130 unique enrichment courses will launch.

In order to layer additional opportunities to further enrich and elevate the LBUSD learner experience, classroom teachers continued to integrate visual arts lessons throughout the year, aligned to the California State Standards for Visual and Performing Arts. The elementary VAPA program is part of the larger Encore program, in which students participate in extended learning programs beyond the core instructional program. This program included music lessons for all students and expanded in 2023-24 to include a dedicated visual and performing arts teacher on special assignment (TOSA) at both sites to provide both direct art instruction to students as well as cross-curricular integrated arts lesson development in collaboration with classroom teachers. Afterschool clubs met throughout school year, to engage in art-centered learning through Band, Strings, Orchestra, Honors Chorus, Japanese Art of Origami, and Guitar. Additional Encore classes offered this year included physical education, science lab, library/research, Spanish, computer science, and coding. At the secondary level, over 550 high school and 340 middle school VAPA enrollments support student interest and choice, with course offerings including dance, musical theater, multimedia production, music theory, strings, band, ceramics, theater, digital photography, art production, and many more. The LBUSD District VAPA instructional team meets to review and refine current practices and to plan future programs.

The LBUSD Early Learning Program continues to offer Learning Link classes at Top of the World Elementary School. 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. In 2023-24, the extended day program for TK students launched at El Morro School, with plans to expand to Top of the World Elementary in fall 2024. The Laguna Beach Preschool Program is set to open in fall 2024. LBUSD is proud to offer a variety of programs for our youngest students to cultivate a love of learning.

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 eight 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.

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.

This spring, 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. Projects were presented to authentic audiences of students and staff through the 2024 Innovation and Design Exhibition. The LBUSD Learner Profile and Framework for the Future will inform the development of the 2024-27 Laguna Beach Unified Local Control Accountability Plan.

Perception Data Trends: College and Career Readiness:

In spring 2024, 1,955 LBUSD community partners completed the annual LCAP survey (inclusive of 80% of students in grades 5-12 and 31% of District families). Trends in LCAP community survey data in the areas of academic programming and college and career readiness include a noticeable improvement in community partner perceptions related to academic and college counseling supports from 2021-22 to 2023-24, indicating positive outcomes resulting from enhanced focus on personalized and targeted services for students. Trends in LBUSD annual LCAP community survey data in the areas of academic programming and college and career readiness include a noticeable improvement in community partner perceptions related to academic and college counseling supports from 2021-22 to 2023-24, indicating positive outcomes resulting from enhanced focus on personalized and targeted services for students. Positive survey responses addressing student participation in challenging, engaging, and relevant learning activities remained relatively stable, 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 further enrich the curriculum. 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.

Sessions with elementary, middle, and high school student panels provided valuable insights of LBUSD learners related to LCAP areas of focus. In the academic programming and college and career readiness realm, students of all ages identified preparation for success as a strength of the District through the development of problem-solving skills, essential math concepts, and opportunities for students to ask questions. During panel interviews, students also shared that they value being motivated, participatory, and curious learners who go beyond limits to learn and grow.

Setting academic, personal, and extracurricular goals was a shared theme among students. Areas for growth, as expressed by panelists, addressed the topic of holistic education. High school students suggest prioritizing understanding, creativity, and real-world applications over rote learning and testing.

Feedback following multiple LCAP community educational partner engagement sessions in spring 2024 echoed student, parent/guardian, and staff feedback related to college and career readiness collected through the annual climate survey and student panels. The College and Career Center, alongside other programs aimed at preparing students for their futures, was praised for its beneficial impact on students. Community partner feedback on the topic included statements such as, "The college and career center was brought up over and over as a place where students feel supported and more confident in their academic and professional next steps." The district's dual enrollment tracking, MTSS support, and individualized interventions were also highlighted by committee members as significant strengths. This personalized approach has increased based on individual student needs, showing a robust system for college and career readiness. According to feedback collected from a collaborative team of staff, students, and parents, "Dual enrollment tracking is impressive...Interventions have increased based on individual student needs and supports are provided in a very personalized manner."

Areas for growth related to college and career readiness include curriculum relevance. LCAP community educational partner convening participants recommended adjusting the curriculum to include more project-based and real-world learning opportunities, reducing the emphasis on standardized testing in favor of assessments that measure genuine understanding and skills application. As shared by one committee member, "I liked that [the student panel] expressed the need to learn by doing." This highlights the importance of experiential learning opportunities that connect classroom lessons to real-world applications, preparing students for life beyond school. There was curiosity among LCAP committee members about expanding career exploration to younger students and leveraging curriculum to support career-related goals more effectively. Suggestions were made to tie students' interests and goals into community service opportunities and to improve the promotion of different pathways, including two-year/community college avenues. As shared by one collaborative team, "87% of LBHS students report that LBUSD provides effective college and career support. From the last session, parents want the 2-year/community college avenue to be better promoted." Another group of committee members posed the questions, "How do we work and engage younger students in career exploration?" and "How do we leverage curriculum to support career-related goals?" These questions highlight a desire of LBUSD community partners to start career exploration at younger ages and integrate it more deeply into the curriculum.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As described above in the analysis of CA Dashboard performance areas, as well as state and local indicator areas, the actions implemented were overall successful in making progress toward the goals included within the 2021-24 LBUSD LCAP. Challenges associated with Pandemic recovery impacted student academic performance and social-emotional wellness as students readjusted to "normal" school schedules and environments. LBUSD staff heavily focused collective efforts on learning acceleration and remediation to combat Pandemic learning loss, expanding MTSS efforts across all schools. These efforts have resulted in ongoing personalized learning, targeted instruction, and supplemental instructional supports that have yielded positive results (as detailed in the above sections).

There were no actions considered "ineffective," as all actions yielded progress towards established goals. The goals and actions will be adjusted and continued in the next three-year LCAP cycle, evolving in response to the ever-changing needs of LBUSD students. LBUSD established very high goal benchmarks/desired outcomes to mirror the high expectations we have for our staff and students.

The following provides a snapshot of progress in each indicator area associated with Goal 1:

- CAASPP ELA: Partial Progress Toward Meeting Goal- 79% met/exceeded standards (Goal=85%)--Additional academic interventions added to address knowledge gaps
- CAASPP Math: Partial Progress Toward Meeting Goal- 69% met/exceeded standards (Goal=85%)--Additional academic interventions added to address knowledge gaps
- CAASPP Science: Partial Progress Toward Meeting Goal- 66% met/exceeded standards (Goal=80%)- Science teachers are using new CAST interim assessments to better prepare students for CAST expectations
- CTE Pathway Completion: Goal Exceeded-19% completion (Goal=15%)
- Graduates Passing 1 or More AP Exams-Goal Met (60%)
- AP Pass Rate-Goal Exceeded: 86% (Goal=85%)
- UC Eligibility: Goal Nearly Met-83% (Goal=85%)
- State Seal of Biliteracy: Partial Progress Toward Meeting Goal-33% (Goal=45%)--LBHS team has increased awareness of SSB criteria to encourage participation
- Early College Credit: Goal Nearly Met-40% (Goal=45%)--LBHS Team will continue to promote participation in articulated CTE, dual/concurrent enrollment, and AP classes
- College & Career Indicator: Goal Nearly Met-86.4% (Goal=90%)
- Graduation Rate: Goal Nearly Met-96.4% (4-year cohort data-some students opted to complete high school early during the Pandemic and earn certificates of completion). Goal=98%
- Drop-Out Rate: Goal Nearly Met (High School): 1% (Goal=0%). Middle School: Goal Met (0%)

- Teacher Assignments: Goal Met (100% appropriately assigned)
- Access to Instructional Materials: Goal Met (100%)
- Course Offerings: Goal Met (100%)
- Students Eligible for Tier 3 Interventions (i-Ready Diagnostic Assessment Scores for Grades K-10): Goal Exceeded-8% Tier 3 in Reading, 6% Tier 3 in Math (Goal-9% of less eligible for Tier 3 interventions)

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

There were no significant changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. Minor changes in planned metrics reflect a shift from learning-related annual survey questions addressing learning outcomes from Goal 2: Social-Emotional Competencies to Goal 1: College and Career Readiness, with the exception of learning-related questions related to student agency and choice in demonstrating understanding (aligned to the LBUSD Learner Profile). The remainder of the metrics and desired outcomes will remain consistent, with constant evolution of target outcomes, to increasingly higher rates where appropriate, to reflect the high expectations for LBUSD staff and students in areas addressed within Goal 1. Actions for Goal 1 will encompass integration of early career exploration programs and more learning opportunities grounded in real-world application and problem-solving, in addition to further communication/outreach efforts related to college and career pathway options (inclusive of two-year post-secondary and trade options).

Following a review of student outcome data (state and local indicators), and community educational partner input, the following considerations were taken into account when developing the 2024-27 LCAP:

Laguna Beach Unified School District will maintain 2023-24 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.

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 2023-24 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 2024-27, 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." 84% of students surveyed in grades 5-12 feel they have at least one caring adult who supports them at school, while 90% of parent/guardian survey participants indicated staff cares about students. 81% of students expressed staff support diversity and equity within the school community. When presented with the statement LBUSD/my school "provides a safe environment for all voices to be heard," 78% of students and parents indicated agreement. While these are encouraging data points, LBUSD teams will strive to increase the percentage of students and parents/guardians indicating agreement in all areas through continued opportunities for cultivating school connectedness, provision of personalized and impactful school counseling and mental health supports, and ongoing specialized training in diversity, equity, and inclusion.

Community partner feedback, including 1,955 survey responses, student focus group data, and LCAP committee feedback highlights a need for more programs and initiatives aimed at promoting a more inclusive environment that celebrates diversity within the student body. Recognizing the diversity of learning styles and the need for inclusivity signals the importance of creating learning environments that cater to the varied needs and backgrounds of all students. With a district-wide focus on continuous improvement, 2024-27 LCAP actions will refine and expand current systems, programs, and offerings to ensure every Laguna Beach Unified student feels seen, included, and valued on our campuses and understands how to access support and resources at school. LCAP actions will be designed in collaboration with staff, students, and parents/guardians, and will reflect the current needs of the study body while creating a future-ready path forward for all LBUSD learners based on the Laguna Beach Unified Learner Profile.

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.

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.

Goals and Actions

Goal

Goal #	Description
2	Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey	<p>Percent of stakeholders who report that students receive effective social-emotional supports.</p> <ul style="list-style-type: none"> • 66% agree • 14% neutral • 21% disagree <p>(2020-21 School Year)</p>	<p>Percent of stakeholders who reported that students receive effective social-emotional supports.</p> <ul style="list-style-type: none"> • 68% agree • 18% neutral • 14% disagree <p>(2021-22 School Year)</p>	<p>Percent of stakeholders who reported that students receive effective social-emotional supports.</p> <ul style="list-style-type: none"> • 65% agree • 16% neutral • 19% disagree <p>(2022-23 School Year)</p>	<p>Question altered to: Percent of stakeholders who report services are available to address social-emotional concerns:</p> <p>Students: 85% agree, 10% neutral, 5% disagree</p> <p>Parents/Guardians: 82% agree, 11% neutral, 7% disagree</p> <p>(2023-24 school year)</p>	<p>15% or less of stakeholders report that students do not receive effective social-emotional supports.</p>
LCAP Survey	<p>Percent of students who report having at least one caring relationship with a teacher or staff member</p> <ul style="list-style-type: none"> • 68% agree • 18% neutral 	<p>Percent of students who report having at least one caring relationship with a teacher or staff member</p> <ul style="list-style-type: none"> • 80% agree • 12% neutral 	<p>Percent of students who report having at least one caring relationship with a teacher or staff member</p> <ul style="list-style-type: none"> • 80% agree • 11% neutral 	<p>Question altered to: Percent of students who report having at least 1 adult at school who supports them:</p> <ul style="list-style-type: none"> • 84% agree • 10% neutral • 6% disagree 	<p>10% or less of students report not having at least one caring relationship with a teacher or staff member.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 15% disagree (2020-21 School Year) 	<ul style="list-style-type: none"> 8% disagree (2021-22 School Year) 	<ul style="list-style-type: none"> 9% disagree (2022-23 School Year) 		
LCAP Survey	<p>Percent of students who report that staff provide meaningful school work.</p> <ul style="list-style-type: none"> 69% agree 17% neutral 15% disagree (2020-21 School Year) 	<p>Percent of students who report that staff provide meaningful school work.</p> <ul style="list-style-type: none"> 63% agree 20% neutral 17% disagree (2021-22 School Year) 	<p>Percent of students who report that staff provide meaningful school work.</p> <ul style="list-style-type: none"> 72% agree 16% neutral 12% disagree (2022-23 School Year) 	<p>Percent of students who report that staff provide meaningful school work.</p> <ul style="list-style-type: none"> 73% agree 16% neutral 11% disagree (2023-24 School Year) 	10% or less of students report not having provided meaningful school work.
LCAP Survey	<p>Percent of students who report that they regularly participate in challenging learning activities</p> <ul style="list-style-type: none"> 75% agree 14% neutral 12% disagree (2020-21 School Year) 	<p>Percent of students who report that they regularly participate in challenging learning activities</p> <ul style="list-style-type: none"> 77% agree 14% neutral 9% disagree (2021-22 School Year) 	<p>Percent of students who report that they regularly participate in challenging learning activities</p> <ul style="list-style-type: none"> 75% agree 13% neutral 12% disagree (2022-23 School Year) 	<p>Percent of students who report that they regularly participate in challenging learning activities</p> <ul style="list-style-type: none"> 76% agree 13% neutral 11% disagree (2023-24 School Year) 	8% or less of students report not regularly participating in challenging learning activities.
LCAP Survey	<p>Percent of students who report that they regularly participate in engaging learning activities</p> <ul style="list-style-type: none"> 81% agree 10% neutral 9% disagree 	<p>Percent of students who report that they regularly participate in engaging learning activities</p> <ul style="list-style-type: none"> 83% agree 8% neutral 9% disagree 	<p>Percent of parents/guardians who report that students regularly participate in engaging learning activities</p> <ul style="list-style-type: none"> 76% agree 	<p>Percent of students who report that students regularly participate in engaging learning activities</p> <ul style="list-style-type: none"> 81% agree 11% neutral 	6% or less of stakeholders report students not regularly participating in engaging learning activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2020-21 School Year)	(2021-22 School Year)	<ul style="list-style-type: none"> • 9% neutral • 15% disagree (2022-23 School Year) *Survey question modified-stakeholder group	<ul style="list-style-type: none"> • 7% disagree (2023-24 School Year) *Survey question modified-"challenging" changed to "relevant"	
Discipline data - suspensions and expulsions	Percent of students suspended: 1% Percent of students expelled: 0% (2019-20 School Year)	Percent of students suspended: 1% Percent of students expelled: 0% (2020-21 School Year)	Percent of students suspended: 2.6% Percent of students expelled: 0.1% (2021-22 School Year)	Percent of students suspended: 2.2% Percent of students expelled: 0.1% (2022-23 School Year)	Suspension rate of 1% or less. Expulsion rate of 0%.
Daily Attendance	Average daily attendance rate: 97% (2019-20 School Year)	Average daily attendance rate: 97% (2020-21 School Year)	Average daily attendance rate: 93% (2021-22 School Year)	Average daily attendance rate: 94% (2022-23 School Year)	Average daily attendance rate of 97% or higher.
Chronic Absenteeism	Percent of students who are absent for 10 percent of more of the days: 7% (2019-20 School Year)	Percent of students who are absent for 10 percent of more of the days: 6% (2020-21 School Year)	Percent of students who are absent for 10 percent of more of the days: 17.2% (2021-22 School Year)	Percent of students who are absent for 10 percent of more of the days: 14.2% (2022-23 School Year)	Chronically absent rate of 5% or less.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions aside from an increase in social-emotional support and behavior and attendance interventions to address Pandemic recovery efforts in these areas as students readjusted to "normal" routines, school schedules, and school-based behavior expectations.

California School Dashboard Indicator Area: Conditions & Climate

Suspension Rate:

All LBUSD schools continued to strive for an increase in positive behavior and a decrease in student disciplinary incidents in 2023-24. At the end of the 2022-23 academic year, the district-wide suspension rate was 2.2%, a decrease of 0.4% as compared to the previous year. Based on California School Dashboard indicator bands, LBUSD placed within the green, or "high" performance level. No significant student groups placed within the "low" or "very low" Dashboard bands. 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). Together with District leaders, the Top of the World Elementary team developed and implemented an action plan designed to proactively address unsafe student behaviors, leveraging the expertise of the school counselor, student support specialist, school psychologist, special education director, and behavior-focused MTSS team lead, resulting in a reduction of school suspensions.

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. As of February 2024, the midyear District suspension rate was 1.6%, which is within 1% of February 2023 suspension data (0.8%). As of April 2024, 59 students (2.4%) have been suspended from school for one or more days. Top of the World Elementary, through implementation of an ATSI action plan, inclusive of professional development for staff addressing positive and proactive behavior management, has reduced the school suspension rate to 1% as of April 2024 (which includes 3 students with disabilities).

For students with behavior, social-emotional, and/or executive functioning needs adversely impacting school performance, LBUSD teams provide targeted interventions facilitated by counselors, school psychologists, and student support specialists on campus. Supplemental support includes social skills groups, individualized behavior contracts, explicit instruction in organization and time management skills, group counseling sessions addressing specific areas of need (i.e., grief, anxiety, divorce, relational aggression, friendship), and mentoring and skill-building for executive functioning and accountability. If Tier 2 targeted interventions do not have the expected impact, students may be referred for weekly therapy provided by the Student Support Specialist (School Worker) or the School Psychologist. Referrals for community

intervention support may also be included for students requiring intensive services such as substance abuse programs or WRAP home-based interventions. Our ongoing partnership with CareSolace provides students, families, and staff with confidential support to connect to licensed mental health providers in the community and our recent launch of Hazel Health teletherapy mental health services provides students with an additional layer of licensed mental health supports during school days, evenings, and summer months.

School Counseling Highlights:

LBUSD supports the state indicator area of school conditions and climate through a multifaceted, multidisciplinary approach, including the employment of counselors and school social workers/student support specialists at all sites. Counseling teams across the district devoted the 2023-24 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. With the opening of the LBHS Well Space in fall 2023, high school students now have a hub to go to for some simple grounding and re-focus, as well as an opportunity to connect with our Student Support Specialist. WellSpace Tutorial events included: test anxiety workshops, suicide prevention presentations, gratitude journaling, an impermanent art workshop, unstructured breaks, relaxation before finals, mindful coloring, and board games.

Perception Data Trends: Social-Emotional Competencies:

LCAP committee members, including staff, students, and parents also commended LBUSD for looking at the whole child and connecting social-emotional support to academic success following discussions at multiple community partner convenings. According to participant feedback, counselors' efforts in making connections and the existence of various opportunities for counselor-student interactions were highly valued. According to one collaborative group, "We are looking at the whole child to support students. Social emotional support is connected to student academic success and early action." Increasing awareness and use of wellness spaces and services was seen by LCAP committee members as vital. Following the second in a series of community partner LCAP meetings, questions were raised about how to reach students who feel disconnected and how to normalize the use of wellness spaces, indicating a need for strategies to further enhance social-emotional competencies and self-identity support. Questions such as, "What is the process to connect with (and stay connected) those students that aren't feeling connected with anyone even outside of school?" were raised by convening attendees. These wonderings emphasize the importance of every student having a trusted adult in school and exploring ways to connect with students who feel isolated.

LCAP student panels, conducted at the elementary, middle, and high school levels in spring 2024 emphasized the strong sense of community and connection within LBUSD, emphasizing supportive relationships with teachers and staff, and a feeling of belonging. The district's wide range of extracurricular activities, clubs, and unique learning experiences is also highly valued by students, as shared by LCAP panelists. Increasing the diversity and availability of clubs and activities was suggested to cater to a wider range of interests and foster inclusivity.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As described above in the analysis of CA Dashboard performance areas, as well as state and local indicator areas, the actions implemented were overall successful in making progress toward the goals included within the 2021-24 LBUSD LCAP. Challenges associated with Pandemic recovery impacted student academic performance and social-emotional wellness as students readjusted to "normal" school schedules and environments. LBUSD staff heavily focused collective efforts on mental health, wellness, behavior, and attendance supports, expanding MTSS efforts across all schools. These efforts have resulted in ongoing personalized outreach, targeted SEL instruction, and supplemental behavior and mental health supports that have yielded positive results (as detailed in the above sections).

There were no actions considered "ineffective," as all actions yielded progress towards established goals. The goals and actions will be adjusted and continued in the next three-year LCAP cycle, evolving in response to the ever-changing needs of LBUSD students. LBUSD established very high goal benchmarks/desired outcomes to mirror the high expectations we have for our staff and students.

The following provides a snapshot of progress in each indicator area associated with Goal 2:

- Stakeholders reporting students receive effective social-emotional supports: Survey question modified to stakeholders reporting "services are available to address social-emotional concerns": Goal exceeded: Students=85% agree/10% neutral/5% disagree and Parent/Guardians=82% agree/11% neutral/7% disagree. (Goal=15% of less of stakeholders reporting disagreement)
- Students reporting at least 1 caring relationship on campus. Question changed to students reporting "at least 1 adult who supports them at school." Goal exceeded. 84% agree/10% neutral/6% disagree. (Goal=10% or less disagreement)
- Students reporting staff provide meaningful feedback on assignments. Goal nearly met. 73% agree/16% neutral/11% disagree. (Goal=10% or less disagreement)
- Students reporting participation in challenging learning activities: Goal nearly met. 76% agree/13% neutral/11% disagree. (Goal=8% or less disagreement)
- Students reporting participation in engaging learning activities. Question changed to participation in "relevant" learning activities. Goal nearly met. 81% agree/12% neutral/7% disagree. (Goal=6% or less disagreement)
- Suspension rate: Goal nearly met: 2.2% suspension rate (Goal=1% or less). Expulsion rate: Goal nearly met: 0.1% (Goal=0%). LBUSD teams will continue to implement PBIS, restorative practices, and other means of correction.

Average Daily Attendance: Goal nearly met: 94% (Goal=97%). LBUSD teams will continue to promote positive school attendance and track and respond to monthly attendance data

Chronic Absenteeism rates: `Goal not met. 14.2% Chronic Absenteeism Rate (Goal=5% or less). LBUSD school teams will continue and enhance personalized attendance support plans, home-school communication, attendance contracts, School Attendance Review Board and District Attendance Review Team (SARB) protocols, adding layers of support to eliminate barriers to school attendance.

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

Changes in planned metrics reflect a shift from learning-related annual survey questions addressing learning outcomes to Goal 1: College and Career Readiness, with the exception of learning-related questions related to student agency and choice in demonstrating understanding (aligned to the LBUSD Learner Profile). The remainder of the metrics and desired outcomes will remain consistent, with constant evolution of target outcomes, to increasingly higher rates where appropriate, to reflect the high expectations for LBUSD staff and students in areas addressed within Goal 2. New actions will reflect the key competencies included within the LBUSD Learner Profile addressing empowered learners, constructive collaborators, creative problem-solvers, empathetic citizens, and effective communicators, reflective through increased student choice in learning activities, co-construction of learning tasks, and solutionary-learning opportunities.

There were no actions considered "ineffective," as all actions yielded progress towards established goals. The goals and actions will be adjusted and continued in the next three-year LCAP cycle, evolving in response to the ever-changing needs of LBUSD students. LBUSD established very high goal benchmarks/desired outcomes to mirror the high expectations we have for our staff and students.

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.

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.

Goals and Actions

Goal

Goal #	Description
3	Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey	Percent of students reporting that they do not feel safe at school most or all of the time: 5% (2020-21 School Year)	Percent of students reporting that they do not feel safe at school most or all of the time: 7% (2021-22 School Year)	Percent of students reporting that they do not feel safe at school most or all of the time: 6% (2022-23 School Year)	Percent of students reporting that they do not feel safe at school most or all of the time: 4% (2023-24 School Year)	3% or less of students report that they do not feel safe at school.
LCAP Survey	Percent of students reporting that they have experienced any harassment or bullying on campus: 16% (2020-21 School Year)	Percent of students reporting that they have experienced any harassment or bullying on campus: 22% (1-3 times) 6% (4-6 times) 2% (7-9 times) 12% (10 or more times) (2021-22 School Year)	Percent of students reporting that they have experienced any harassment or bullying on campus: 25% (1-3 times) 6% (4-6 times) 3% (7-9 times) 7% (10 or more times) 59%: no instances of bullying (2022-23 School Year)	39% of students reporting that they have experienced any harassment or bullying on campus (2023-24 school year)	10% or less of students report having experienced harassment or bullying on campus.
LCAP Survey	Percent of students who report that	Percent of students who report that	Percent of students who report that	Percent of students who report that	3% or less of students report that LBUSD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>LBUSD provides a positive learning environment:</p> <ul style="list-style-type: none"> • 84% agree • 12% neutral • 4% disagree <p>(2020-21 School Year)</p>	<p>LBUSD provides a positive learning environment:</p> <ul style="list-style-type: none"> • 84% agree • 11% neutral • 5% disagree <p>(2021-22 School Year)</p>	<p>LBUSD provides a positive learning environment:</p> <ul style="list-style-type: none"> • 82% agree • 13% neutral • 6% disagree <p>(2022-23 School Year)</p>	<p>LBUSD provides a positive learning environment:</p> <ul style="list-style-type: none"> • 85% agree • 11% neutral • 4% disagree <p>(2023-24 School Year)</p>	<p>does not provide a positive learning environment.</p>
CAASPP - Student groups	<p>Percent of students who meet or exceed standards</p> <ul style="list-style-type: none"> • Students with disabilities: ELA- 48%, Math- 45% • English learners: ELA- 19%, Math- 26% • Reclassified fluent english proficient (RFEP): ELA- 89%, Math- 77% • Economically disadvantaged: ELA- 70%, Math- 57% • Hispanic or Latino: ELA- 72%, Math- 63% 	Not tested	<p>Percent of students who meet or exceed standards</p> <ul style="list-style-type: none"> • Students with disabilities: ELA- 45%, Math- 35% • English learners: ELA- 46%, Math- 39% • Reclassified fluent english proficient (RFEP): ELA- 73%, Math- 60% • Economically disadvantaged: ELA- 66%, Math- 51% • Hispanic or Latino: ELA- 65%, Math- 56% 	<p>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</p> <p>MATH: All students: 69.26% met/exceeded standard EL: 21.43% met/exceeded standard</p>	<p>Increase the percent of students who meet or exceed standard to:</p> <ul style="list-style-type: none"> • Students with disabilities: ELA- 59%, Math- 56% • English learners: ELA- 50%, Math- 50% • Reclassified fluent english proficient (RFEP): ELA- 89%, Math- 77% (maintain) • Economically disadvantaged: ELA- 76%, Math- 66% • Hispanic or Latino: ELA-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019 CAASPP Administration)		(2022 CAASPP Administration)	SWD: 37.5% met/exceeded standard SED: 53.82% met/exceeded standard RFEP: 69.81% met/exceeded standard *Homeless, FY, student groups are not large enough to include as a significant student group	78%, Math-70%
ELPAC	Percent of EL students making progress on English Proficiency: 53% (2019-20 School Year)	Percent of EL students making progress on English Proficiency: 35% (2020-21 School Year)	Percent of EL students making progress on English Proficiency: 63% (2021-22 School Year)	Percent of EL students making progress on English Proficiency: 66.7% (2022-23 School Year)	At least 60% of EL students making progress towards proficiency.
Reclassification Criteria	EL Reclassification Rate: 23% (2019-20 School Year)	EL Reclassification Rate: 22% (2020-21 School Year)	EL Reclassification Rate: 46% (2021-22 School Year)	EL Reclassification Rate: 18% (2022-23 School Year)	EL reclassification rate of 25%.
LCAP Survey	Percent of staff who report that the professional learning opportunities	Percent of staff who report that the professional learning opportunities	Percent of staff who report that the professional learning opportunities	Percent of staff who report that the professional learning opportunities	At least 90% of staff report professional learning positively

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	positively impact student learning: 83% (2020-21 School Year)	positively impact student learning: 71% (2021-22 School Year)	positively impact student learning: 70% (2022-23 School Year)	positively impact student learning: 71% (16% neutral) (2023-24 School Year)	impact student learning.
LCAP Survey	<p>Percent of parents satisfied with communication received from schools:</p> <ul style="list-style-type: none"> • 64% agree • 9% neutral • 28% disagree <p>Percent of parents satisfied with opportunities for input into school/district goals and actions:</p> <ul style="list-style-type: none"> • 64% agree • 9% neutral • 27% disagree <p>Percent of parents satisfied with parent education opportunities:</p> <ul style="list-style-type: none"> • 60% agree • 19% neutral • 22% disagree <p>(2020-21 School Year)</p>	<p>Percent of parents satisfied with communication received from schools:</p> <ul style="list-style-type: none"> • 74% agree • 9% neutral • 16% disagree <p>Percent of parents satisfied with opportunities for input into school/district goals and actions:</p> <ul style="list-style-type: none"> • 67% agree • 10% neutral • 22% disagree <p>Percent of parents satisfied with parent education opportunities:</p> <ul style="list-style-type: none"> • 70% agree • 15% neutral • 15% disagree <p>(2021-22 School Year)</p>	<p>Percent of parents satisfied with communication received from schools:</p> <ul style="list-style-type: none"> • 77% agree • 10% neutral • 14% disagree <p>Percent of parents satisfied with opportunities for input into school/district goals and actions:</p> <ul style="list-style-type: none"> • 57% agree • 9% neutral • 34% disagree <p>Percent of parents satisfied with parent education opportunities:</p> <ul style="list-style-type: none"> • 74% agree • 14% neutral • 13% disagree <p>(2022-23 School Year)</p>	<p>88% of parents/guardians reported they are "extremely" to "somewhat" satisfied with school and District communication</p> <p>68% of parents/guardians reported they are "extremely" to "somewhat" satisfied with communication from their child's teacher(s)</p> <p>78% of parents/guardians reported they are aware of opportunities for input on District goals and action plans *13% provided neutral responses *9% expressed disagreement</p>	On average, 20% or less of parents report not being satisfied with school communication, opportunities for input, and parent education.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				83% of parents/guardians reported LBUSD provides adequate educational opportunities for parents *11% provided neutral responses *6% expressed disagreement (2023-24 school year)	
Safe, Clean Functional School Facilities - Facilities Inspection Tool (FIT)	Number of schools not in “good repair” status: 0 (2020-21 School Year)	Number of schools not in “good repair” status: 0 (2021-22 School Year)	Number of schools not in “good repair” status: 0 (2022-23 School Year)	Number of schools not in “good repair” status: 0 (2023-24 School Year)	0 schools not in “good repair” status.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions aside from the opening of the LBUSD Family Resource Center to add additional layers of education, outreach, and support to families to enhance engagement with parents/guardians. Topics for school and District parent workshops and educational opportunities shifted to reflect the post-Pandemic needs of the community, namely the addition of the Parent Project courses, which addressed parenting strategies for children exhibiting challenging behaviors.

In examining specific student group data related to CAASPP English language arts performance, achievement gaps are evident among students identified as English learners and students with disabilities. Both of these student populations placed within the orange, or “low,” California School Dashboard performance band in ELA. Of the 45 students assessed who have a primary language other than English, 26.93% were proficient or above, averaging 13.1 points below standard (a decline of 18.9 points as compared to the 2022 CAASPP test administration). 46.66% of students with disabilities met or exceeded standard in English language arts. The 152 students assessed from this student population averaged 44.1 points below standard on CAASPP, maintaining performance from the previous year. In the area of mathematics, students identified as English learners placed in the “low” state performance band based upon 2023 standardized test data, with 21.43% of students proficient or above (averaging 26.1 points below standard, a decline of 7.6 points as compared to spring 2022). Students with disabilities, as an aggregate group, scored within the yellow or “medium” California School Dashboard performance band, with 37.5% of students meeting or exceeding standard in mathematics (averaging 60.2 points below standard, an increase of 4 points as compared to the previous year).

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 2023 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.

California School Dashboard Indicator Area: English Learner Progress:

Performance Update: Students who are Multilingual and English Learners (EL):

In Spring 2023, 64 LBUSD students identified as English Learners participated in the annual Summative English Language Proficiency Assessments of California (ELPAC). 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).

The English Learner Progress Indicator (ELPI) of the California School Dashboard, released in December 2023, evaluated whether students identified as English Learners made annual progress toward English proficiency by advancing ELPAC levels or maintaining an ELPAC Level 4 (well-developed English language skills). Of the 36 students with comparative ELPAC data, 66.7% made progress toward English language proficiency. This is a 3.9% increase from the 2022 California School Dashboard indicator. As a result, LBUSD placed within the “very high” performance category.

Engagement Highlights:

One of the most effective ways to ensure safe, equitable, and inclusive schools for all students is through fostering meaningful connections on campus. Through community-building activities, including character assemblies, Mental Health Mondays, peer mentor programs, team-building, interest-based clubs, student recognitions, and special luncheons for new and first-generation college students, LBUSD continues to prioritize student wellness and positive relationships at the core of our work. We also continue to value engagement with our LBUSD parents and community partners and encourage their involvement through school and district events, committees, and a variety of collaborative opportunities.

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 476 LBUSD parents participating in this year's annual survey, 87% expressed that LBUSD provides opportunities to participate in events and activities (8% provided neutral responses). This is an increase of 5% as compared to favorable responses in this area during the spring 2023 survey administration and an increase of 20% as compared to spring 2022 survey outcomes. 100% of the eight Laguna Beach community members who participated in this year's annual survey also agreed LBUSD offers opportunities for participation in events and activities.

One of the key highlights of the 2023-24 academic year is the opening of the LBUSD Family Resource Center (FRC). The center has served as a hub for various parent/caregiver activities, fostering community engagement and support. Key activities hosted at the LB-FRC include parent book club small group meetups, which provide a platform for parents to connect and discuss relevant literature. Additional opportunities offered through the Family Resource Center are parent seminars, which have addressed topics such as Fostering Success: Nurturing a Growth Mindset in Students, School-Centered Anxiety: Empowering Independence and Resilience, and Parenting in a Digital World: Cyberbullying, Cybersafety, and the Law. These seminars have equipped parents and caregivers with valuable insights and strategies for navigating diverse aspects of parenting.

In addition to these activities, parents and caregivers have actively sought assistance at the FRC for various needs, including basic needs support, counseling guidance and referrals, after-school program information, linkage to community resources, parenting guidance and support, and general district information. With over 300 parents and families taking part in these activities, the LB-FRC has become a vital resource for the community. Looking ahead LB-FRC plans to continue wellness activities tailored for parents/caregivers, further promoting holistic well-being. Additionally, a diverse range of parent seminars will continue to be offered, addressing relevant topics and fostering a sense of community. LBUSD staff will continue to devote considerable time and resources to the well-being of our students and support for our families.

Annual 2023-24 community partner survey data addressing social-emotional strength, connectedness, and student agency conveys positive perceptions of trust and respect towards staff, which have shown a slight increase over the years. Acknowledgment of students' strengths and interests also improved, while perceptions of a positive learning environment for all students have remained high. Areas for growth, based on annual survey responses, include 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.

Perception Data Trends: Safe, Equitable, and Inclusive Schools:

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.

Efforts to create a safe environment have been increasingly recognized, with a decrease in reported experiences of direct bullying or harassment. Students' 2023-24 annual community survey 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 continuous training and awareness programs to foster an inclusive environment that further supports diversity and equity.

LBUSD staff, parents/guardians, and students serving in advisory roles as members of the District LCAP committee expressed an appreciation for the Family Resource Center, increased direct contact between counselors and students, and efforts to create a safe and welcoming atmosphere through various initiatives during 2023-24 LCAP convenings. The district's commitment to diversity and inclusion, especially through LBHS's Unity Week and Diversity, Equity, and Inclusion (DEI) activities, was praised. According to one collaborative team, "There have been huge additions to DEI activities at LBHS where students have had an opportunity to share their perspectives and we as a school have been able to highlight different groups." There was also a repeated call by committee members for additional efforts to promote inclusivity and diversity within the district, ensuring that all student groups feel represented and included.

Understanding and practicing empathy, respect, and helping others were common themes among student LCAP panel members. There's a call for enhancing inclusivity and cultural awareness, particularly at the middle and high school levels, to foster a more welcoming environment for all students. Based on panelists' feedback, LBUSD should consider incorporating more global perspectives into the curriculum and organizing events that celebrate diversity to help build empathy and understanding among students.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As described above in the analysis of CA Dashboard performance areas, as well as state and local indicator areas, the actions implemented were overall successful in making progress toward the goals included within the 2021-24 LBUSD LCAP. Challenges associated with Pandemic recovery impacted student academic performance and social-emotional wellness as students readjusted to "normal" school schedules and environments. LBUSD staff heavily focused collective efforts on academic recovery, maintaining connections with students and families, communication, engagement, and outreach efforts, and expanding MTSS efforts across all schools. More than ever, following the years of disrupted learning associated with the pandemic, cultivating positive and safe campus environments was prioritized. These efforts have resulted in regular campus-wide activities, parent education, engagement, and involvement opportunities, ongoing personalized outreach, and supplemental supports to address "the whole child" that have yielded positive results (as detailed in the above sections).

There were no actions considered "ineffective," as all actions yielded progress towards established goals. The goals and actions will be adjusted and continued in the next three-year LCAP cycle, evolving in response to the ever-changing needs of LBUSD students. LBUSD established very high goal benchmarks/desired outcomes to mirror the high expectations we have for our staff and students.

The following provides a snapshot of progress in each indicator area associated with Goal 3:

- Percent of students reporting they do not feel safe at school: Goal Nearly Met- 4% (Goal=3%)
- Percent of students reporting they have never experienced bullying or harassment at school. Goal not met-39% (Goal=10% or less). LBUSD School teams will increase anti-bullying prevention and education efforts, and educate students about tools and procedures for reporting bullying (i.e. WeTip anonymous reporting app), while working to enhance positive school climates through restorative practices and campus-wide connection-building opportunities.
- Percent of students reporting a positive learning environment. Goal Nearly Met-85% agree/11% neutral/4% disagree (Goal=3% or less disagreement)
- CAASPP Student Group Data:

ELA

All students: 78.96% met/exceeded standard

EL: 26.96% met/exceeded standard--Goal not met (Goal=50%)

SWD: 46.66%met/exceeded standard-Goal not met (Goal=56%)

SED: 65.38% met/exceeded standard-Goal not met (Goal=76%)

RFEP: 75% met/exceeded standard-Goal not met (Goal=89%)

(*2022-23)

Matth:

All students:69.26% met/exceeded standard

EL: 21.43% met/exceeded standard--Goal not met (Goal=50%)

SWD: 37.5% met/exceeded standard--Goal not met (Goal=56%)

SED: 53.82% met/exceeded standard--Goal not met (Goal=66%)

RFEP: 70% met/exceeded standard--Goal not met (Goal=77%)
(*2022-23)

*Homeless, FY, student groups are not large enough to include as a significant student group

To address continued achievement gaps among significant student groups, LBUSD teams will maintain tiered academic interventions, providing "double dose" instructional opportunities in ELA and mathematics, as well as extended school day and school year learning opportunities to address knowledge gaps and skill deficits

- English Learner Progress: Goal Exceeded-66.7% (Goal=60%)
- English Learner Reclassification Rate: Goal Not Met-18% reclassification rate. (Goal=25%). LBUSD teams will continue to provide supplemental instructional opportunities for students identified as English Learners evidencing a need through extended school day/school year language academies and personalized learning platforms.
- Staff reporting professional development positively impacts student learning. Goal Not Met: 72%. (Goal=90%). LBUSD Leadership will continue to offer professional growth opportunities that align with the articulated needs of LBUSD staff, co-designing PD offerings for the three designated professional development days, in addition to supplementing staff learning activities
- Parent satisfaction with communication: Goal Exceeded: 88% of parents/guardians reported they are "extremely" to "somewhat" satisfied with school and District communication (Goal=80%)
- Parent satisfaction with educational opportunities: Goal Exceeded: 83% of parents/guardians reported LBUSD provides adequate educational opportunities for parents. *11% provided neutral responses

*6% expressed disagreement (Goal=<20% not satisfied)

Parent input on District Goals and Actions: Goal Exceeded. 78% of parents/guardians reported they are aware of opportunities for input on District goals and action plans. *13% provided neutral responses

*9% expressed disagreement. (Goal=<20% disagreement)

- Safe, clean, and functional schools. Goal met: 100%

The two areas that did not make adequate progression towards goals: Bullying and Student Achievement for Students with Disabilities, Economically Disadvantaged Students, and Students who are English Learners will be addressed through enhanced interventions (academic, behavioral, and social-emotional) through LBUSD MTSS plans, as well Positive School Climate initiatives (i.e. No Place for Hate), as well as the implementation of an updated, more relevant, SEL curriculum.

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

Changes in planned metrics reflect an increase in metrics aligned to the annual community survey, which include the following:

- Percent of students and parents/guardians reporting school staff care about students

- Percent of parents reporting they feel welcome when visiting their child's school
- Percent of students reporting they feel comfortable reporting bullying
- Percent of students and parents/guardians reporting school staff support diversity and equity within the school community
- Percent of students and parents/guardians reporting LBUSD provides a safe environment for all voices to be heard
- Percent of staff who report they are treated professionally

These metrics will be included in an effort to better capture perceptions related to diversity, equity, belonging, and student voice to inform future actions and evaluate current ones.

There were no actions considered "ineffective," as all actions yielded progress towards established goals. The goals and actions will be adjusted and continued in the next three-year LCAP cycle, evolving in response to the ever-changing needs of LBUSD students. LBUSD established very high goal benchmarks/desired outcomes to mirror the high expectations we have for our staff and students. Please refer to the goal progress section above for an analysis of progress and actions to address areas in which there was not adequate growth toward 3-year goals.

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 for broadening student and parent perspectives on inclusivity. This includes expanding Diversity, Equity, and Inclusion (DEI) activities, 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 diversity 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.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 Vilorio, Ed.D Superintendent	jvilorio@lbusd.org 949-497-7700

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Laguna Beach Unified School District (LBUSD) is located in a small, historic, community in Orange County. Nestled along the coastline, Laguna Beach is a seaside city that offers an eclectic blend of natural beauty, artistic heritage, and community-oriented values. Laguna Beach is home to approximately 22,000 residents, with a rich diversity of cultures and backgrounds. The city, which attracts an average of 3 million visitors annually, thrives on inclusivity and a shared appreciation for the arts and environmental preservation. Laguna Beach is renowned for the iconic Heisler Park, which offers panoramic views of the Pacific Ocean and is a haven for artists, photographers, and nature lovers alike. The city's main attractions include the Laguna Art Museum and the annual Pageant of the Masters. Laguna Beach is also home to the Laguna Coast Wilderness Park, a sprawling preserve of coastal canyons, mountains, and natural lakes.

Laguna Beach Unified School District, serving approximately 2,400 students in grades transitional kindergarten through twelve, is recognized for its commitment to excellence in education, innovation, and the holistic development of its students. Serving a diverse student body within two elementary schools, one middle school, and one comprehensive high school, LBUSD is known for its highly connected and personalized learning environments, high academic standards, a wide range of extracurricular and expanded learning opportunities, and strong arts and athletic programs, all designed to nurture the individual talents and interests of each student. LBUSD's award-winning schools consistently rank among the top in California for academic achievement, as reflected in the “high” to “very high” California School Dashboard performance indicators. Moreover, the district is renowned for its strong emphasis on environmental sustainability, student agency and self-identity, and community engagement, integrating these values into the curriculum to foster a sense of responsibility and connection among students in a safe, inclusive, and supportive environment. Demographically, the LBUSD student population is approximately 66 percent white, 12 percent Hispanic, 4 percent Asian, 1 percent African-American, and 1 percent Filipino. Student group demographics include 19 percent of students from socioeconomically disadvantaged homes, 11 percent of students with disabilities, 2 percent of students identified as English learners, and less than 1 percent of students identified as homeless and foster youth. LBUSD values strong community support and partnerships, including the PTA, School Power Education Foundation, and the City of Laguna Beach.

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 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. Specific metrics and details for each of the indicator areas can be found within the LBUSD Dashboard Performance Snapshot Report.

LBUSD LCAP goals, developed in collaboration with educational partners and stakeholders in spring 2021, remained in effect during the 2023-24 academic year. Annual plan updates are developed in collaboration with District staff, parents, students, and community members in response to evolving student needs and identified areas for improvement. The following District goals identified in the LBUSD 2021-24 LCAP continue to inform student programs, services, and supports:

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

Prior to the development of the 2024-27 LCAP, local educational agencies are required to reflect upon the current plan's success, as well as identify areas of need, based upon a review of student performance and state and local indicator areas. This analysis will determine continuing actions, in addition to new offerings, for LBUSD students in 2024-25 and beyond. 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:

The release of the 2023 California School Dashboard provided 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. Outcomes for LBUSD students in the state's accountability system reflected performance within the blue, or "very high" level, in the areas of graduation rate, English Language Arts achievement, mathematics achievement, college and career readiness, and English learner progress. District-wide student performance data for the 2022-23 academic year reflected placement within the green, or "high" state performance level, in the area of suspension rate, and yellow, or "medium" performance level, in chronic absenteeism. LBUSD met the standard in all Dashboard local indicator areas: basic conditions (such as appropriately assigned credentialed teachers and clean and functional school facilities), implementation of academic standards, collection of data via school climate surveys, parent involvement and family engagement, and access to a broad course of study.

California School Dashboard: Academic Performance Indicator:

In spring 2023, students in grades 3-8 and 11 participated in the California Assessment of Student Performance and Progress (CAASPP), which measures student proficiency in grade-level English Language Arts and Mathematics standards. The 2023 administration marked the second year of a return to standardized testing for LBUSD students following a three-year statewide pause due to the pandemic. In the area of English Language Arts (ELA), 78.96% of students met or exceeded standard (averaging 63.4 points above standard), reflecting growth of 2% in the ELA proficiency rate as compared to the spring 2022 test administration. In the area of mathematics, 69.26% of LBUSD students met or exceeded standard (averaging 39.2 points above standard), resulting in a 2% increase in the math proficiency rate as compared to the prior year. LBUSD historical CAASPP data indicates that in 2022-23, students achieved proficiency within 4-9% of previous test administration performance levels, measured over five years preceding the Pandemic. This incremental growth is expected to continue, as our students make academic gains and receive personalized instructional supports.

In examining specific student group data related to CAASPP English language arts performance, achievement gaps are evident among students identified as English learners and students with disabilities. Both of these student populations placed within the orange, or “low,” California School Dashboard performance band in ELA. Of the 45 students assessed who have a primary language other than English, 26.93% were proficient or above, averaging 13.1 points below standard (a decline of 18.9 points as compared to the 2022 CAASPP test administration). 46.66% of students with disabilities met or exceeded standard in English language arts. The 152 students assessed from this student population averaged 44.1 points below standard on CAASPP, maintaining performance from the previous year. In the area of mathematics, students identified as English learners placed in the “low” state performance band based upon 2023 standardized test data, with 21.43% of students proficient or above (averaging 26.1 points below standard, a decline of 7.6 points as compared to spring 2022). Students with disabilities, as an aggregate group, scored within the yellow or “medium” California School Dashboard performance band, with 37.5% of students meeting or exceeding standard in mathematics (averaging 60.2 points below standard, an increase of 4 points as compared to the previous year). Students identified as Reclassified English Proficient (RFEP) scored 19.9 points above standard in ELA and 7 points above standard in mathematics. Overall 75% of students within the RFEP group met or exceeded standard in ELA, while 70% met or exceeded standard in mathematics

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 2023 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 2022-23 and 2023-24 academic years, CAASPP scores were 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. The District also continued to prioritize the implementation of multi-tiered systems of support across all schools, to ensure students evidencing a need had access to supplemental and targeted academic supports focused on learning recovery and acceleration. The i-Ready Diagnostic Assessment is one tool that provides specific and actionable data three times per year to identify kindergarten through tenth-grade students who may benefit from additional academic interventions and support and to track the progress of all participating students in reaching proficiency in grade-level standards.

In spring 2023, kindergarten through tenth-grade students participated in i-Ready diagnostic testing to determine strengths and growth areas in grade-level skills. Students were assessed 2-3 times (depending upon grade level) over the course of the academic year to track individual progress and proficiency toward meeting content area standards. i-Ready data, used by LBUSD school teams, informs instructional decisions, drives school-wide growth targets, and determines which students may benefit from supplemental targeted or intensive academic interventions. Based on spring 2023 diagnostic data in reading, 92% of K-10 students placed within Tiers 1-2 (indicating approaching-through-above grade level performance), while 8% of students assessed scored within the Tier 3 (below grade level) band. End-of-year math diagnostic results were similar to those in reading, with 94% of K-8 students performing within Tiers 1-2, and 6% of participating students performing within the Tier 3 band.

The effectiveness of supplemental academic supports offered to students was evidenced by the significant number of students who demonstrated growth on the 2022-23 i-Ready End-of-Year diagnostic. In June 2023, 86 K-10 students (4% improvement from the beginning of the year) progressed out of the Tier 3 performance level in the area of reading. An additional 418 students (21% growth as compared to the fall diagnostic scores) advanced to the Tier 1 reading level. In math, 150 participating students (8% improvement from fall 2022) exited the Tier 3 level. An additional 592 students (31% growth from fall 2022) advanced to the Tier 1 math band.

Nationwide, nearly seven million K-8 students completed the i-Ready Diagnostic in reading in spring 2023, while approximately eight million students participated in the i-Ready math assessment. At the state level, over one million students in grades K-8 participated in i-Ready testing at the end of the 2022-23 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.

In the area of reading, LBUSD K-8 students performed 30% 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 34% 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.

When examining the performance of LBUSD's significant student groups: students with disabilities, students who are English learners, and students from economically disadvantaged homes, growth in both reading and math, as measured by the spring 2023 i-Ready Diagnostic assessment, underscored the effectiveness of the supplemental and individualized support offered to many students from these populations through our schools' multi-tiered systems of support (MTSS). Based on 2022-23 end-of-year diagnostic data in reading, 70% of the 60 English learners assessed placed within the Tiers 1-2 (approaching-to-above grade level) performance bands, while 30% of students scored at the Tier 3 (below grade) level. In spring 2023, 75% of students who are English learners placed within the Tier 1-2 i-Ready math proficiency bands while 25% scored within the Tier 3 range. The number of students from the English Learner student group (grades K-10) who performed within the Tier 1, within-to-above grade level i-Ready reading performance band increased by 32% from fall 2022 to spring

2023, while the number of students scoring within the Tier 3 (below grade level) band decreased by 15%. Growth in mathematics was also significant for the English learner population, with the number of students scoring within the i-Ready Diagnostic Tier 1 level increasing by 30%, and the number of students placing within the Tier 3 level decreasing by 27%.

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, at the close of the 2022-23 academic year, was to continue to increase the number of students reaching the Tier 1 (within-to-above grade level) i-Ready Diagnostic performance bands from a baseline of 37% in ELA and 41% in math.

LBUSD students with disabilities continue to receive personalized support according to their Individual Education Programs (IEPs). A celebration for students receiving special education support in reading, based on 2022-23 i-Ready end-of-year diagnostic data, was the increase in the number of students performing within-to-above grade level. In spring 2023, 48% of students assessed in reading reached Tier 1 (an increase of 21% as compared to the beginning of the year), while 30% of the 176 students with disabilities assessed in grades kindergarten through ten scored within Tier 3, a decrease of 16% from fall 2022. In mathematics, students demonstrated a 24% increase in the number of students performing within-to-above grade level (for a total of 43%), as measured by the i-Ready end-of-year assessment, while the number of students scoring within the Tier 3, below grade level range, declined by 25% (for a total of 27%). 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.

Students from economically disadvantaged homes continue to receive additional academic support as needed through the comprehensive MTSS programs at all LBUSD schools. 2022-23 end-of-year diagnostic assessment celebrations in the area of reading for students from this group included an increase of 18% in the number of students reaching the Tier 1 performance level from fall to spring (for a year-end total of 64%). Additionally, 6% of students exited Tier 3 reading based on end-of-year diagnostic data (for a total of 15%). In the area of math, the number of students placed within Tier 1 i-Ready level, based on spring testing results, increased by 34% (for a total of 65%), while the number of students performing within the Tier 3 band decreased by 5% (for a total of 11%).

At the 2023-24 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.

In fall 2023, 1,848 kindergarten through tenth-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 a final diagnostic at the end of the year, to track individual progress and proficiency toward meeting content area standards. Based on winter 2024 mathematics diagnostic data, 94% of K-10

students placed within Tiers 1-2, while 6% of students assessed scored within the Tier 3 band. Based on midyear reading diagnostic results, 91% of K-10 students performed within Tiers 1-2 (approaching-through-above grade level), and 9% of participating students placed within the Tier 3 (below grade level) band. Although this is the first year grades nine and ten have participated in winter i-Ready testing, this data is within 3% of the previous year, in which midyear results showed 94% of students scored within Tier 3 in both reading and math, while 6% of students placed within Tier 3 across both subject areas.

The effectiveness of current K-10 supplemental academic supports in place is evidenced by the significant number of students demonstrating growth on the i-Ready midyear diagnostic. As of the 2023-24 midyear point, 63 K-10 students progressed out of the Tier 3 performance level in reading. An additional 14% of students advanced to the Tier 1 reading level. In math, 107 participating students (6% growth from fall 2023) exited the Tier 3 level. An additional 19% of students advanced to the Tier 1 math band. Midyear reading diagnostic data for all students in grades K-10 shows that 70% of participating students are performing within Tier 1 (within-to-above grade level) in reading, while 65% of K-10 students are performing within the i-Ready Tier 1 band in mathematics. Every learner in LBUSD is assigned a typical i-Ready growth goal at the beginning of the year, and we look forward to monitoring and celebrating the percentage of students who have met their annual goal following the administration of the final diagnostic assessment in spring 2024.

i-Ready Progress Monitoring: LBUSD Student Groups:

Performance Update: English Learner Student Group:

In winter 2024, 48 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 reading decreased by 26% (for a total of 34%). The percentage of students within the Tier 1 level in reading increased by 12% from fall to winter, reaching 25%. In math, the number of students advancing to Tier 1 increased by 10%, reaching a total of 31%, compared to beginning-of-year data. Students placed within the Tier 3 performance level decreased by 19%, for a total of 36%, from fall to winter.

To address opportunity gaps within our EL student group, we have continued 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 math 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.

Performance Update: Students with Disabilities:

Students with disabilities continue to receive high-quality specialized academic instruction, related services, and individualized accommodations. In 2022-23, 91% of LBUSD students with disabilities were served in the general education classroom with support, and 13 students were exited from the special education program. 197 K-10 students receiving special education services were assessed at the 2023-24 midyear point via the i-Ready Diagnostic. In the area of reading, gains were evidenced by a 4% decrease in the number of students placing in the Tier 3 band (for a total of 37%). The number of students scoring within the Tier 1 level increased by 5% from fall to winter, reaching 31%. In the area of math, the number of students performing within the Tier 1 band increased by 17%, (for a total of 31%), while the number of students recommended for intensive Tier 3 interventions decreased by 8% (for a total of 36%) between fall and winter test administrations.

To sustain increased student achievement and support students in meeting individualized learning goals for students receiving special education support, school teams have continued to provide personalized instruction, implement evidence-based practices and supplemental research-based curriculum, and meet students where they are to design unique pathways to success. Secondary teams continued the promotion of inclusive learning environments through three middle school co-taught collaboration classes and six high school collaboration classes. These courses, taught jointly by a general education teacher serving as the content area specialist and a special education teacher serving as the instructional strategy and scaffolding expert, allow greater opportunity for students with disabilities to receive core instruction within the general education classroom alongside their peers.

Additional 2023-24 priority areas and actions developed to serve students receiving special education support included a review of current executive functioning intervention work at both elementary and secondary sites. Staff were provided training with an outside expert on assessment and unique need identification, including ways to develop skills. Special education teams are working to develop goal banks at the various developmental levels and examining curriculum options that promote independent, confident learners. Another key action designed to improve outcomes for students with disabilities is the analysis and improvement of interventions for students at all levels with Dysphonetic, Surface and Mixed-Type Dyslexia to include additional programming options. In 2023-24, two new programs were added at the elementary level, including the BOOST Program and Read for Success afterschool intensive literacy intervention. Additional actions this year involved the implementation of a new parent mentor training to continue to enhance our Every Age, Every Stage parent mentor program, and the development of a two-part parent education event 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. The creation of an internal plan for teacher coaching on research-based intervention programs, was developed in an effort to maintain high-quality teaching based on based practices to meet the unique needs of exceptional learners.

In order to strive for continuous improvement in all areas of special education programming, steps in the latter part of the 2023-24 academic year included the development of a workgroup composed of elementary and secondary staff to examine the current model for addressing the needs of students with an emotional disturbance to identify any service gaps. Staff also engaged in collaborative group work to create and operationalize a district-wide rubric at the secondary level to determine the placement of students in co-teach and instructional assistant-supported courses. Another focus has emphasized preparation for the implementation of Assembly Bill 438, which requires school districts to include postsecondary goals and transition services for eligible students starting at age 14, including assessments, service plans, and transition planning development training. A final action focused on the expansion of LBUSD summer programs to include targeted literacy interventions in addition to addressing students' individualized goal areas.

Performance Update: Economically Disadvantaged Student Group:

A total of 251 K-8 students from economically disadvantaged homes were assessed via the i-Ready midyear diagnostic in winter 2024. Midyear data in reading shows a reduction of 1% in students scoring within the Tier 3 band, as compared to the fall test administration (resulting in a total of 21%). There was also growth in the number of students placing within the Tier 1 band, growing from 43% at the beginning of the year to 53% in January 2024. In the area of math, the number of students scoring within the Tier 1 performance band increased by 12%, reaching 42%. The number of students identified as candidates for intensive Tier 3 interventions decreased by 4% (for a total of 21%) 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 2023-24 academic year, prescriptive intervention programs include Tier 3 reading and math pull-out service groups at the elementary level, and 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 also implement 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.

LBUSD school teams look forward to seeing continued growth and will reassess all K-10 students in spring 2024 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.

California Dashboard Indicator Areas: College and Career Indicator and Graduation Rate:

The College & Career Indicator (reintroduced on the 2023 Dashboard) shows how many students graduate from high school better prepared for college or a career. Metrics include coursework, exams, and work experience, which are based on Advanced Placement and dual enrolled course participation, students meeting UC A-G requirements, students completing a CTE pathway, students earning the State Seal of Biliteracy, eleventh-grade Smarter balanced (CAASPP) scores, and work-based learning participation. LBUSD student performance in this state indicator area, as shown on the California School Dashboard is “very high,” with 71.3% of all 2022-23 twelfth graders meeting the “prepared” criteria. Of the 30 students with disabilities included within this cohort, 20% were identified as “prepared,” resulting in placement within the red, or “low” state performance band. Of the 41 twelfth graders from the Hispanic/Latino demographic group, 53.7% met “prepared” criteria, resulting in placement within the orange, or “medium” state performance band. All other significant student groups placed within the “high” to “very high” Dashboard levels.

The Class of 2023 generally maintained or exceeded the overall academic achievement of prior classes. Graduation Rate indicates the number of students within a four-year cohort who received a diploma at the end of Grade 12. The 96.4% four-year cohort graduation rate is within 2% of the previous year, categorized as “very high” on the California School Dashboard. Among students enrolled at Laguna Beach High School in spring 2023, the graduation rate was 99%, a slight increase as compared to students enrolled at LBHS in spring 2022. According to Dashboard indicator data, students from the Hispanic demographic group (a total of 41 students) performed within the yellow or “medium” performance band, with a graduation rate of 90%. Based on California School Dashboard metrics 83.3% of the 30 LBHS twelfth-grade students with disabilities graduated with regular diplomas (placing in the orange or “low” state performance level), while the remaining students earned certificates of completion or entered adult transition programs to meet their unique post-secondary needs. 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 2023, the UC/CSU course completion rate reached 83% (a 1% increase from 2022), while the State Seal of Biliteracy rate was 33%. The number of UC-approved AP/Honors courses offered at the high school has increased from 23 to 41 since 2016 with notable growth in Career Technical Education (CTE) and World Languages offerings. Historically, approximately 25-30 percent of high school students take CTE courses. In 2022-23, 38% of high school students engaged in early career exploration through CTE courses across 8 different pathways. 19% of the Laguna Beach High School Senior Class of 2023 completed a CTE pathway in the fields of graphic design, software and systems development, dance, engineering design, visual and commercial arts, and theater. 36% of seniors participated in work-based learning opportunities in 2022-23, including internships, student-led enterprises, and simulated work experiences in the classroom.

Through dual enrollment opportunities, students can complete units through Saddleback College, Irvine Valley College, and other local community colleges. Between July 2023 and January 2024, 218 LBUSD high school students earned a combined total of 519 college units through LBUSD on-campus dual enrollment courses as well as off-campus courses. A number of our LBUSD on-campus CTE Pathway courses also provide students with the option to earn early college credits through articulation agreements with Orange County Community Colleges (primarily) Saddleback College. To date, there are 189 students anticipated to earn 566 total early college units through CTE articulated 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 837 AP course enrollments across 24 unique course offerings. The number of enrollments in advanced placement classes is comparable to the previous year, 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 an increase from the prior year, in which 47% of enrolled students completed one or more Advanced Placement classes in grades 9-12.

There were 346 AP Exam student participants in LBUSD in 2022-23. This is an increase of 2 students from 2021-22; and an increase of 59 students as compared to 2020-21. The number of AP student participants pre-pandemic was 347, comparable to the most recent test administration. In Spring 2023, 838 AP exams across 23 subject areas were taken, with an average pass rate of 86% (scores of 3 or higher). The pass rate increased by 2% from the year prior and is an increase of 8% from Spring 2021. In 2023, 77% of participating students scored a 4 or 5 on at least 1 AP exam. This performance is identical to the prior year. The total number of AP Exams (838) taken by LBUSD students was higher than in previous years (723 exams in 2022, 547 exams in 2021, and 624 exams in 2020). Prior to the pandemic, LBHS students completed 741 AP tests.

Collective Laguna Beach High School AP performance data highlights include the following:

In spring 2023, LBHS students tested in 23 Advanced Placement subject areas.

Test results indicate pass rates (scores of 3-5) of 80% or higher in 17 areas. Of these 17 subject area exams, LBHS students reached pass rates of 100% in eight AP exam areas.

Out of the 23 total AP exam subject areas, LBUSD students surpassed the 2023 state and global pass rates in 22 areas.

LBHS student scores increased or maintained a pass rate of 100% in 12 of 21 AP Exam subject areas when comparing performance in spring 2023 to spring 2022.

When looking at the graduating class of 2023, 60% of all enrolled seniors scored a 3 or higher on at least 1 AP test during their high school careers. This is an increase of 11% as compared to the Class of 2022. In Spring 2023, 142 seniors completed 415 AP exams, with an average score of 3.3. The number of seniors participating in AP testing increased by 37 students as compared to 2022. 81% of exams taken by twelfth-grade participants resulted in scores of 3 or higher. In total, 47% of the senior class scored 3 or higher on an AP test in 2023. This is an increase of 11% from the previous year.

In spring 2023, 156 eleventh graders completed 358 AP exams, with an average score of 3.5. 80% of exams taken by eleventh-grade participants resulted in scores of 3 or higher. 47% of the junior class scored 3+ on AP exams in Spring 2023. This is identical to the year prior. In 2022-23, 40 tenth graders completed 55 AP exams with an average score of 4. 100% of exams taken by tenth-grade participants resulted in scores of 3 or higher. In 2023, 20% of the sophomore class scored a 3 or higher on at least 1 AP exam. This is a decrease of 5% from 2022.

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.

California School Dashboard Indicator Area: English Learner Progress:

Performance Update: Students who are Multilingual and English Learners (EL):

In Spring 2023, 64 LBUSD students identified as English Learners participated in the annual Summative English Language Proficiency Assessments of California (ELPAC). 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).

The English Learner Progress Indicator (ELPI) of the California School Dashboard, released in December 2023, evaluated whether students identified as English Learners made annual progress toward English proficiency by advancing ELPAC levels or maintaining an ELPAC Level 4 (well-developed English language skills). Of the 36 students with comparative ELPAC data, 66.7% made progress toward English language proficiency. This is a 3.9% increase from the 2022 California School Dashboard indicator. As a result, LBUSD placed within the “very high” performance category.

LBUSD Specialized Programs and Practices:

LBUSD’s success attributed to academic performance areas, as indicated by state and local data, are 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 with their interests. Under the guidance of an industry professional, students complete, publish, and present their findings for an authentic audience. Throughout the 2023-24 academic year, a total of 19 students engaged in research on topics including using large language AI to make accurate market predictions, creating a business strategy unique to Laguna Beach, the impact of proper nutrition on preventing high school athletic injuries, and optimal neonatal heart stents.

The LBHS FLOW program was designed with the goal of helping students 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. This year's FLOW highlights include student participation in the Coast Film and Music Festival, engagement in sustainable gardening activities, and a student civics panel.

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. One noteworthy accomplishment was the comprehensive audit of existing programs, accomplished through the application for the prestigious Green Ribbon Award. The feedback and results obtained from this process provided an analysis of subsequent steps in the continuous efforts toward sustainability. 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.

In 2023-24, LBUSD continued to develop new opportunities to challenge and enrich students, while simultaneously fostering agency and peer connections. Through unit 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 110 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. An additional 31 teachers engaged in reimagining units of study in spring 2024. Over the next year, it is anticipated that 70% of LBUSD teachers will develop powerful units that help students grow as empowered learners, constructive collaborators, empathetic citizens, creative problem solvers, and effective communicators.

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. As of April 2024, we have 74 students enrolled in the program.

In addition to the LBUSD Expanded Learning Program, District elementary schools offer a wide variety of elementary afterschool enrichment

classes through a partnership with School Power. 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 School Power for those who qualify.

In the summer of 2023, LBUSD hosted the third annual Learn, Enrich, Advance, Discover (LEAD) program. All LBUSD students in grades 1-12 were invited to explore their interests or passions through this unique, no-cost, learning opportunity. Each one-week enrichment course spanning topics such as the arts, fitness, academic bridge classes, and STEAM, was two hours in length, and parents had the opportunity to register students for up to six classes over the span of two weeks at the elementary and middle school levels. A total of four high school courses, serving 35 students, and 56 unique elementary and middle school courses (118 sections) were taught by 22 credentialed LBUSD teachers, in addition to Strategic Kids instructors, Launchpad staff, and Staci Bina (yoga academy). A total of 420 students attended classes, totaling 1,608 enrollments. To date, the LEAD program has approximately 500 students enrolled for summer 2024, at which time over 130 unique enrichment courses will launch.

In order to layer additional opportunities to further enrich and elevate the LBUSD learner experience, classroom teachers continued to integrate visual arts lessons throughout the year, aligned to the California State Standards for Visual and Performing Arts. The elementary VAPA program is part of the larger Encore program, in which students participate in extended learning programs beyond the core instructional program. This program included music lessons for all students and expanded in 2023-24 to include a dedicated visual and performing arts teacher on special assignment (TOSA) at both sites to provide both direct art instruction to students as well as cross-curricular integrated arts lesson development in collaboration with classroom teachers. Afterschool clubs met throughout school year, to engage in art-centered learning through Band, Strings, Orchestra, Honors Chorus, Japanese Art of Origami, and Guitar. Additional Encore classes offered this year included physical education, science lab, library/research, Spanish, computer science, and coding. At the secondary level, over 550 high school and 340 middle school VAPA enrollments support student interest and choice, with course offerings including dance, musical theater, multimedia production, music theory, strings, band, ceramics, theater, digital photography, art production, and many more. The LBUSD District VAPA instructional team meets to review and refine current practices and to plan future programs.

The LBUSD Early Learning Program continues to offer Learning Link classes at Top of the World Elementary School. 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. In 2023-24, the extended day program for TK students launched at El Morro School, with plans to expand to Top of the World Elementary in fall 2024. The Laguna Beach Preschool Program is set to open in fall 2024. LBUSD is proud to offer a variety of programs for our youngest students to cultivate a love of learning.

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 eight 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.

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.

This spring, 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. Projects were presented to authentic audiences of students and staff through the 2024 Innovation and Design Exhibition. The LBUSD Learner Profile and Framework for the Future will inform the development of the 2024-27 Laguna Beach Unified Local Control Accountability Plan.

Perception Data Trends: College and Career Readiness:

In spring 2024, 1,955 LBUSD community partners completed the annual LCAP survey (inclusive of 80% of students in grades 5-12 and 31% of District families). Trends in LCAP community survey data in the areas of academic programming and college and career readiness include a noticeable improvement in community partner perceptions related to academic and college counseling supports from 2021-22 to 2023-24, indicating positive outcomes resulting from enhanced focus on personalized and targeted services for students. Trends in LBUSD annual LCAP community survey data in the areas of academic programming and college and career readiness include a noticeable improvement in community partner perceptions related to academic and college counseling supports from 2021-22 to 2023-24, indicating positive outcomes resulting from enhanced focus on personalized and targeted services for students. Positive survey responses addressing student participation in challenging, engaging, and relevant learning activities remained relatively stable, 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 further enrich the curriculum. 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.

Sessions with elementary, middle, and high school student panels provided valuable insights of LBUSD learners related to LCAP areas of focus. In the academic programming and college and career readiness realm, students of all ages identified preparation for success as a strength of the District through the development of problem-solving skills, essential math concepts, and opportunities for students to ask questions. During panel interviews, students also shared that they value being motivated, participatory, and curious learners who go beyond limits to learn and grow.

Setting academic, personal, and extracurricular goals was a shared theme among students. Areas for growth, as expressed by panelists, addressed the topic of holistic education. High school students suggest prioritizing understanding, creativity, and real-world applications over rote learning and testing.

Feedback following multiple LCAP community educational partner engagement sessions in spring 2024 echoed student, parent/guardian, and staff feedback related to college and career readiness collected through the annual climate survey and student panels. The College and

Career Center, alongside other programs aimed at preparing students for their futures, was praised for its beneficial impact on students. Community partner feedback on the topic included statements such as, "The college and career center was brought up over and over as a place where students feel supported and more confident in their academic and professional next steps." The district's dual enrollment tracking, MTSS support, and individualized interventions were also highlighted by committee members as significant strengths. This personalized approach has increased based on individual student needs, showing a robust system for college and career readiness. According to feedback collected from a collaborative team of staff, students, and parents, "Dual enrollment tracking is impressive...Interventions have increased based on individual student needs and supports are provided in a very personalized manner."

Areas for growth related to college and career readiness include curriculum relevance. LCAP community educational partner convening participants recommended adjusting the curriculum to include more project-based and real-world learning opportunities, reducing the emphasis on standardized testing in favor of assessments that measure genuine understanding and skills application. As shared by one committee member, "I liked that [the student panel] expressed the need to learn by doing." This highlights the importance of experiential learning opportunities that connect classroom lessons to real-world applications, preparing students for life beyond school. There was curiosity among LCAP committee members about expanding career exploration to younger students and leveraging curriculum to support career-related goals more effectively. Suggestions were made to tie students' interests and goals into community service opportunities and to improve the promotion of different pathways, including two-year/community college avenues. As shared by one collaborative team, "87% of LBHS students report that LBUSD provides effective college and career support. From the last session, parents want the 2-year/community college avenue to be better promoted." Another group of committee members posed the questions, "How do we work and engage younger students in career exploration?" and "How do we leverage curriculum to support career-related goals?" These questions highlight a desire of LBUSD community partners to start career exploration at younger ages and integrate it more deeply into the curriculum.

California School Dashboard Indicator Area: Chronic Absenteeism

Student attendance continues to be impacted by health issues, including Covid-19, the flu, and RSV. There is, however, noticeable improvement in attendance rates as compared to the 2022-23 academic year, in which 14.2% of students missed 10% or more of the academic year, resulting in a Dashboard rating in the yellow, or "medium" performance band. This metric indicated a decrease of 3.1% as compared to the 2021-22 chronic absenteeism rate. Although no significant student groups were placed within the red, or "very low," California School Dashboard performance level, students who are Asian (13.3% of whom were chronically absent), students who are English learners (24.6% of whom were chronically absent), and students who are Hispanic (22.8% of whom were chronically absent), all placed within the orange, or "low" performance band due to attendance rates. 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.

At the midyear point of the 2023-24 academic year, the current LBUSD chronic absentee rate was 9.9% (an improvement of 9% as compared to the midyear point of the 2022-23 academic year), for a total of 229 students. 12.5%, or 299 K-12 students missed 3 or more days of school due to unexcused reasons (i.e. travel). ADA, at 95.7%, showed an increase of 1.7% as compared to midyear 2022-23. As of April 2024, LBUSD shows another slight dip in chronic absenteeism rates, with 9% of students missing 10% or more of the school year. Student groups identified as "very low" on the 2023 California School Dashboard are also showing significant improvements in attendance as compared to the prior year, with 13.% of students who are Hispanic, 11.5% of students who are English learners, and 7.5% of students who are Asian meeting the criteria for "chronically absent, as of April 2024.

In an effort to increase school attendance in 2023-24, all LBUSD site teams devoted considerable time and resources to developing 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 tracked and analyzed 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, were referred to the District Attendance Review Team (DART), which entailed a formal meeting with parents, law enforcement, district personnel, and, in some instances, Orange County Truancy Mediation Team members. As of April 2024, 14 DART meetings have taken place in LBUSD.

California School Dashboard Indicator Area: Conditions & Climate

Suspension Rate:

All LBUSD schools continued to strive for an increase in positive behavior and a decrease in student disciplinary incidents in 2023-24. At the end of the 2022-23 academic year, the district-wide suspension rate was 2.2%, a decrease of 0.4% as compared to the previous year. Based on California School Dashboard indicator bands, LBUSD placed within the green, or “high” performance level. No significant student groups placed within the “low” or “very low” Dashboard bands. 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). Together with District leaders, the Top of the World Elementary team developed and implemented an action plan designed to proactively address unsafe student behaviors, leveraging the expertise of the school counselor, student support specialist, school psychologist, special education director, and behavior-focused MTSS team lead, resulting in a reduction of school suspensions.

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. As of February 2024, the midyear District suspension rate was 1.6%, which is within 1% of February 2023 suspension data (0.8%). As of April 2024, 59 students (2.4%) have been suspended from school for one or more days. Top of the World Elementary, through implementation of an ATSI action plan, inclusive of professional development for staff addressing positive and proactive behavior management, has reduced the school suspension rate to 1% as of April 2024 (which includes 3 students with disabilities).

For students with behavior, social-emotional, and/or executive functioning needs adversely impacting school performance, LBUSD teams provide targeted interventions facilitated by counselors, school psychologists, and student support specialists on campus. Supplemental

support includes social skills groups, individualized behavior contracts, explicit instruction in organization and time management skills, group counseling sessions addressing specific areas of need (i.e., grief, anxiety, divorce, relational aggression, friendship), and mentoring and skill-building for executive functioning and accountability. If Tier 2 targeted interventions do not have the expected impact, students may be referred for weekly therapy provided by the Student Support Specialist (School Worker) or the School Psychologist. Referrals for community intervention support may also be included for students requiring intensive services such as substance abuse programs or WRAP home-based interventions. Our ongoing partnership with CareSolace provides students, families, and staff with confidential support to connect to licensed mental health providers in the community and our recent launch of Hazel Health teletherapy mental health services provides students with an additional layer of licensed mental health supports during school days, evenings, and summer months.

School Counseling Highlights:

LBUSD supports the state indicator area of school conditions and climate through a multifaceted, multidisciplinary approach, including the employment of counselors and school social workers/student support specialists at all sites. Counseling teams across the district devoted the 2023-24 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. With the opening of the LBHS Well Space in fall 2023, high school students now have a hub to go to for some simple grounding and re-focus, as well as an opportunity to connect with our Student Support Specialist. WellSpace Tutorial events included: test anxiety workshops, suicide prevention presentations, gratitude journaling, an impermanent art workshop, unstructured breaks, relaxation before finals, mindful coloring, and board games.

Engagement Highlights:

One of the most effective ways to ensure safe, equitable, and inclusive schools for all students is through fostering meaningful connections on campus. Through community-building activities, including character assemblies, Mental Health Mondays, peer mentor programs, team-building, interest-based clubs, student recognitions, and special luncheons for new and first-generation college students, LBUSD continues to prioritize student wellness and positive relationships at the core of our work. We also continue to value engagement with our LBUSD parents and community partners and encourage their involvement through school and district events, committees, and a variety of collaborative opportunities.

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 476 LBUSD parents participating in this year's annual survey, 87% expressed that LBUSD provides opportunities to participate in events and activities (8% provided neutral responses). This is an increase of 5% as compared to favorable responses in this area during the spring 2023 survey administration and an increase of 20% as compared to spring 2022 survey outcomes. 100% of the eight Laguna Beach community members who participated in this year's annual survey also agreed LBUSD offers opportunities for participation in

events and activities.

One of the key highlights of the 2023-24 academic year is the opening of the LBUSD Family Resource Center (FRC). The center has served as a hub for various parent/caregiver activities, fostering community engagement and support. Key activities hosted at the LB-FRC include parent book club small group meetups, which provide a platform for parents to connect and discuss relevant literature. Additional opportunities offered through the Family Resource Center are parent seminars, which have addressed topics such as Fostering Success: Nurturing a Growth Mindset in Students, School-Centered Anxiety: Empowering Independence and Resilience, and Parenting in a Digital World: Cyberbullying, Cybersafety, and the Law. These seminars have equipped parents and caregivers with valuable insights and strategies for navigating diverse aspects of parenting.

In addition to these activities, parents and caregivers have actively sought assistance at the FRC for various needs, including basic needs support, counseling guidance and referrals, after-school program information, linkage to community resources, parenting guidance and support, and general district information. With over 300 parents and families taking part in these activities, the LB-FRC has become a vital resource for the community. Looking ahead LB-FRC plans to continue wellness activities tailored for parents/caregivers, further promoting holistic well-being. Additionally, a diverse range of parent seminars will continue to be offered, addressing relevant topics and fostering a sense of community. LBUSD staff will continue to devote considerable time and resources to the well-being of our students and support for our families.

Annual 2023-24 community partner survey data addressing social-emotional strength, connectedness, and student agency conveys positive perceptions of trust and respect towards staff, which have shown a slight increase over the years. Acknowledgment of students' strengths and interests also improved, while perceptions of a positive learning environment for all students have remained high. Areas for growth, based on annual survey responses, include 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.

Perception Data Trends: Social-Emotional Competencies:

LCAP committee members, including staff, students, and parents also commended LBUSD for looking at the whole child and connecting social-emotional support to academic success following discussions at multiple community partner convenings. According to participant feedback, counselors' efforts in making connections and the existence of various opportunities for counselor-student interactions were highly valued. According to one collaborative group, "We are looking at the whole child to support students. Social emotional support is connected to student academic success and early action." Increasing awareness and use of wellness spaces and services was seen by LCAP committee members as vital. Following the second in a series of community partner LCAP meetings, questions were raised about how to reach students who feel disconnected and how to normalize the use of wellness spaces, indicating a need for strategies to further enhance social-emotional competencies and self-identity support. Questions such as, "What is the process to connect with (and stay connected) those students that aren't feeling connected with anyone even outside of school?" were raised by convening attendees. These wonderings emphasize the importance of every student having a trusted adult in school and exploring ways to connect with students who feel isolated.

LCAP student panels, conducted at the elementary, middle, and high school levels in spring 2024 emphasized the strong sense of

community and connection within LBUSD, emphasizing supportive relationships with teachers and staff, and a feeling of belonging. The district's wide range of extracurricular activities, clubs, and unique learning experiences is also highly valued by students, as shared by LCAP panelists. Increasing the diversity and availability of clubs and activities was suggested to cater to a wider range of interests and foster inclusivity.

Perception Data Trends: Safe, Equitable, and Inclusive Schools:

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.

Efforts to create a safe environment have been increasingly recognized, with a decrease in reported experiences of direct bullying or harassment. Students' 2023-24 annual community survey 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 continuous training and awareness programs to foster an inclusive environment that further supports diversity and equity.

LBUSD staff, parents/guardians, and students serving in advisory roles as members of the District LCAP committee expressed an appreciation for the Family Resource Center, increased direct contact between counselors and students, and efforts to create a safe and welcoming atmosphere through various initiatives during 2023-24 LCAP convenings. The district's commitment to diversity and inclusion, especially through LBHS's Unity Week and Diversity, Equity, and Inclusion (DEI) activities, was praised. According to one collaborative team, "There have been huge additions to DEI activities at LBHS where students have had an opportunity to share their perspectives and we as a school have been able to highlight different groups." There was also a repeated call by committee members for additional efforts to promote inclusivity and diversity within the district, ensuring that all student groups feel represented and included.

Understanding and practicing empathy, respect, and helping others were common themes among student LCAP panel members. There's a call for enhancing inclusivity and cultural awareness, particularly at the middle and high school levels, to foster a more welcoming environment for all students. Based on panelists' feedback, LBUSD should consider incorporating more global perspectives into the curriculum and organizing events that celebrate diversity to help build empathy and understanding among students.

2024-27 LBUSD LCAP Considerations:

Laguna Beach Unified School District will maintain 2023-24 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.

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 2023-24 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 2024-27, 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." 84% of students surveyed in grades 5-12 feel they have at least one caring adult who supports them at school, while 90% of parent/guardian survey participants indicated staff cares about students. 81% of students expressed staff support diversity and equity within the school community. When presented with the statement LBUSD/my school "provides a safe environment for all voices to be heard," 78% of students and parents indicated agreement. While these are encouraging data points, LBUSD teams will strive to increase the percentage of students and parents/guardians indicating agreement in all areas through continued opportunities for cultivating school connectedness, provision of personalized and impactful school counseling and mental health supports, and ongoing specialized training in diversity, equity, and inclusion.

Community partner feedback, including 1,955 survey responses, student focus group data, and LCAP committee feedback highlights a need

for more programs and initiatives aimed at promoting a more inclusive environment that celebrates diversity within the student body. Recognizing the diversity of learning styles and the need for inclusivity signals the importance of creating learning environments that cater to the varied needs and backgrounds of all students. With a district-wide focus on continuous improvement, 2024-27 LCAP actions will refine and expand current systems, programs, and offerings to ensure every Laguna Beach Unified student feels seen, included, and valued on our campuses and understands how to access support and resources at school. LCAP actions will be designed in collaboration with staff, students, and parents/guardians, and will reflect the current needs of the study body while creating a future-ready path forward for all LBUSD learners based on the Laguna Beach Unified Learner Profile.

Reflections: Technical Assistance

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

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). Together with District leaders, the Top of the World Elementary team developed and implemented an action plan designed to proactively address unsafe student behaviors, leveraging the expertise of the school counselor, student support specialist, school psychologist, special education director, and behavior-focused MTSS team lead, resulting in a reduction of school suspensions. The TOW special education team continues to work collaboratively to develop individualized behavior support plans and behavior intervention plans (following functional behavior assessments), in order to design targeted goals and layered behavior supports to help students adapt appropriate replacement behaviors. Top of the World Elementary, through implementation of an ATSI action plan, inclusive of professional development for staff addressing positive and proactive behavior management, has reduced the school suspension rate to 1% as of April 2024 (which includes 3 students with disabilities). The current suspension rate for the 56 students identified as receiving special education services is 5%.

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
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A description of how the adopted LCAP was influenced by the feedback provided by 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 2023, 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 2024. In March, 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.

The LBUSD community partner survey data provided 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 were able to develop meaningful and relevant goals aligned with LBUSD's areas of focus. The annual survey included questions related to state and local priorities, including academic growth, social-emotional strength, connectedness, student agency, school climate, safety, and community partner engagement. A total of 1,955 respondents participated in the 2024 annual survey. This is an increase of 396 individuals as compared to the previous year. The most notable increase was in the number of parent/guardian respondents, which rose to 476 in 2024, an increase of 317 participants.

Trends in LBUSD survey data in the area of academic growth included a noticeable improvement in community partner perceptions related to academic supports and college counseling and support from 2021-22 to 2023-24, 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 remained relatively stable, 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 further enrich the curriculum. 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.

Annual community partner survey data addressing social-emotional strength, connectedness, and student agency conveyed positive perceptions of trust and respect towards staff, which have shown a slight increase over the years. Acknowledgment of students' strengths and interests also improved, while perceptions of a positive learning environment for all students have remained high. Areas for growth, based on annual survey responses, include 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.

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.

Efforts to create a safe environment have been increasingly recognized, with a decrease in reported experiences of direct bullying or harassment. Students' responses indicated 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 continuous training and awareness programs to foster an inclusive environment that further supports diversity and equity.

Annual community partner survey data focused on the area of engagement highlighted significant improvement in participant perceptions related to opportunities for parents and guardians to participate. This indicated 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. Satisfaction with communication from the district has seen notable 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.

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.

Common Themes Across Grade Spans:

- Community and Connection: Students across all age groups value the sense of community and connection within LBUSD, emphasizing supportive relationships with teachers and staff, and a feeling of belonging.
- Diverse and Engaging Learning Opportunities: There's a clear appreciation for a range of learning experiences, including hands-on activities, group projects, and the integration of real-world problems into the curriculum.
- Choice: Students appreciate having options to tailor their learning experiences and assessments to their interests, which empowers them and enhances engagement.
- Collaboration: Students across all age groups mentioned collaborating with peers on projects, group activities, and peer tutoring.
- Empathy and Citizenship: Understanding and practicing empathy, respect, and helping others were common themes among students.
- Preparation for Success: Students appreciated the preparation for future success through problem-solving skills, essential math concepts, and opportunities to ask questions.
- Empowered Learning: Students valued being motivated, participatory, and curious learners who go beyond limits to learn and grow.
- Goals: Setting academic, personal, and extracurricular goals was a shared theme among students.

Differences in Responses Among the Age Groups:

- Elementary Students focus on the enjoyment of friendships, nice teachers, afterschool clubs, and the physical environment (ocean view). Their learning is heavily influenced by games, collaborative activities, and creativity.
- Middle School Students highlight the importance of teacher engagement, real-world learning applications, and the value of clubs and sports for feeling connected. They express a need for motivation, inclusivity, and appreciation of their privileged circumstances.
- High School Students stress the availability of unique opportunities like CTE courses, the importance of outdoor time, and the value of personal connections and future preparation through resources like the College and Career Center. They seek more diversity, inclusivity, and a focus on learning over testing.

Greatest Strengths of LBUSD:

- Supportive Community: Across all age groups, the supportive and nurturing environment created by staff and the opportunities for connection stand out as significant strengths.
- Engagement and Opportunities: The district's wide range of extracurricular activities, clubs, and unique learning experiences is highly valued.
- Future Preparation: High school students, in particular, appreciate the resources aimed at helping them navigate their futures, like the College and Career Center.

Areas of Growth:

- Inclusivity and Awareness: There's a call for enhancing inclusivity and cultural awareness, particularly at the middle and high school levels, to foster a more welcoming environment for all students.
- Holistic Education: High school students suggest shifting the educational focus towards more meaningful learning experiences over standardized testing and grades.

Specific Recommendations for Improvement:

- Expand After-school Clubs and Activities: Increasing the diversity and availability of clubs and activities was suggested to cater to a wider range of interests and foster inclusivity.
- Broaden Cultural and Global Awareness: Incorporating more global perspectives into the curriculum and organizing events that celebrate diversity could help in building empathy and understanding among students.
- Focus on Holistic Education: Encouraging educational approaches that prioritize understanding, creativity, and real-world applications over rote learning and testing.

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 three times in spring 2024 to review District performance data related to LCAP goals and areas of focus, hear student panels 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 2024-27 LCAP and related actions. 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 3-year plan.

Common Themes:

- Student Well-being and Support: Across sessions, the emphasis on student well-being, emotional health, and the need for robust support systems was evident. This includes counseling, the College and Career Readiness Center, and targeted supports for diverse student populations.
- Inclusivity and Diversity: There was a repeated call for more efforts to promote inclusivity and diversity within the district, ensuring that all student groups feel represented and included.
- Real-World Learning and Relevance: Participants highlighted the importance of making learning relevant and connected to real-world issues, preparing students for life beyond LBUSD.

Strengths of LBUSD:

- Supportive Community: The district's supportive community, especially the relationships between students and staff, was frequently mentioned as a key strength.
- Opportunities for Engagement: LBUSD's wide array of clubs, activities, and electives provide students with many opportunities to explore their interests and engage with their peers.
- Focus on College and Career Readiness: The College and Career Center, alongside other programs aimed at preparing students for their futures, was praised for its beneficial impact on students.

Areas for Growth:

- Enhanced Diversity and Inclusivity: While LBUSD offers a supportive environment, there's a need to diversify student panels further and ensure all groups within the student body feel represented and heard.
- Balanced Workload: Students expressed a desire for a more balanced workload and assessments that are more reflective of learning rather than testing.

- Expanded Real-World and Hands-On Learning: Participants called for more real-world learning experiences that connect classroom learning to external realities, preparing students for future challenges.

Considerations for the District's 3-Year Plan

- Student Well-being: The prioritization of emotional and mental health support, ensuring adequate counseling resources and stress management programs are available to all students.
- Diversity and Inclusion: Implementation of programs and initiatives aimed at promoting a more inclusive environment that recognizes and celebrates diversity within the student body. Recognizing the diversity of learning styles and the need for inclusivity signals the importance of creating learning environments that cater to the varied needs and backgrounds of all students.
- Expanding Learning Opportunities: Actively seeking and implementing ways to offer a broader range of learning experiences, including internships, community service projects, and extracurricular activities, to enhance student engagement and success.
- Curriculum Relevance: Adjustment of the curriculum to include more project-based and real-world learning opportunities, integrating assessments that measure genuine understanding and skills application. This highlights the importance of experiential learning opportunities that connect classroom lessons to real-world applications, preparing students for life beyond school.
- Community and Family Engagement: Fostering stronger connections between schools, families, and the wider community to support student learning and well-being.
- Career and College Preparation: Continuing to enhance and expand the College and Career Center, offering guidance and resources to prepare students for various post-secondary pathways. It underscores the critical role of resources that help students navigate their post-secondary paths.
- Special Needs Inclusion: Ensuring that the district's inclusivity goals are fully realized by integrating special needs students more effectively into general education settings and providing tailored supports.
- Opportunities for Students: This emphasizes the need to continuously seek ways to broaden and deepen the range of experiences available to students, ensuring every learner has access to diverse and enriching opportunities.
- Fostering Experiential Learning: Investing in curriculum development and teacher training that emphasizes hands-on, experiential learning, ensuring students can apply their knowledge in real-world contexts.

By focusing on these areas, 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.

Other key advisory groups involved in the LBUSD LCAP process include:

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 Multilingual and English language learners, and students with

disabilities. The secondary SSCs also include student representation. 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, 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.

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 23, 2024, includes a public hearing and a presentation of the proposed District Local Control Accountability Plan for 2024-25, along with the 2024-25 Budget Overview, to the Governing Board and members of the community. Following opportunities to review the draft plan, community members are welcomed 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 10, 2024. The LCAP Local Indicators Report is presented to the Board on June 10, 2024.

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	<p>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</p> <p>*Homeless, FY, student groups are not large enough to include as a significant student group</p>			<p>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</p>	
1.2	CAASPP scores: Math	<p>All students: 69.26% met/exceeded standard EL: 21.43% met/exceeded standard SWD: 37.5% met/exceeded standard SED: 53.82% met/exceeded standard RFEP: 69.81% met/exceeded standard</p>			<p>All students: 85% will meet/exceed standard EL: 45% will meet/exceed standard SWD: 50% will meet/exceed standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Homeless, FY student groups are not large enough to include as a significant student group			SED: 70% will meet/exceed standard RFEP: 75% will meet/exceed standard	
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: 80% will meet/exceed standard SWD: 50% will meet/exceed standard SED: 70% will meet/exceed standard RFEP: 60% will meet/exceed standard	
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)			80% of students who are English learners will make progress towards English Language Proficiency as measured by the ELPI	
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			All students: 85% of all twelfth graders will meet "prepared" criteria SWD: 35% of twelfth graders will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: 53.7% met "prepared" criteria *Homeless, FY, EL, RFEP student groups are not large enough to include as a significant student group			meet "prepared" criteria Hispanic/Latino:70% of twelfth graders will meet "prepared" criteria	
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-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			All students: 98% of students within the four-year cohort will receive a high school diploma at the end of Grade 12 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	
1.7	UC Eligibility	83% of graduates completed the A-G course requirements to			86% of graduates will complete the A-G course requirements to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		enroll in UC schools (Class of 2023)			enroll in UC schools	
1.8	CTE Pathway Completion	19% of graduates completed a CTE pathway (Class of 2023)			25% of graduates will complete a CTE pathway	
1.9	State Seal of Biliteracy	33% of graduates earned the State Seal of Biliteracy (Class of 2023)			36% of graduates will earn the State Seal of Biliteracy	
1.10	Work-based Learning Opportunities	36% of graduates participated in work-based learning opportunities during senior year (Class of 2023)			40% of graduates will participate in work-based learning 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 will enroll in 1 or more CTE courses	
1.12	AP Pass Rate (scores of 3 or higher)	86% Pass Rate (2022-23)			90% Pass Rate	
1.13	Early College Credit: Dual/Concurrent Enrollments	218 enrollments in dual/concurrent courses (2023-24)=21% of LBHS students earning early college credit			30% of high school students will complete dual/concurrent enrollment courses	
1.14	Early College Credit: CTE Articulated Classes	189 enrollments in CTE articulated courses=25% of LBHS students earning early college credit			30% of high school students will complete CTE-articulated courses	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)			60% of high school students will take 1 or more AP courses during their high school careers	
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)			70% of high school seniors will pass 1 or more AP exams during high school	
1.17	Early Assessment Program (CAASPP): Grade 11	Percentage of students meeting EAP (readiness for college level work): ELA: 84.27% Math: 49.78%			ELA: 85% Math: 70%	
1.18	Drop Out Rate	High School: 1% Middle School: 0% (2022-23)			0%	
1.19	Golden State Seal of Merit Diploma	61.3% of graduates earned the Golden State Seal of Merit Diploma (Class of 2023)			70% of graduates will earn the Golden State Seal of Merit Diploma (Class of 2023)	
1.20	Appropriately Assigned Teachers	Percent of teacher mis-assignments=0% (2022-23)/ "Standard Met" (California School Dashboard)			0% teacher mis-assignments/"Standard Met" (California School Dashboard)	
1.21	Access to Instructional Materials Aligned to	Percent of students without access to			0% students without access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Standards and Curriculum Frameworks	instructional materials aligned to state standards and curriculum frameworks=0%/"Standard Met" (California School Dashboard)			instructional materials aligned to state standards and curriculum frameworks/"Standard Met" (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	
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			100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Program (74 total enrollments: 2023-24)			LBUSD 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	<p>ELA: All students: 8% of students performed within the Tier 3 (below grade level) band ELA-SWD: 30% ELA-EL: 30% ELA: SED: 15%</p> <p>Math: All students: 6% of students performed within the Tier 3 (below grade level) band ELA-SWD: 27% ELA-EL: 25% ELA: SED: 11% *Based on 2022-23 End of Year i-Ready Diagnostic Results</p> <p>*Homeless, FY, RFEP student groups are not large enough to include as a significant student group</p>			<p>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%</p> <p>Math: All students: 4% of students will perform within the Tier 3 (below grade level) band ELA-SWD: 17% ELA-EL: 15% ELA: SED: 5% *Based on 2022-23 End of Year i-Ready Diagnostic Results</p>	
1.25	LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "challenging learning activities"	76% of student annual survey participants in grades 5-12 reported regular participation in challenging learning activities (2023-24)			85% of student annual survey participants in grades 5-12 will report regular participation in challenging learning activities)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 challenging learning activities (2023-24)			90% of student annual survey participants in grades 5-12 will report regular participation in challenging 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	58% of student annual survey participants in grades 6-12 reported that LBUSD prepares them with the skills needed for college (2023-24)			70% of student annual survey participants in grades 6-12 will report 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	48% of student annual survey participants in grades 6-12 reported that LBUSD prepares them with the skills needed for a career (2023-24)			65% of student annual survey participants in grades 6-12 will report 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 .	73% of staff annual survey participants reported that District professional development opportunities positively impact their practice (2023-24) Compilation of staff surveys following District-wide dedicated Professional			85% of staff annual survey participants will report that District professional development opportunities positively impact their practice. Compilation of staff surveys following District-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Development Days (3 per year-90-100% staff participation): 89.1% overall staff satisfaction with professional development (2023-24)			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)			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	
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)			90% of students and 85% of parents/guardians participating in the LCAP survey will report academic supports are available to students	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teaching and Learning	<p>1.1 Teaching and Learning</p> <p>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:</p> <ul style="list-style-type: none"> 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 	\$37,218,732.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>education, environmental literacy, visual and performing arts, world languages, career education, leadership, stewardship, and research.</p> <ul style="list-style-type: none"> • 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. • 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, 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, 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 and solutionary learning, and relevance to the world beyond the classroom. 		

Action #	Title	Description	Total Funds	Contributing
		<p>Ensuring staff are appropriately assigned and credentialed</p> <p>Success Indicators/Metrics:</p> <ul style="list-style-type: none"> 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 		

Action #	Title	Description	Total Funds	Contributing
1.2	1.2: Learning Programs and Systems	<p>Ensure all students have equitable access to standards-aligned instructional materials and resources, as well as timely and actionable assessments to measure learning through:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	\$1,759,291.00	No
1.3	1.3 Comprehensive Assessment/Learning Management Systems and Student Information Technology Program	<p>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:</p> <ul style="list-style-type: none"> • 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 	\$4,393,267.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 • Providing timely technical assistance, digital citizenship instructional resources, and digital media support to staff and parents/guardians <p>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</p>		
1.4	College-Based Programs, Services, and Counseling	<p>Provide college-based programs and deliver school counseling services that enhance student growth in academic, career, and social/emotional development by:</p> <ul style="list-style-type: none"> • 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 and at-promise youth. 	\$500,707.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Promoting student opportunities for early college credits through Advanced Placement courses, articulated CTE courses, dual enrollment, and concurrent college enrollment • Integrating interest and strength-based goal setting for all students supported by digital inventories such as Thrively and StrengthFinder, coupled with student goal-setting conferences • 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 • Promoting student opportunities for early college credits through Advanced Placement courses, articulated CTE courses, dual enrollment, and concurrent college enrollment <p>Success Indicators/Metrics:</p> <ul style="list-style-type: none"> 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 		

Action #	Title	Description	Total Funds	Contributing
		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 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	<p>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:</p> <p>=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.</p> <p>=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.</p> <ul style="list-style-type: none"> • 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 	\$1,055,801.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>events, student self-inventories, internships, industry certifications, and advisory boards for all students</p> <ul style="list-style-type: none"> • 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. <p>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</p>		
1.6	Professional Learning	<p>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:</p> <ul style="list-style-type: none"> • 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. 	\$403,110.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Maintaining “Lunch and Learn,” before/after school, 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 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. <p>Providing dedicated time for the LBUSD leadership team members to engage in learning sessions related to LBUSD area of focus, as described</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>above.</p> <p>Success Indicators/Metrics:</p> <p>1.1: CAASPP scores: ELA</p> <p>1.2: CAASPP scores: Math</p> <p>1.3: CAASPP scores: Science</p> <p>1.4: English Learner Progress Indicator (ELPI)</p> <p>1.12: AP Pass Rate (scores of 3 or higher)</p> <p>1.16: Percentage of High School Seniors Passing 1 or more AP Exams in High School</p> <p>1.24: K-10 i-Ready Diagnostic Assessment Performance Data: Students Recommended for Tier 3 Academic Interventions at End of Year</p> <p>1.25: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "challenging learning activities"</p> <p>1.26: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "relevant learning activities"</p> <p>1.27: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college</p> <p>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</p> <p>1.29: LBUSD Annual Community LCAP Survey: Staff reporting that District professional development opportunities positively impact their practice</p>		
1.7	Multi-Tiered System of Support (MTSS): Academic Interventions	<p>Provide instruction designed to address learning recovery and acceleration through the integration of targeted, supplemental, academic interventions for students evidencing a need by:</p> <ul style="list-style-type: none"> 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. 	\$421,140.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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. • 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. <p>Success Indicators/Metrics:</p> <p>1.1: CAASPP scores: ELA</p> <p>1.2: CAASPP scores: Math</p> <p>1.3: CAASPP scores: Science</p> <p>1.4: English Learner Progress Indicator (ELPI)</p> <p>1.6 Graduation Rate (4-year cohort data)</p> <p>1.18: Drop Out Rate</p> <p>1.24: K-10 i-Ready Diagnostic Assessment Performance Data: Students Recommended for Tier 3 Academic Interventions at End of Year</p> <p>1.31: LBUUSD Annual Community LCAP Survey: Percentage of students and parents/guardians reporting academic supports are available to students</p>		

Action #	Title	Description	Total Funds	Contributing
1.8	Early Learning Program	<p>Coordinate early childhood learning and services for preschool/pre-Kindergarten children and their families through:</p> <ul style="list-style-type: none"> • 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 • 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 • Opening a preschool to serve the community of Laguna Beach <p>Success Indicators/Metrics: 1.20: Appropriately Assigned Teachers 1.22: Course Offerings & Broad Course of Study 1.23: Access to Expanded Learning Opportunities Program</p>	\$1,259,562.00	No
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	\$779,183.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>need through below grade-level performance indicators and provide student interest-driven expanded learning enrichment opportunities through:</p> <ul style="list-style-type: none"> • 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. <p>Success Indicators/Metrics: 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</p>		
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	\$328,489.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>through:</p> <p>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:</p> <ul style="list-style-type: none"> • 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 • Nature-centric interventions <p>Success Indicators/Metrics:</p> <p>1.3: CAASPP scores: Science</p> <p>1.25: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "challenging learning activities"</p> <p>1.26: LBUSD Annual Community LCAP Survey: Students in Grades 5-12 indicating agreement that they regularly participate in "relevant learning activities"</p> <p>1.27: LBUSD Annual Community LCAP Survey: Students in Grades 6-12 indicating agreement that LBUSD prepares them with the skills needed for college</p> <p>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</p> <p>1.29: LBUSD Annual Community LCAP Survey: Staff reporting that District professional development opportunities positively impact their practice</p>		

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	<p>85% of students are in agreement that services are available to address social-emotional concerns *10% provided neutral responses</p> <p>82% of parents/guardians are in agreement that services are available to address social-emotional concerns *11% provided neutral responses</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			<p>90% of students will be in agreement that services are available to address social-emotional concerns</p> <p>90% of parents/guardians will be in agreement that services are available to address social-emotional concerns</p>	
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	<p>84% of students are in agreement that they have at least 1 adult at school who supports them *10% provided neutral responses</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			90% of students will be in agreement that they have at least 1 adult at school who supports them	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	67% of students are in agreement that school staff take the time to get to know their strengths/interests *19% provided neutral responses			80% of students will be in agreement that 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	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)			85% of parents/guardians will be in agreement that school staff take the time to get to know their students' strengths/interests	
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 will be in agreement that they trust and respect school staff	
2.5	Annual community LCAP survey: Percent of	69% of students (grades 5-12) are in			80% of students (grades 5-12) will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>students (grades 5-12) reporting teachers or school staff help them set goals for improvement</p> <p>Annual community LCAP survey: Parents/guardians reporting teachers or school staff help students set goals for improvement</p>	<p>agreement that teachers or school staff help them set goals for improvement *19% provided neutral responses</p> <p>73% of parents/guardians are in agreement that teachers or school staff help students set goals for improvement *10% provided neutral responses</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			<p>be in agreement that teachers or school staff help them set goals for improvement</p> <p>85% of parents/guardians will be in agreement that teachers or school staff help students set goals for improvement</p>	
2.6	Annual community LCAP survey: Percent of students (grades 5-12) reporting they are given choice in how they show learning	<p>59% of students in grades 5-12 are in agreement that they are given choice in how they show learning *19% provided neutral responses</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			75% of students will be in agreement that they are given choice in how they show learning	
2.7	Annual community LCAP survey: Percent of students (grades 5-12) reporting teachers	79% of students are in agreement teachers encourage them to ask questions			90% of students will be in agreement teachers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	encourage them to ask questions	*14% provided neutral responses (LBUSD Annual Community LCAP Survey 2024)			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)			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	
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			95% of students will be in agreement that LBUSD provides a positive learning environment for all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(LBUSD Annual Community LCAP Survey 2024)				
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% TOW SWD (ATSI): <2% LBUSD Expulsion Rate: 0%	
2.11	Average Daily Attendance	94% (2022-23)			97%	
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: <7% EL: <10% Hispanic/Latino: <10% SWD: <10% SED: <10%	
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			80% of students will be in agreement that there is at least 1 adult at school they feel comfortable talking to about concerns	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-Emotional Support	<p>Provide support and resources to develop social-emotional competencies through:</p> <ul style="list-style-type: none"> 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 <p>Integration of SPACE Framework components at all schools</p> <ul style="list-style-type: none"> Dedicated Wellspaces on the middle and high school campuses Provision of site-based social work services through student support specialists at all LBUUSD schools 	\$2,368,846.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Continued and expanded partnerships with local community-based organizations to provide additional mental health support for students beyond the school day/year</p> <ul style="list-style-type: none"> • 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 <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	2.2 Health and Wellness Services	<p>Provide health services that ensure the safety and wellness of students by:</p> <ul style="list-style-type: none"> • 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 • 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 <p>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</p>	\$459,111.00	No
2.3	2.3 Professional Learning	<p>Provide professional learning opportunities for staff that support social-emotional development and competencies, progressive discipline, and positive behavior support through:</p> <ul style="list-style-type: none"> • Building school-wide capacity for positive staff-student relationships, identification of risks and warning signs related to 	\$165,433.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>mental and physical health, and how to connect students with school-based mental health supports</p> <ul style="list-style-type: none"> • 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, crisis prevention, behavior intervention and support, anti-bias, learning through strengths and choice, and inclusive learning environments. • Facilitating ongoing suicide prevention training for all TK-12 student-facing staff. <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
2.4	Multi-Tiered Systems of Support (MTSS): Social-Emotional, Behavior, and Attendance Intervention Support	<p>Provide targeted, individualized support and intervention in the areas of social-emotional wellness, attendance, and behavior by:</p> <ul style="list-style-type: none"> • 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 • 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 incidences. • 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. <p>Success Indicators/Metrics:</p>	\$247,139.00	No

Action #	Title	Description	Total Funds	Contributing
		2.11: Average Daily Attendance 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: <ul style="list-style-type: none"> • 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:	\$266,635.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2.1: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting services are available to address social-emotional concerns</p> <p>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</p> <p>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</p>		
2.6	LBUSD Learner Profile	<p>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:</p> <ul style="list-style-type: none"> • 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. 	\$160,930.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <ul style="list-style-type: none"> • Developing learners’ self-awareness, self-regulation, and perseverance • Amplifying learner voice and choice • Customizing the learner experience for the whole child • Sparking collaboration in the classroom • Nurturing meaningful and engaging learning communities • Integrating performance-based assessments and a mastery approach for learning • Cultivating a sense of belonging <p>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</p>		

Action #	Title	Description	Total Funds	Contributing

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 for broadening student and parent perspectives on inclusivity. This includes expanding Diversity, Equity, and Inclusion (DEI) activities, 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 diversity 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	<p>82% of students are in agreement that their teachers care about them *14% provided neutral responses</p> <p>90% of parents/guardians are in agreement that school staff care for students *5% provided neutral responses</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			<p>90% of students will be in agreement that their teachers care about them</p> <p>95% of parents/guardians will be in agreement that school staff care for students</p>	
3.2	Annual community LCAP survey: Percent parents/guardians reporting they feel welcome when visiting their child's school	<p>81% of parents/guardians are in agreement that they feel welcome when visiting their child's school *8% provided neutral responses</p>			90% of parents/guardians will be in agreement that they feel welcome when visiting their child's school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(LBUSD Annual Community LCAP Survey 2024)				
3.3	Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed.	<p>85% of students are in agreement school staff are committed to helping students succeed. *11% provided neutral responses</p> <p>86% of parents/guardians are in agreement school staff are committed to helping students succeed. *7% provided neutral responses</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			<p>90% of students will be in agreement school staff are committed to helping students succeed.</p> <p>90% of parents/guardians will be in agreement school staff are committed to helping students succeed.</p>	
3.4	Annual community LCAP survey: Percent of students (grades 5-12) reporting they do not feel safe at school	<p>4% of students reported they do not feel safe at school</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			0% of students will report they do not feel safe at school	
3.5	Annual community LCAP survey: Percent of students (grades 5-12) reporting they have	61% of students reported they have never experienced			80% of students will report they have never experienced direct	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	never experienced direct bullying or harassment (on campus), or cyberbullying	<p>direct bullying or harassment on campus</p> <p>74% of students reported they have never experienced cyberbullying</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			<p>bullying or harassment on campus</p> <p>85% of students will report they have never experienced cyberbullying</p>	
3.6	Annual community LCAP survey: Percent of students (grades 5-12) reporting they feel comfortable reporting bullying	<p>52% of students reported they feel comfortable reporting bullying</p> <p>*28% provided neutral responses</p>			75% of students will report 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	<p>81% of students are in agreement staff support diversity and equity within the school community</p> <p>*13% provided neutral responses</p> <p>77% of parents/guardians are in agreement staff support diversity and equity within the school community</p> <p>*12% provided neutral responses</p>			<p>90% of students will be in agreement staff support diversity and equity within the school community</p> <p>90% of parents/guardians will be in agreement staff support diversity and equity within the school community</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(LBUSD Annual Community LCAP Survey 2024)				
3.8	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	<p>78% of students are in agreement their school provides a safe environment for all voices to be heard *15% provided neutral responses</p> <p>78% of parents/guardians are in agreement LBUSD provides a safe environment for all voices to be heard *11% provided neutral responses</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			<p>90% of students will be in agreement their school provides a safe environment for all voices to be heard</p> <p>90% of parents/guardians will be in agreement LBUSD provides a safe environment for all voices to be heard</p>	
3.9	Annual community LCAP survey: Percent of staff reporting they are treated professionally	<p>93% of staff are in agreement they are treated professionally *5% provided neutral responses</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			100% of staff will be in agreement they are treated professionally	
3.10	Annual community LCAP survey: Percent of	87% of parents/guardians are			100% of parents/guardians	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities	<p>in agreement LBUSD provides opportunities to participate in events and activities</p> <p>*8% provided neutral responses</p> <p>*5% expressed disagreement</p> <p>100% of community members are in agreement LBUSD provides opportunities to participate in events and activities</p> <p>(LBUSD Annual Community LCAP Survey 2024)</p>			and community members will be in agreement 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	<p>78% of parents/guardians reported they are aware of opportunities for input on District goals and action plans</p> <p>*13% provided neutral responses</p> <p>*9% expressed disagreement</p> <p>100% of community members reported they are aware of opportunities for input on District goals and action plans</p>			100% of parents/guardians and community members will report they are aware of opportunities for input on District goals and action plans	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(LBUSD Annual Community LCAP Survey 2024)				
3.12	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			95% of parents/guardians will report 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	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)			100% of parents/guardians will report they are "extremely" to "somewhat" satisfied with school and District communication 85% of parents/guardians will report they are "extremely" to "somewhat" satisfied with communication from their child's teacher(s)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	ELPAC	66.7% percent of students who are English Learners made annual progress towards English Language proficiency as measured by summative ELPAC scores (2022-23)			70%of students who are English Learners will make annual progress towards English Language proficiency as measured by 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)			25% of students identified as English Learners will meet English language proficiency reclassification criteria	
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	
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)			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Homeless, FY, student groups are not large enough to include as a significant student group			RFEP: 80% will meet/exceed standard	
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: 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	
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)			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 EL: 60% will meet/exceed standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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)			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	
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 will attend DELAC meetings on average (5 meetings per year)	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Comprehensive Safety Programs	<p>Ensure students are able to learn in a safe environment through:</p> <ul style="list-style-type: none"> 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 Regular collaboration on safety plans with community, District, and school site representatives, including parents/guardians, staff, administrators, LBPD, and LBFD 	\$411,175.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 <p>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</p>		
3.2	Family and Community Outreach	<p>Develop community-based partnerships, ensure effective communication, and provide parent support, outreach, and education opportunities by:</p> <ul style="list-style-type: none"> • Enhancing the communication processes to engage, inform, and educate all community partners <p>Providing weekly communication to families at each school</p> <ul style="list-style-type: none"> • Utilizing multiple platforms for District and school communication • Increasing District communication related to recognizing students and programs <p>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</p> <ul style="list-style-type: none"> • 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 	\$517,769.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 • 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. <p>Success Indicators/Metrics:</p> <p>3.1: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff care for students</p> <p>3.2: Annual community LCAP survey: Percent parents/guardians reporting they feel welcome when visiting their child's school</p> <p>3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed.</p> <p>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</p> <p>3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities</p> <p>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</p> <p>3.12: Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents</p> <p>3.13: Annual community LCAP survey: Percent of parents/guardians reporting they are "extremely" to "somewhat" satisfied with school and</p>		

Action #	Title	Description	Total Funds	Contributing
		District communication 3.14: ELPAC 3.15: English Learner Reclassification rate 3.21 DELAC meeting participation		
3.3	School Climate Programs	<p>Provide and facilitate District and school-wide programs that support students, staff, and families in feeling physically, emotionally, and physically safe through:</p> <ul style="list-style-type: none"> • 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, equity, 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 • 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 <p>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</p>	\$413,470.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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</p> <p>3.6: Annual community LCAP survey: Percent of students (grades 5-12) reporting they feel comfortable reporting bullying</p> <p>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</p> <p>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</p>		
3.4	Facilities Improvements	<p>Ensure facilities and student learning environments allow for collaboration, creativity, communication, critical-thinking, problem-solving, research, and stewardship through:</p> <ul style="list-style-type: none"> • 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 <p>Success Indicators/Metrics: 3.16: Safe, clean, functional school facilities-Facilities Inspection Tool</p>	\$9,513,513.00	No
3.5	Leadership and Strategic Planning	Ensure sustainable and transparent systems for equitable practices, management, and financial stability by:	\$2,678,635.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 <p>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</p>		
3.6	Transportation Services	Provide transportation services to ensure equitable access to school and District programs	\$2,672,773.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
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 (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	\$300,000.00	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: <ul style="list-style-type: none"> • 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 	\$10,998,176.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Ensuring meaningful integration of classroom accommodations, inclusive of educational technology <p>Continuing to examine special education assessment practices in an effort to utilize tools that provide teams with detailed diagnostic information</p> <ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> 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. <p>Exploring peer mentorship opportunities to expand positive relationships for learners with exceptionalities</p> <p>Providing ongoing staff training related to IEP and Section 504 requirements</p> <p>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</p>		
3.9	English Language Development Program	<p>Provide integrated and targeted support for students who are English learners and their families through:</p> <ul style="list-style-type: none"> Implementation of the California English Learner Roadmap principles to strengthen comprehensive programs and practices for students who are Multilingual and English learners 	\$1,362,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 		

Action #	Title	Description	Total Funds	Contributing
		<p>Provide targeted professional development to instructional staff in order to:</p> <ul style="list-style-type: none"> • 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. <p>Success Indicators/Metrics:</p> <p>3.18: CAASPP scores (General population and significant student groups): ELA</p> <p>3.19: CAASPP scores (General population and significant student groups): Math</p> <p>3.20: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1</p> <p>3.21: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1</p> <p>3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed.</p> <p>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</p> <p>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</p> <p>3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities</p> <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
		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/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: <ul style="list-style-type: none"> • 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 	\$271,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Success Indicators/Metrics:</p> <p>3.18: CAASPP scores (General population and significant student groups): ELA</p> <p>3.19: CAASPP scores (General population and significant student groups): Math</p> <p>3.20: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1</p> <p>3.21: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1</p> <p>3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed.</p> <p>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</p> <p>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</p> <p>3.4: Annual community LCAP survey: Percent of students (grades 5-12) reporting they do not feel safe at school</p> <p>3,2 Annual community LCAP survey: Percent parents/guardians reporting they feel welcome when visiting their child's school</p> <p>3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities</p> <p>3.12: Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents</p> <p>3.13: Annual community LCAP survey: Percent of parents/guardians reporting they are "extremely" to "somewhat" satisfied with school and District communication</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,072,377.00	\$

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
3.960%	0.000%	\$0.00	3.960%

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	<p>Action: Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes</p> <p>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</p>	<p>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</p>	<p>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</p>

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
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>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).</p> <p>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).</p>	<p>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)</p>

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
		<p>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).</p>	<p>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</p>

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
<p>3.9</p>	<p>Action: English Language Development Program</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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).</p> <p>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).</p>	<p>Success Indicators/Metrics:</p> <p>3.18: CAASPP scores (General population and significant student groups): ELA</p> <p>3.19: CAASPP scores (General population and significant student groups): Math</p> <p>3.20: i-Ready Reading Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1</p> <p>3.21: i-Ready Math Diagnostic Scores (General population and significant student groups): Percentage of students scoring within Tiers 1</p> <p>3.3: Annual community LCAP survey: Percent of students (grades 5-12) and parents/guardians reporting school staff are committed to helping students succeed.</p> <p>3.4: Annual community LCAP survey: Percent of students (grades 5-12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>and parents/guardians reporting staff support diversity and equity within the school community</p> <p>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</p> <p>3.10: Annual community LCAP survey: Percent of parents/guardians and community members reporting LBUSD provides opportunities to participate in events and activities</p> <p>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</p> <p>3.12: Annual community LCAP survey: Percent of parents/guardians reporting LBUSD provides adequate educational opportunities for parents</p> <p>3.13: Annual community LCAP survey: Percent of parents/guardians reporting they are</p>

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.

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

2024-25 Total 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	\$27,079,068.00	1,072,377.00	3.960%	0.000%	3.960%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$72,018,244.00	\$4,209,512.00	\$3,763,055.00	\$936,156.00	\$80,926,967.00	\$60,895,264.00	\$20,031,703.00

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 2024-June 2025	\$35,676,165.00	\$1,542,567.00	\$36,053,713.00	\$724,777.00	\$440,242.00	\$0.00	\$37,218,732.00	
1	1.2	1.2: Learning Programs and Systems	All	No			All Schools	July 2024-June 2025	\$1,570,405.00	\$188,886.00	\$1,589,155.00	\$170,136.00	\$0.00	\$0.00	\$1,759,291.00	
1	1.3	1.3 Comprehensive Assessment/Learning Management Systems and Student Information Technology Program	All	No			All Schools	July 2024-June 2025	\$2,243,862.00	\$2,149,405.00	\$4,368,862.00	\$0.00	\$24,405.00	\$0.00	\$4,393,267.00	
1	1.4	College-Based Programs, Services, and Counseling	All	No			All Schools	July 2024-June 2025	\$360,686.00	\$140,021.00	\$0.00	\$421,916.00	\$78,791.00	\$0.00	\$500,707.00	
1	1.5	Career Readiness Programs	All	No			All Schools	July 2024-June 2025	\$795,381.00	\$260,420.00	\$130,111.00	\$652,246.00	\$273,444.00	\$0.00	\$1,055,801.00	
1	1.6	Professional Learning	All	No			All Schools	July 2024-June 2025	\$237,893.00	\$165,217.00	\$403,110.00	\$0.00	\$0.00	\$0.00	\$403,110.00	
1	1.7	Multi-Tiered System of Support (MTSS): Academic Interventions	All	No			All Schools	July 2024-June 2025	\$225,089.00	\$196,051.00	\$211,217.00	\$68,464.00	\$0.00	\$141,459.00	\$421,140.00	
1	1.8	Early Learning Program	All	No			Specific Schools: El Morro and Top of the World Elementary Schools preschool, transition	July 2024-June 2025	\$1,236,455.00	\$23,107.00	\$1,120,417.00	\$122,993.00	\$4,515.00	\$11,637.00	\$1,259,562.00	

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 2024-June 2025	\$266,675.00	\$512,508.00	\$407,128.00	\$372,055.00	\$0.00	\$0.00	\$779,183.00	
1	1.10	Environmental and Sustainability Education	All	No			All Schools	July 2024-June 2025	\$233,474.00	\$95,015.00	\$328,489.00	\$0.00	\$0.00	\$0.00	\$328,489.00	
2	2.1	Social-Emotional Support	All	No			All Schools	July 2024-June 2025	\$2,367,846.00	\$1,000.00	\$2,368,846.00	\$0.00	\$0.00	\$0.00	\$2,368,846.00	
2	2.2	2.2 Health and Wellness Services	All	No			All Schools	July 2024-June 2025	\$446,086.00	\$13,025.00	\$459,111.00	\$0.00	\$0.00	\$0.00	\$459,111.00	
2	2.3	2.3 Professional Learning	All	No			All Schools	July 2024-July 2024	\$53,108.00	\$112,325.00	\$43,285.00	\$0.00	\$45,873.00	\$76,275.00	\$165,433.00	
2	2.4	Multi-Tiered Systems of Support (MTSS): Social-Emotional, Behavior, and Attendance Intervention Support	All	No			All Schools	July 2024-June 2025	\$65,513.00	\$181,626.00	\$222,903.00	\$0.00	\$24,236.00	\$0.00	\$247,139.00	
2	2.5	Mental Health Services	All	No			All Schools	July 2024-June 2025	\$237,305.00	\$29,330.00	\$0.00	\$237,305.00	\$0.00	\$29,330.00	\$266,635.00	
2	2.6	LBUSD Learner Profile	All	No			All Schools	July 2024-June 2025	\$137,635.00	\$23,295.00	\$137,635.00	\$0.00	\$23,295.00	\$0.00	\$160,930.00	
3	3.1	Comprehensive Safety Programs	All	No			All Schools	July 2024-June 2025	\$0.00	\$411,175.00	\$411,175.00	\$0.00	\$0.00	\$0.00	\$411,175.00	
3	3.2	Family and Community Outreach	All	No			All Schools	July 2024-June 2025	\$398,717.00	\$119,052.00	\$517,769.00	\$0.00	\$0.00	\$0.00	\$517,769.00	
3	3.3	School Climate Programs	All	No			All Schools	July 2024-June 2025	\$0.00	\$413,470.00	\$413,470.00	\$0.00	\$0.00	\$0.00	\$413,470.00	
3	3.4	Facilities Improvements	All	No			All Schools	July 2024-June 2025	\$3,218,219.00	\$6,295,294.00	\$9,513,513.00	\$0.00	\$0.00	\$0.00	\$9,513,513.00	
3	3.5	Leadership and Strategic Planning	All	No			All Schools	July 2024-June 2025	\$2,324,535.00	\$354,100.00	\$2,678,635.00	\$0.00	\$0.00	\$0.00	\$2,678,635.00	
3	3.6	Transportation Services	All	No			All Schools	July 2024-June 2025	\$50,940.00	\$2,621,833.00	\$1,180,929.00	\$1,439,620.00	\$52,224.00	\$0.00	\$2,672,773.00	
3	3.7	Nutrition Services	All	No			All Schools		\$0.00	\$300,000.00	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00	

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 2024-June 2025	\$7,148,340.00	\$3,849,836.00	\$7,774,207.00	\$0.00	\$2,796,030.00	\$427,939.00	\$10,998,176.00	
3	3.9	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024-June 2025	\$1,360,088.00	\$2,732.00	\$1,362,820.00	\$0.00	\$0.00	\$0.00	\$1,362,820.00	
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 2024-June 2025	\$240,847.00	\$30,413.00	\$21,744.00	\$0.00	\$0.00	\$249,516.00	\$271,260.00	

2024-25 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
\$27,079,068.00	1,072,377.00	3.960%	0.000%	3.960%	\$1,384,564.00	0.000%	5.113 %	Total:	\$1,384,564.00
								LEA-wide Total:	\$21,744.00
								Limited Total:	\$1,362,820.00
								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	\$1,362,820.00	
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	\$21,744.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$76,785,186.00	\$81,588,922.00

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 & Learning	No	\$36,025,441.00	\$36,283,861.00
1	1.2	Learning Programs & Systems	No	\$1,984,933.00	\$2,290,867.00
1	1.3	Comprehensive Assessment System & Information Technology Program	No	\$4,504,381.00	\$4,674,444.00
1	1.4	College & Career Services	No	\$1,140,652.00	\$1,710,523.00
1	1.5	Professional Learning	No	\$742,968.00	\$956,589.00
1	1.6	Multi-Tiered System of Support (MTSS) - Academic Intervention Support	No	\$502,428.00	\$616,537.00
1	1.7	Early Learning Program	No	\$1,084,637.00	\$1,248,977.00
1	1.8	Extended Learning Opportunities	No	\$510,281.00	\$942,610.00
2	2.1	Social Emotional Support	No	\$2,225,146.00	\$2,380,943.00
2	2.2	Student Agency	No	\$220,654.00	\$243,120.00
2	2.3	Health and Wellness Services	No	\$476,770.00	\$485,111.00

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)
2	2.4	Professional Learning	No	\$76,275.00	\$77,197.00
2	2.5	Multi-Tiered System of Support (MTSS) - Social-Emotional, Behavior, and Attendance Intervention Support	No	\$335,260.00	\$320,283.00
2	2.6	Mental Health Services	No	\$252,812.00	\$253,620.00
3	3.1	Comprehensive Safety Programs	No	\$634,155.00	\$481,343.00
3	3.2	Family & Community Outreach	No	\$457,638.00	\$396,488.00
3	3.3	Facilities Improvements	No	\$9,385,331.00	\$10,733,179.00
3	3.4	Leadership & Strategic Planning	No	\$2,562,439.00	\$2,660,789.00
3	3.5	Transportation Services	No	\$2,535,209.00	\$2,577,912.00
3	3.6	Food Services	No		\$173,516.00
3	3.7	Special Education & 504 Plan Services	No	\$9,609,090.00	\$10,480,865.00
3	3.8	English Language Development Program	Yes	\$1,272,893.00	\$1,343,800.00
3	3.9	Homeless, Foster Youth, and Low Income Services	No	\$245,793.00	\$256,348.00

2023-24 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)
\$1,121,789	\$1,272,893.00	\$1,343,800.00	(\$70,907.00)	3.940%	4.720%	0.780%

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	3.8	English Language Development Program	Yes	\$1,272,893.00	\$1,343,800.00	3.94%	4.72%

2023-24 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)
\$28,467,300	\$1,121,789	3.94%	7.881%	\$1,343,800.00	4.720%	9.441%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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).