

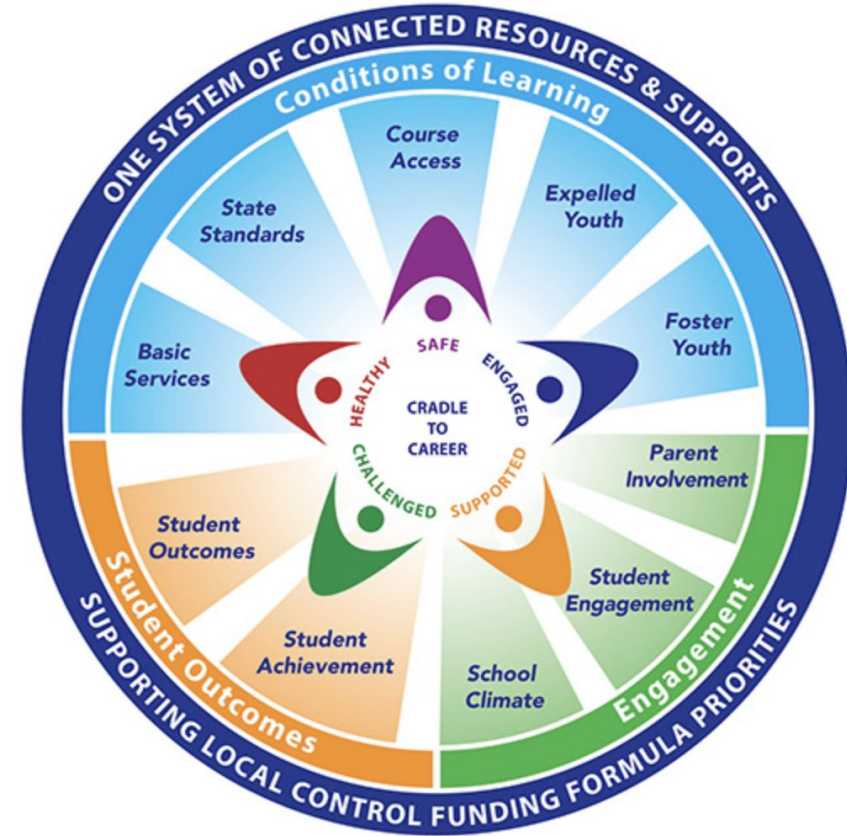


LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

LCAP Midyear Update

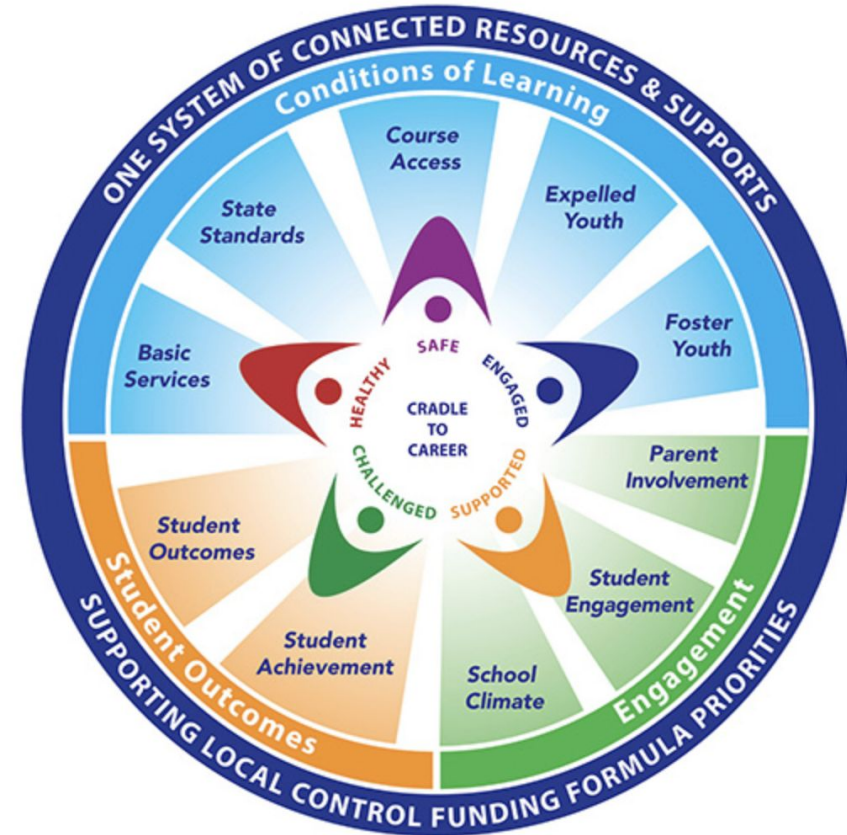
February 13, 2025

Local Control Accountability Plan (LCAP)



Three-year plan that describes the goals, actions, services, and expenditures to support **positive student outcomes** that address state and local priorities

Local Control Accountability Plan (LCAP)



The LCAP addresses the needs of **all** students, including significant student groups.

Districts must specifically address students who are **English learners, foster youth, and students who are economically disadvantaged.**

LCAP Key Funding

Annual State Supplemental & Title I Funds

Support the needs of students in need of significant support, per Ed Code 42388: low income, homeless, foster youth, and English Learners

\$1,343,637

Coordinator of Family Engagement, English Learner support staff, Director of Social Emotional Support, Student Support Specialists, supplemental academic interventions

LCAP Overview: Annual Timeline



July - October

- Analyze LCAP goal metrics and data
- Implement any new LCAP actions and services
- Schools and district share data with stakeholder groups

November - April

- Administer annual LCAP survey
- CA Dashboard data released
- Analyze outcomes and collect input from stakeholder groups - (Board of Education, SSC, DELAC, Advisory Committee, etc.)

April - June

- Develop LCAP Annual Update draft
- OCDE reviews LCAP (May)
- LCAP public hearing and presentation to Board (May)
- LCAP submitted for Board approval (June)

LBUSD 2024 California School Dashboard

Chronic Absenteeism



Green

Suspension Rate



Orange

English Learner Progress



Blue

Graduation Rate



Blue

College/Career



Blue

English Language Arts



Blue

Mathematics



Blue

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

2024-25 Student Population



2,291
Students



English
Learners

2%

2% (2023-24)

Immigrant
Students

2%

2% (2023-24)

Students with
Disabilities

10%

11% (2023-24)

Economically
Disadvantaged

19%

19% (2023-24)

District Goals

College and Career Readiness Skills



- Collaboration
- Creativity
- Communication
- Critical Thinking
- Problem-Solving
- Stewardship

LBUSD Goals



Safe, Equitable, and Inclusive Schools

- Caring Learning Environments
- Targeted Support
- Strategic Planning
- Stakeholder Engagement



Social-Emotional Competencies and Self-Identity

- Student Agency
- Engagement
- Resiliency
- Positive Relationships



2024-25 District Priority Areas

GOAL 1

COLLEGE and CAREER-READINESS SKILLS

Multi-Tiered Systems of Support

Essential Learning, Comprehensive Assessment System, Targeted Interventions, Progress Monitoring, and PLCs

Extended Learning Opportunities

Visual & Performing Arts, Summer Learning, Early College Credits, Expanded Learning Opportunities Program

Early Learning Program

Universal TK, Early Intervention, Inclusive Preschool Program

Career Education

Strengths & Interest-Based Learning, Work-Based Learning

GOAL 2

SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY

School-Based Mental Health Services

Awareness, Screeners, Intervention, Wellness Spaces, Expanded School-Based Counseling

School Attendance

Attendance Support Plans, Family Outreach & Education

Social-Emotional & Behavior Support

ChallengeSuccess Whole Child Program, Systems of Support, Restorative Practices

Student Agency

Learner Profile, Unit Design, Tutorial Classes, Goal-Setting Conferences, Student Voice, Competency-Based Assessments

GOAL 3

SAFE, EQUITABLE, and INCLUSIVE SCHOOLS

Safety

SRO partnership, Risk Assessments, Emergency Planning, Reporting & Response Tools, Environmental Literacy and Sustainability

Equitable & Inclusive Access

Awareness, Accessibility, Individualized Services, Language Development, Professional Learning

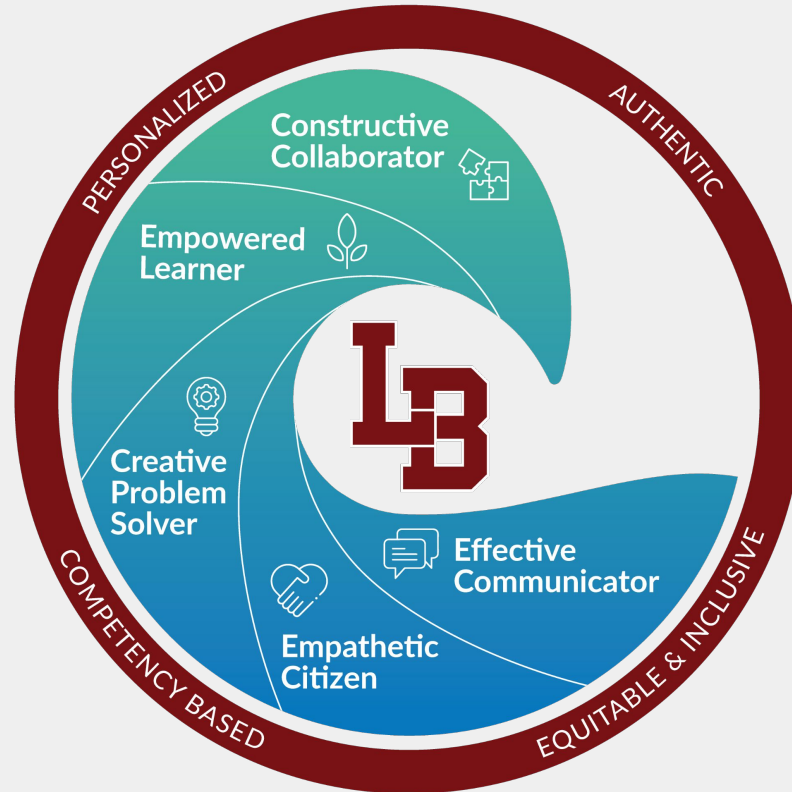
Parent Engagement

Communication & Outreach, Parent Education, Family Resource Center, Parent Mentor Program, Community Partnership Opportunities

Learner Profile

What **outcomes** are critical for our students?

- Empowered Learner
- Creative Problem Solver
- Effective Communicator
- Constructive Collaborator
- Empathetic Citizen



What **type of learning experiences** do students need to achieve these outcomes?

- Authentic
- Inclusive and Equitable
- Personalized
- Competency-Based

LBUSD Learner Profile Overview

GOAL 1

Develop **COLLEGE and
CAREER READINESS SKILLS**

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



GOAL 1

Develop **COLLEGE and
CAREER READINESS SKILLS**

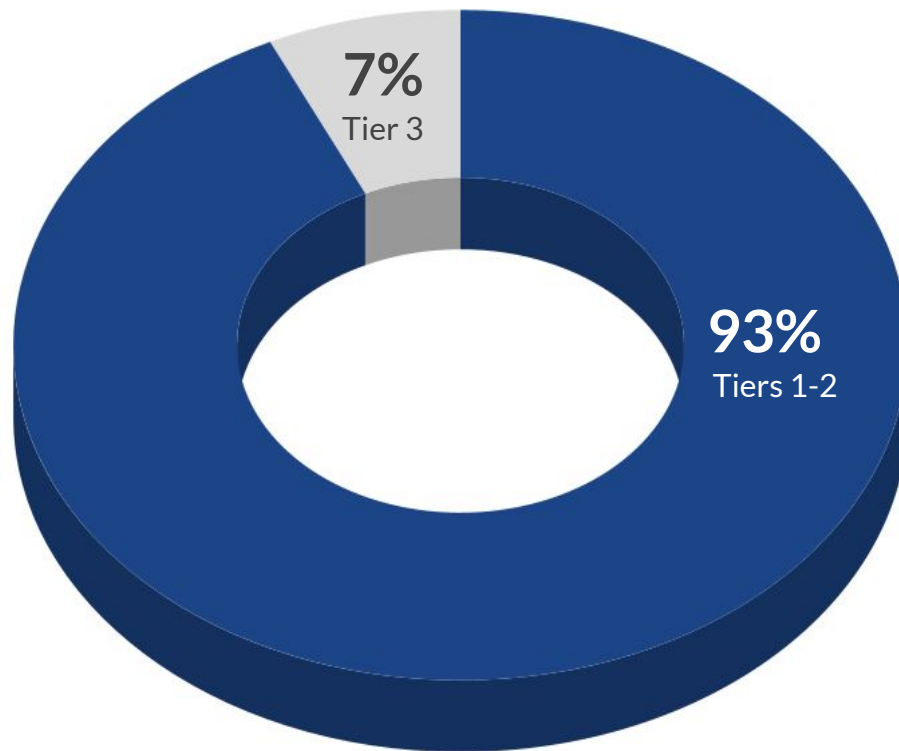
through meaningful
collaboration, creativity,
communication, critical
thinking, problem-solving,
and stewardship

ELA and math performance
data has improved from
beginning to mid-year

Early college credit
participation rates increased

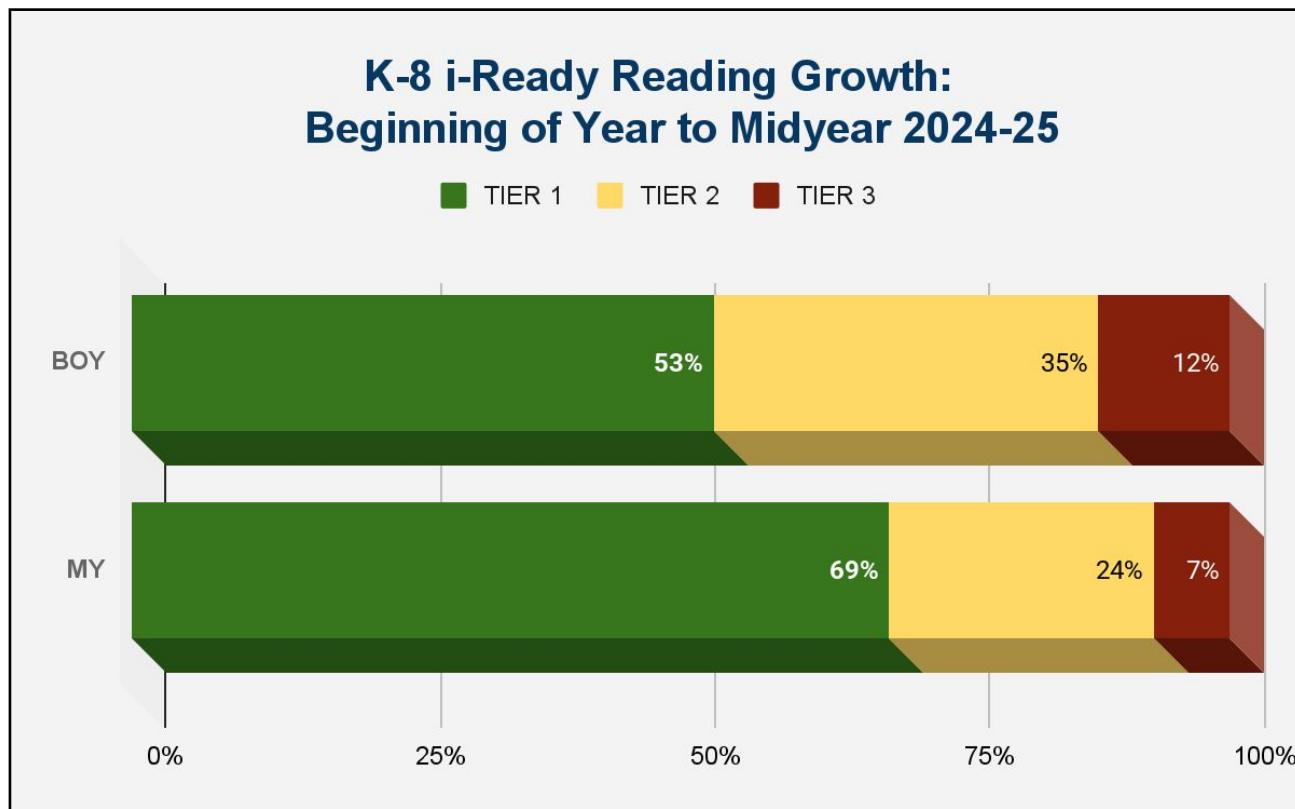
K-8 Students Who May Need Tier 3 Interventions

Intensive & Targeted to Support Gaps in Foundation Knowledge

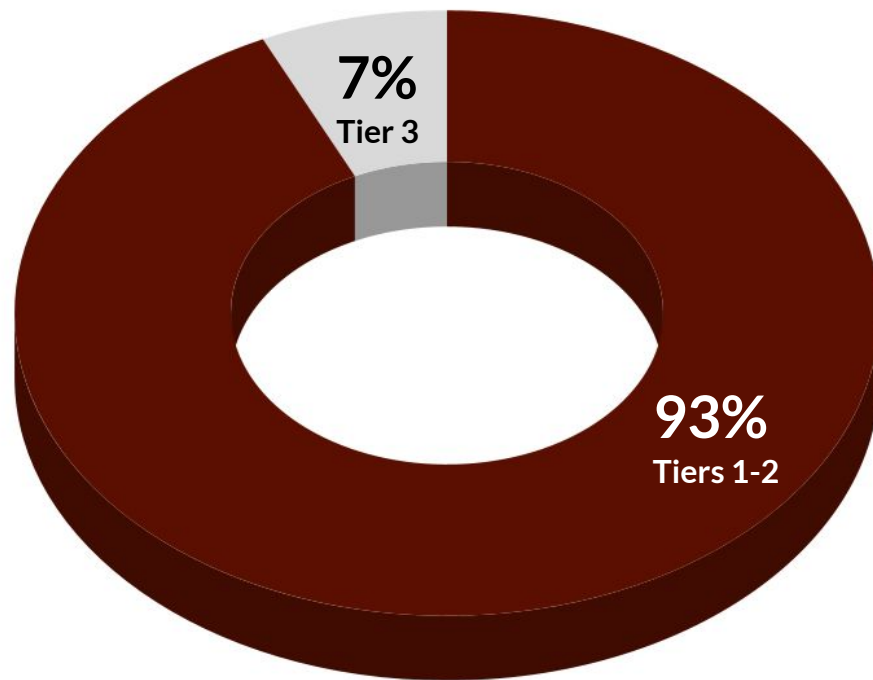


Fall to Winter
Growth:
5% Increase
in Tiers 1-2

K-8 Student Growth

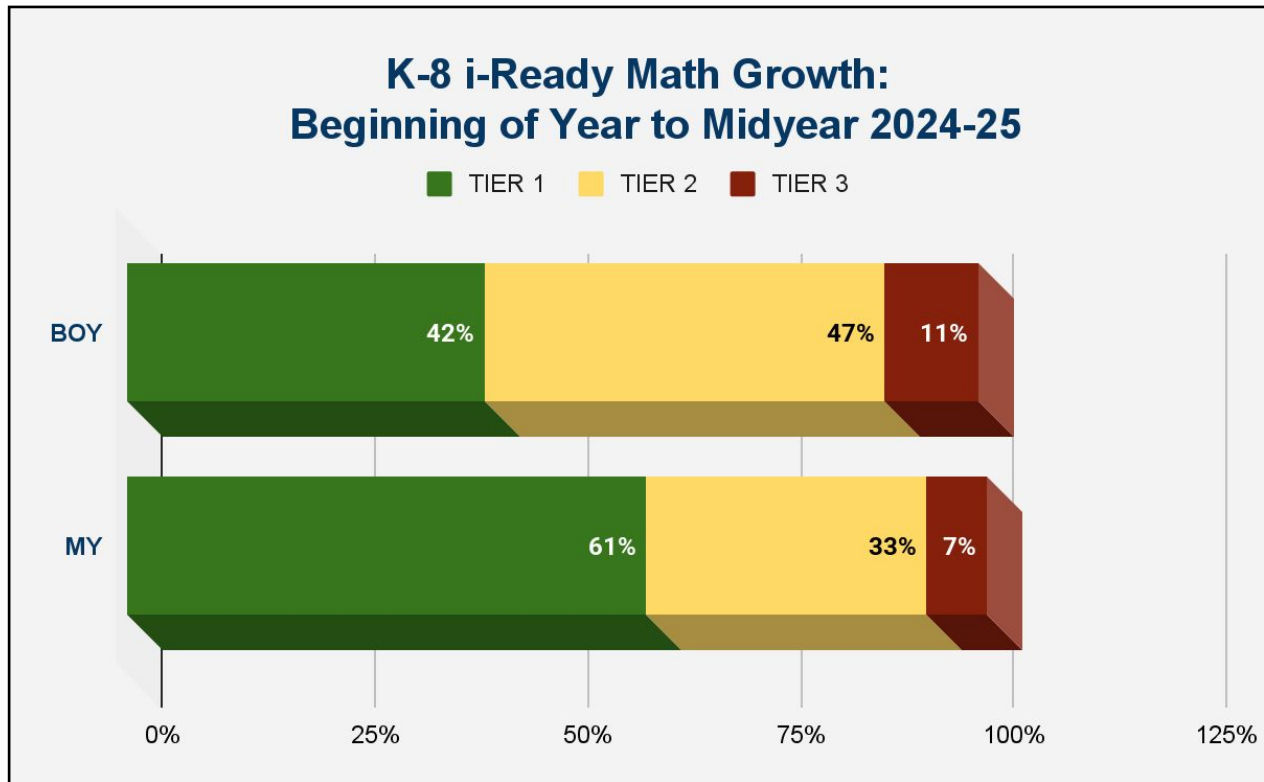


K-8 Students Who May Need Tier 3 Interventions

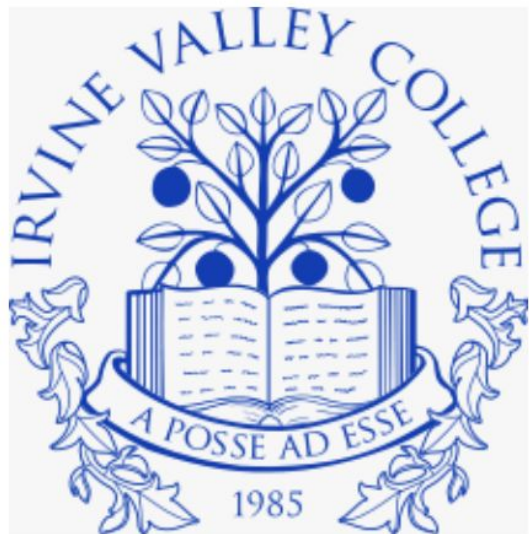


Fall to Winter
Growth:
4% Increase in
Tiers 1-2

K-8 Student Growth



Early College Credit



445

Credits Earned

168

Student Participants

*Summer & Fall 2024

Early College Credit



680

Anticipated Total of
Early College Units
from CTE Courses
Earned By
242 Students



Advanced Placement (AP)

24

AP Courses

1,036

Enrollments

54%

Students who
have taken at
least 1 AP class



GOAL 2

Foster

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



GOAL 2

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

Attendance interventions reduced
chronic absenteeism rates

Restorative practices and PBIS
positively impacted school discipline
rates

District-wide Attendance Data

Average Daily Attendance

96%

Midyear
2024-25

95%

EOY 2023-24

94%

EOY 2022-23

Students Present More Than 90% of Schools Days

91%

Midyear
2024-25

91%

EOY 2023--24

85%

EOY 2022--23

**Chronic Absenteeism*



District-wide Behavior Data



Suspension
Rate

1.2%

Midyear
2024-25

2.9%

EOY 2023-24

2.1%

EOY 2022-23

Counseling Services

Direct Services	Indirect Services
Academic Counseling	504 Meeting
Attendance	Consultation to Out of District Provider
College/Career	IEP Meeting
Group Counseling	Parent Conference
Individual Counseling	Parent Contact
Initial Enrollment Meeting	Schedule Change
Low Grade (D/F) Counseling	SST Meeting
Social/Emotional Counseling	Teacher/Parent/Counselor Conference
Student Contact	Teacher/Staff Consultation
UC/CSU a-g College Advising	

GOAL 3

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



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

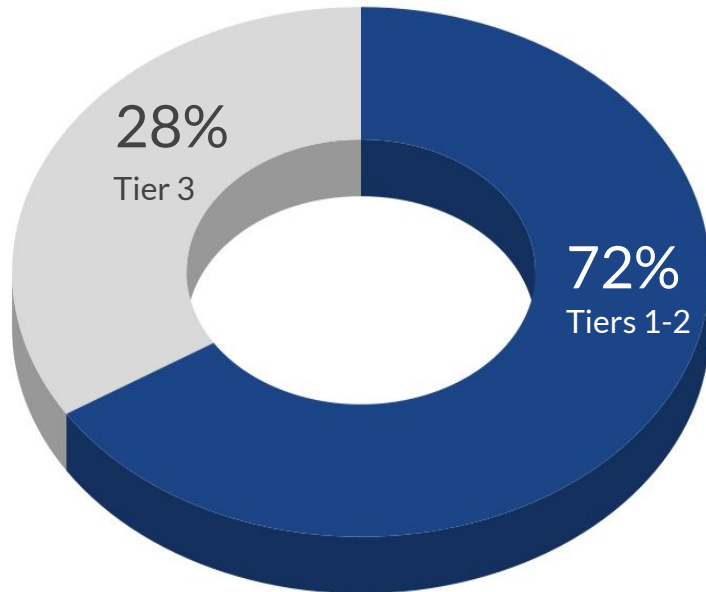
Opportunity gaps persist for students with disabilities, students from economically disadvantaged homes, and students who are multilingual learners

Targeted & prescriptive academic interventions have proven effective in improving student achievement

Students who are English Learners

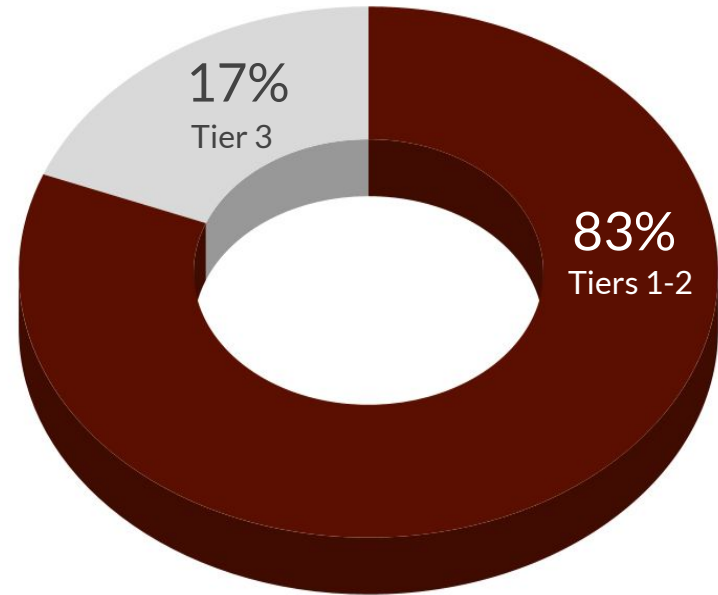
That May Need Tier 3 Interventions

Reading



Fall to Winter Growth: **25%** Increase in Tiers 1-2

Math

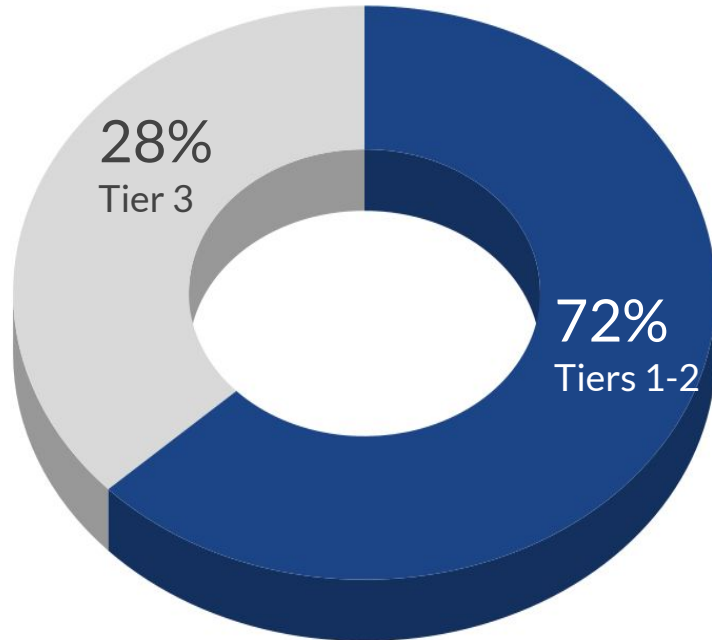


Fall to Winter Growth: **16%** Increase in Tiers 1-2

Students with Disabilities

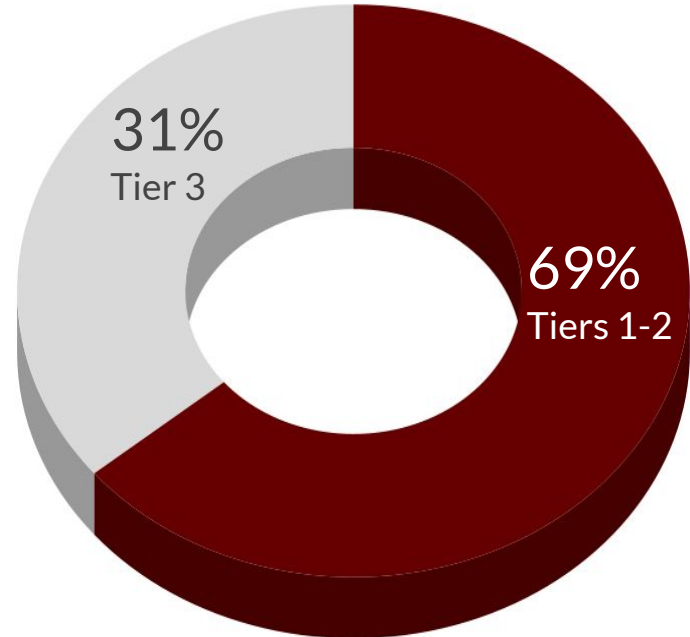
Who May Need Tier 3 Interventions

Reading



Fall to Winter Growth: **11%** Increase in Tiers 1-2

Math

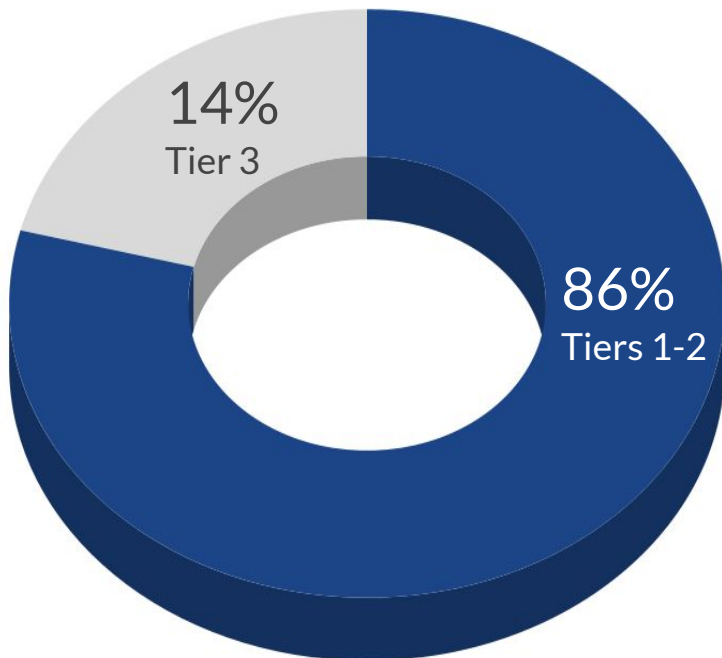


Fall to Winter Growth: **8%** Increase in Tiers 1-2

Students who are Economically Disadvantaged

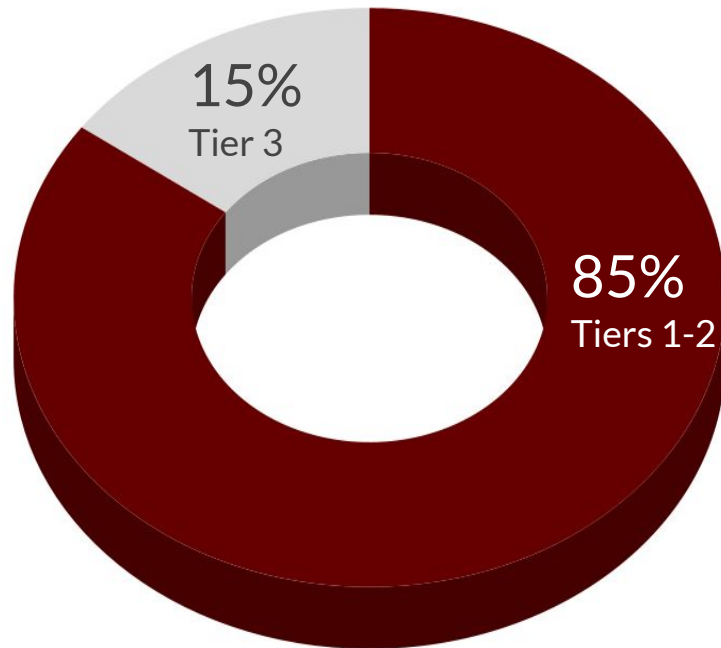
Who May Need Tier 3 Interventions

Reading



Fall to Winter Growth: **3%** Increase in Tiers 1-2

Math



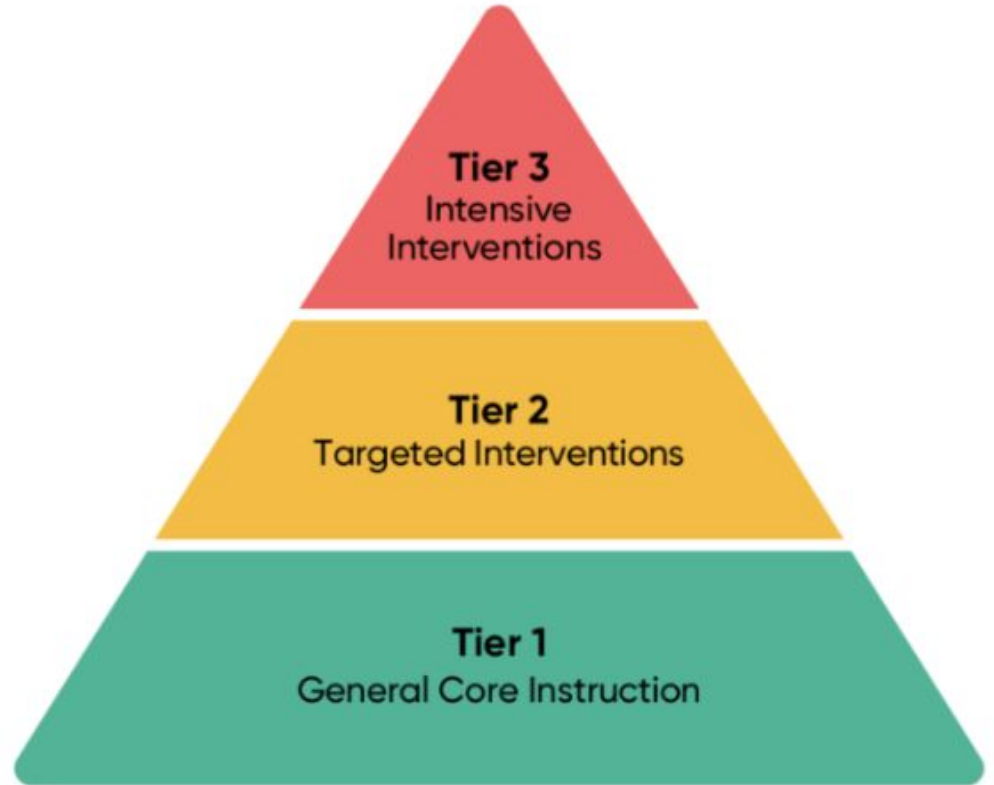
Fall to Winter Growth: **6%** Increase in Tiers 1-2

LBUSD

Multi-Tiered System of Support (MTSS) Framework



All Means All



MTSS: K-10 Targeted Support

K-5

- Small group instruction
- Multisensory learning
- Structured literacy (ELA)
- Cognitively Guided Instruction (Math)

6-8

- Specialized course offerings
- Informational text focus (ELA)
- Targeted tutorials
- Foundational skills (Math)
- Data-driven approach

9-12

- Priority tutorials/FLEX
- Individualized support sessions
- Writing skills development (ELA)
- Personalized skill lessons (Math)
- Math peer tutors



Continuous Improvement: LCAP Next Steps

-Annual Community Survey

-Student Focus Groups

-Education Community Partner Convenings

-Public Hearing (Community Input)





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LCAP Midyear Update

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