



2024-25 School Areas of Focus



Sally Ride

June 9, 2025



LAGUNA BEACH
UNIFIED SCHOOL DISTRICT



2024-2027 LCAP Goals



College & Career Readiness Skills

Develop college and career-readiness skills through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.



Social-Emotional Competencies & Self-Identity

Foster social-emotional competencies and self-identity through student agency, engagement, resiliency, and positive relationships.



Safe, Equitable, & Inclusive Schools

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.



GOAL 1



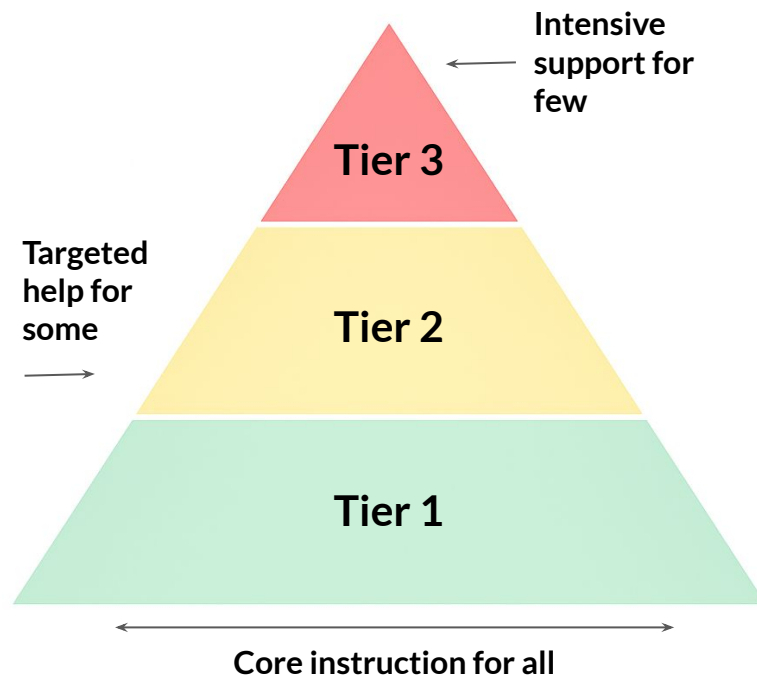
College & Career Readiness Skills

Develop college and career-readiness skills through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

Goal 1 | College and Career Readiness

Multi-Tiered System of Support (MTSS)

- MTSS is a strategy that creates an ongoing process to **evaluate and respond to the needs of all students**
- It is a tiered system that emphasizes strong instruction for all students and adds targeted small-group or individualized support as needed
- Teachers **review student progress every 6 to 8 weeks** to identify who may need extra support or enrichment





Goal 1 | College and Career Readiness

Elementary Highlights

- Collaborative data cycles with MTSS team and teachers
- Utilization of MTSS resources to work with Tier II & enrichment
- Continued focus on the LBUSD Learner Profile

Elementary

Goal 1 | College and Career Readiness

- WIN (Whatever I Need) time and small group instruction provide targeted support based on student progress
- Programs like Camp Read-A-Lot and book fairs help extend reading experiences beyond the classroom and engage families in supporting literacy at home

Language Arts	Beginning of Year	End of Year
Tier I	(48 %)	(80 %)
Tier II	(42 %)	(16 %)
Tier III	(10 %)	(4 %)

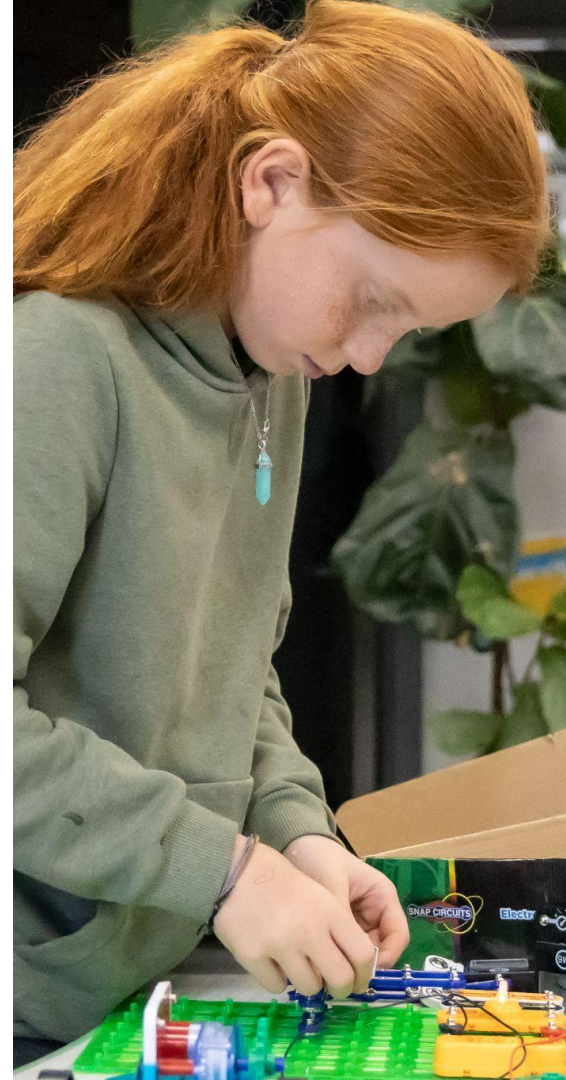


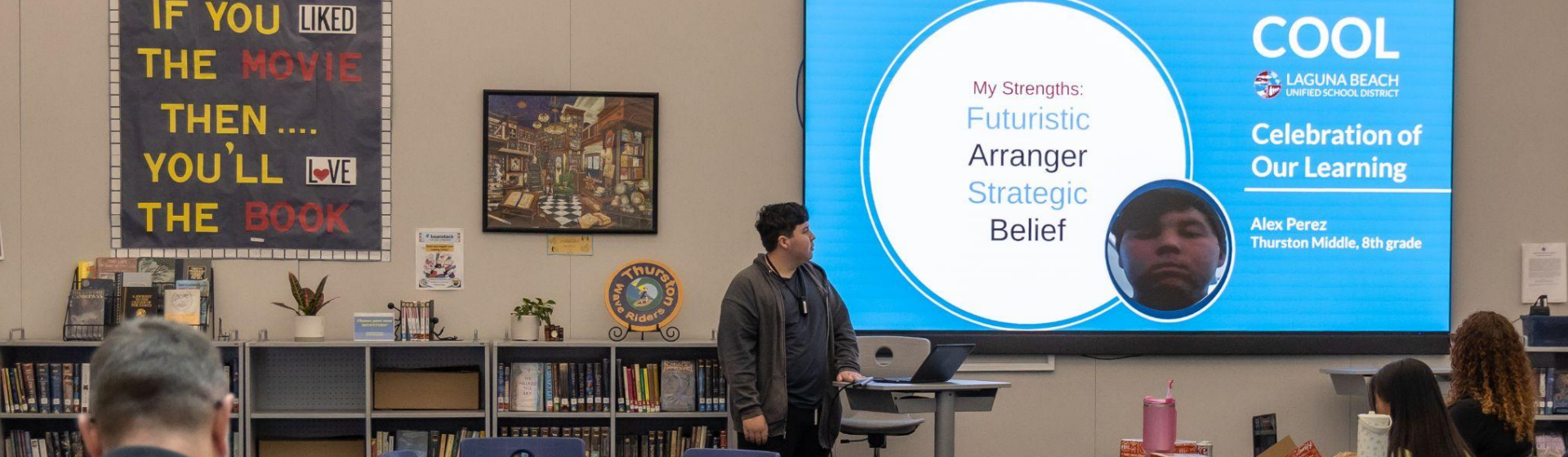
Elementary

Goal 1 | College and Career Readiness

- Similar learning cycles as ELA (6-8 weeks) with use of WIN time and targeted supports
- Professional development to support inquiry-based mathematical practices
- Math Pilot for the fall with three grade levels at each school

Math	Beginning of Year	End of Year
Tier I	(35%)	(77%)
Tier II	(56%)	(20%)
Tier III	(9%)	(3%)





Goal 1 | College and Career Readiness

Middle School Highlights

- The momentum of our Learner Profile implementation
- Evolution of our advisement and tutorial model
- Sustaining high levels of success with Tier II interventions

Middle School

Goal 1 | College and Career Readiness

iReady Comparison Data

	ELA 23-24			ELA 24-25		
	BOY	EOY	Growth	BOY	EOY	Growth
Tier I	65%	74%	11%	61%	78%	17%
Tier II	20%	15%	-5%	24%	14%	-10%
Tier III	15%	11%	-4%	15%	8%	-7%

	Math 23-24			Math 24-25*		
	BOY	EOY	Growth	BOY	EOY	Growth
Tier I	55%	73%	18%	55%	80%	25%
Tier II	31%	18%	-13%	32%	14%	-18%
Tier III	14%	9%	-5%	12%	6%	-6%



iReady Comparison Data

Reading			
	23-24 EOY	24-25 EOY	# of Students
Grade 6			
Tier 1	73% (123)	73% (123)	0
Tier 2	18% (30)	21% (36)	-6
Tier 3	9% (15)	6% (10)	-15
Grade 7			
Tier 1	64% (116)	78% (141)	25
Tier 2	26% (47)	12% (22)	-25
Tier 3	10% (18)	10% (18)	0
Grade 8			
Tier 1	79% (129)	84% (141)	12
Tier 2	9% (15)	9% (15)	0
Tier 3	12% (20)	7% (12)	-8

Math			
	23-24 EOY	24-25 EOY	# of Students
Grade 6			
Tier 1	70% (118)	85% (144)	26
Tier 2	26% (44)	11% (19)	-25
Tier 3	4% (7)	4% (6)	-1
Grade 7			
Tier 1	77% (139)	79% (143)	4
Tier 2	17% (30)	17% (30)	0
Tier 3	6% (11)	4% (7)	-4
Grade 8			
Tier 1	72% (118)	76% (124)	6
Tier 2	21% (34)	17% (28)	-6
Tier 3	7% (11)	7% (11)	0



TMS Academic Supports



English Language Arts (ELA) Intervention Results

ELA Boost: Of the **30 students** served, they made **1.52 years** of growth during **a semester** of intervention.

ELA Academy: Of the **10 students** served, they made **1.6 years** of growth during **a year** of intervention.



Math Intervention Results

Math Boost: Of the **28 students** served, they made **1.52 years** of growth during **a semester** of intervention.



Targeted Supports

Through the use of **Tutorial**, **Mandatorial**, and **Peer-Assisted Tutoring**, TMS has maintained a rate of **less than 4%** of students **receiving an F grade**.

Tutorial Student Survey

Key Findings

How do I decide where to go?

#1 FRIENDS!

#2 Lowest grade

#3 Understanding a concept

Lowest Rank - Rarely decide

Is tutorial helping me be more successful in my classes?

84% said yes

What improvements have you seen because of Tutorial?

51% Increased Work Completion

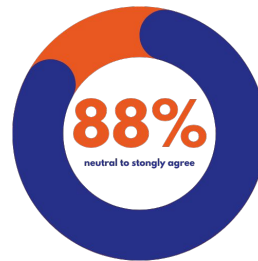
45% Higher Test Scores

39% Better Grades Overall

37% Deeper Understandings

Fewer Advisements and more Tutorials?

- Students crave **choice, fun, and flexibility**
- Students enjoy competitive, interactive, or socially-oriented activities most
- Students have generally positive feelings about Advisement, but prefer more frequent Tutorials



"Advisement has helped me build a stronger relationship with my Advisement teacher."



Satisfaction Level?

90%
Satisfied or Highly Satisfied



Goal 1 | College and Career Readiness

High School Highlights

- 80 students completed a Career Technical Education (CTE) pathway in the 2024-25 school year
- Over 220 industry certifications were earned by students
- Consistent access to Advanced Placement (AP) courses
- Teacher-led reflective learning walks
- Continued refinement of Tutorial supports

iReady Comparison Data

Reading			
	Fall 24	Spring 25	# of Students
Grade 9			
Tier 1	58% (104)	72% (130)	26
Tier 2	24% (42)	19% (34)	-8
Tier 3	18% (32)	9% (17)	-15
Grade 10			
Tier 1	59% (126)	71% (150)	24
Tier 2	22% (46)	14% (29)	-17
Tier 3	19% (40)	15% (32)	-8
Combined			
Tier 1	58% (231)	71% (280)	49
Tier 2	22% (89)	16% (63)	-24
Tier 3	20% (79)	13% (49)	-30

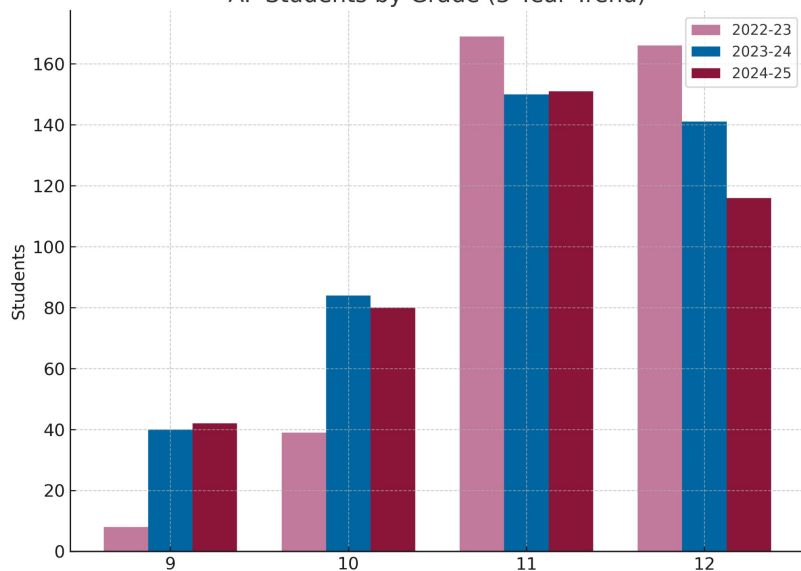
Math			
	Fall 24	Spring 25	# of Students
Grade 9			
Tier 1	69% (124)	80% (147)	23
Tier 2	9% (16)	5% (10)	-6
Tier 3	22% (32)	15% (27)	-5
Grade 10			
Tier 1	64% (132)	79% (166)	34
Tier 2	16% (33)	5% (11)	-22
Tier 3	20% (41)	16% (34)	-7
Combined			
Tier 1	66% (258)	79% (315)	57
Tier 2	13% (49)	5% (21)	-28
Tier 3	22% (83)	16% (63)	-20

High School

Goal 1 | College and Career Readiness

Advanced Placement Access Data

AP Students by Grade (3-Year Trend)




and Shame: Stories that Changed the World

Madeline Rootlieb and Jennifer Lasser
Lynchburg College

SURVIVORS	REGION	CENTRALIZING	STORYTELLING	LEARN CHANGES
Ruth Klüger	Europe	Germany	Germany	Germany
Gracila Perl	Latin America	Peru	Peru	Peru
Kim Hak-soon	East Asia	South Korea	South Korea	South Korea
Maria Rosa Henon	Latin America	Chile	Chile	Chile
Min Hyeon Hwang	East Asia	South Korea	South Korea	South Korea
Tung-Jiao Lee	East Asia	Taiwan	Taiwan	Taiwan


Comfort Women

Kim Hak-soon



Holocaust Survivor

Ruth Klüger



CONCLUSIONS

The overwhelming challenges faced by women when coming forward with their stories were universal. Starting in the 1980s, the comfort women attempted to share their stories; however, judges dismissed their cases on the Statute of Limitations. Finally, there was progress: the most notable case was the 2000 War Crimes Tribunal, where they found Emperor Hirohito and Japan guilty and responsible for violating international laws, and ordered a range of reparations to acknowledge survivors. Yet, by coming forward, many survivors faced rejection from their own communities upon returning home. Comfort women did not share their stories earlier because they faced stigma and respect. In Europe, the women shared their stories, but their stories were minimized. The stories of women Holocaust survivors focused on their survival rather than the exploitation during the war. Today, survivors of modern-day human trafficking share their stories as a way to regain their dignity, and their strength. As a result, coming forward, in 2000, they passed a law that...

DISCUSSION, ANALYSIS, AND EVALUATION

Imperial Japan was attempting to colonize Asia into the Greater East Asia Co-Prosperity Sphere. The invasion of liberating countries from European colonization and the Japan leading Asia to the superior...
 Kim Hak-soon Lee, Maria Rosa Henon, and Kim Hak-soon were three survivors of the Comfort Women System established by Japan. Growing up in vulnerable communities, all three women were taken by Japanese soldiers and forced to serve as Comfort women, and raped against their will by soldiers. Years later, they came together to fight for retribution for these atrocities and became members of a large movement against the Japanese government in the early 1990s into the 2000s.

*Key impact of these women coming forward with their stories:

- U.S. House of Representatives passed a resolution formally asking the Japanese government to apologize to former comfort women.
- Japan reversed its historical stance, publicly accepting responsibility and admitting their military's role in managing comfort stations.

In Europe during World War II, Hitler was attempting to expand *Lebensraum* for the superior Aryan race. During the Holocaust, women were subjected to sexual violence, exploitation and often raped by German officers. Ruth Klüger and Gracila Perl were survivors who shared their stories. As a gynecologist, Perl provided life-saving care for women who became pregnant from this abuse, to prevent them from being murdered for their pregnancies. After the war, Klüger was determined to become an academic.


*Key impact of these women:

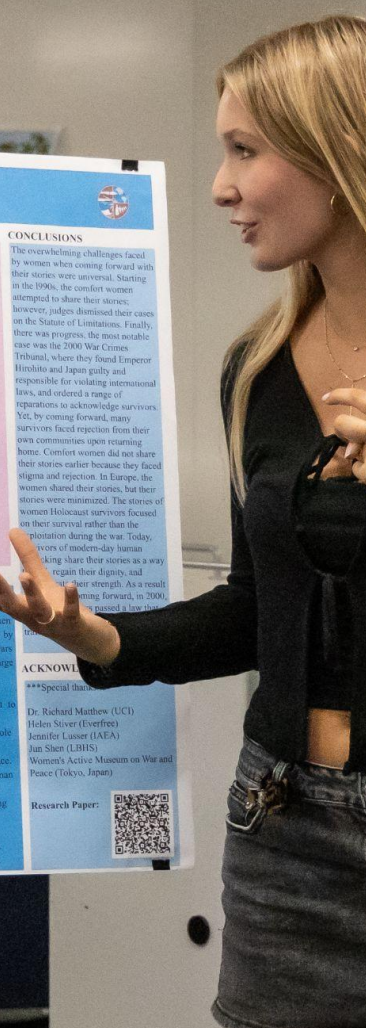
- *I Was a Doctor in Auschwitz*, a paper, was published, supported the prosecution of a Nazi officer.
- *Still Alive*, a memoir, was implemented into the European curriculum lessons on the Holocaust.

ACKNOWLEDGEMENTS

***Special thanks to:

- Dr. Richard Matthew (UCI)
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- Jan Shin (LHHS)
- Women's Active Museum on War and Peace (Tokyo, Japan)

Research Paper: 



Tutorial Activity Types

Designed for Personalized, Competency-Based, Authentic, and Inclusive Learning



Academic Support & Intervention

D/F Priority Support, Tutoring, Testing, AP Support, 504/IEP Support



Clubs & Student Leadership

ASB, Clubs, Athletes of Character, MUN



College & Career Readiness

Career Talks, College Panels, Job-Related Workshops, CTE



Visual & Performing Arts

Preview Performances, Combined Rehearsals, MakersLab



Health & Wellness

Yoga, Social Emotional Activities, Stress-Relief, Wellspace Events



Tutorial Activity Types

Designed for Personalized, Competency-Based, Authentic, and Inclusive Learning



Counseling

Counseling Support Services & 1:1 Meetings for Students



Civic & Community Engagement

Service Learning, Community Outreach Prep, Sustainability Projects, City Partnerships



Guest Speakers & Assemblies

Co-Curricular Panels, Workshops, Seminars, Assemblies



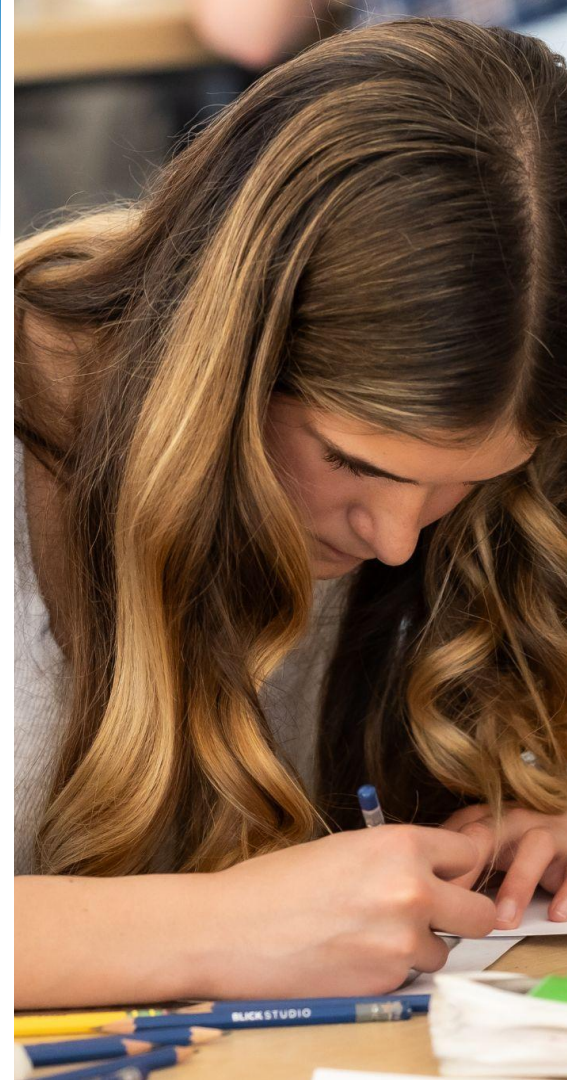
Off-Campus Activities

Field Trips & Athletic Early Releases



Administrative

School-Wide Surveys, Initiatives, Grade-Level Presentations, Graduation Requirements, etc.





GOAL 2



Social-Emotional Competencies and Self-Identity

Foster social-emotional competencies and self-identity through student agency, engagement, resiliency, and positive relationships.



Elementary

Goal 2 | Social-Emotional Competencies & Self-Identity

- Over 950 students received Tier 1 support
- 104 students participated in group counseling
- 117 students received 1:1 counseling

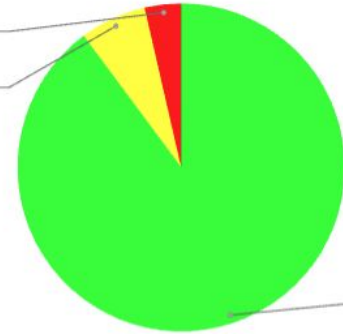
K-2: Externalizing Risk SRSS

High Risk

3.6%

Moderate Risk

6.6%



Low Risk

89.8%

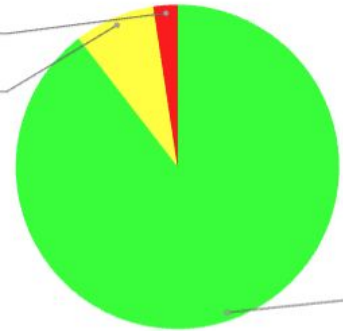
K-2: Internalizing Risk SRSS

High Risk

2.4%

Moderate Risk

8.1%



Low Risk

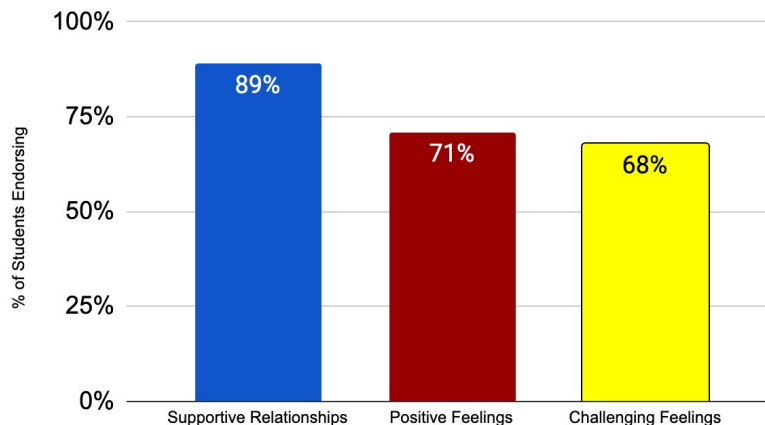
89.5%

Elementary

Goal 2 | Social-Emotional Competencies & Self-Identity

- Student Agency Groups
 - Peer Assistance Leadership (PALs)
 - Student Council
 - Sea Lion Squad
 - Sea Lion Senate
 - Green Team

Panorama Survey TOW + ELM: 3rd-5th





Goal 2 | Social-Emotional Competencies & Self-Identity

Middle School Highlights

- The Cove: Thurston's Well Space
- Maintaining the momentum of tiered counseling supports
- Alternatives to suspension work and student success panels
- Empathetic Citizen campaign
- Reflective practices and adjustments to our tiered behavioral practices

Middle School

Goal 2 | Social-Emotional Competencies & Self-Identity

Key Counseling Metrics

	2023-2024	2024-2025
504 Meetings	46	50
Academic Counseling	142	256
Peer Mediation	55	86
Group Counseling	15 students	24 students
PALs Peer Mentoring	35 students	26 students
Social-Emotional Support Meetings	252	260
Risk Screening	37	21
Student Contacts	1,446	1,619
Well Space Requests	N/A	35
Student Success Panels	N/A	9 hearings



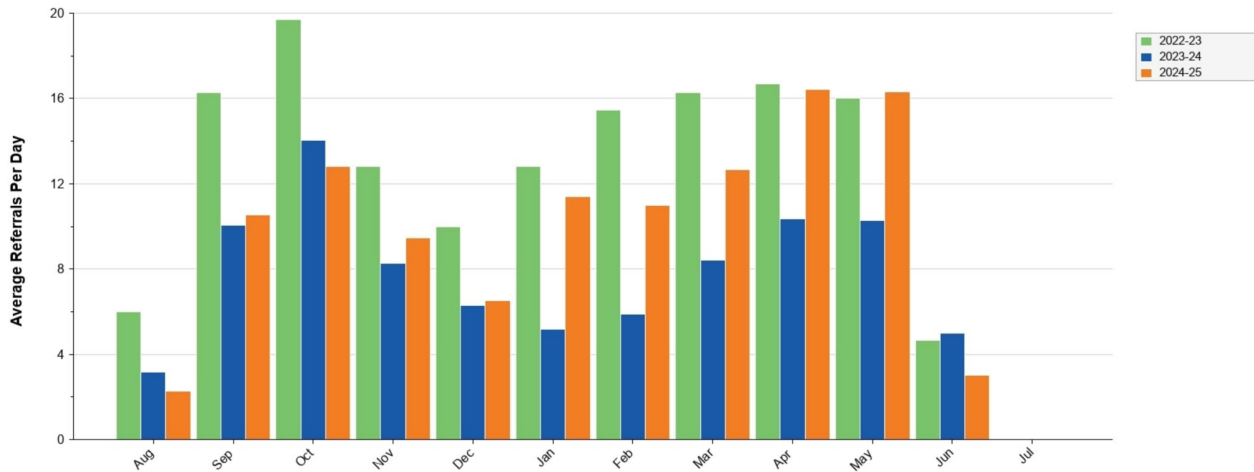
Middle School

Goal 2 | Social-Emotional Competencies & Self-Identity

Key Behavior Metrics

Average Referrals Per Day Per Month - Multi-Year

All, 2022-23 - 2024-25





Goal 2 | Social-Emotional Competencies & Self-Identity

Middle School Looking Forward

- Enhancing Tier I and II behavior practices
- Emphasizing our work around Digital Citizenship
- Amplify student success panels and alternatives to suspension



Goal 2 | Social-Emotional Competencies & Self-Identity

High School Highlights

- Student Needs Assessment drives our work
- Use relevant data to implement and monitor systems of support for student wellness
- Refine student awareness of and access to supports and services available on the LBHS campus
- Host grade-level focused meetings with students and families to build relationships

High School

Goal 2 | Social-Emotional Competencies & Self-Identity

Purpose of Counseling Needs Assessment

Identifies Student **Needs & Priorities**

Informs **Program Development & Improvement**

Guides **Resource Allocation**

Supports **Data-Driven Decision-Making**



High School

Goal 2 | Social-Emotional Competencies & Self-Identity

Counseling Domains



ACADEMIC



COLLEGE
& CAREER



SOCIAL/
EMOTIONAL



High School

Goal 2 | Social-Emotional Competencies & Self-Identity

Student Survey Response Rate



78%

2023 Responses



88%

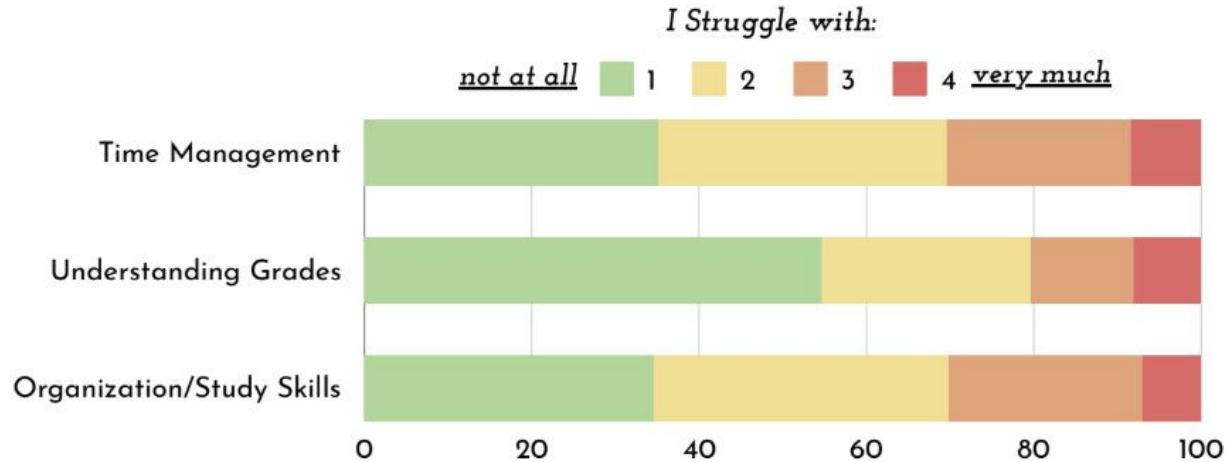
2024 Responses



High School

Goal 2 | Social-Emotional Competencies & Self-Identity

Academic Data



High School

Goal 2 | Social-Emotional Competencies & Self-Identity

Top Two Academic Needs



Struggle with
Time Management



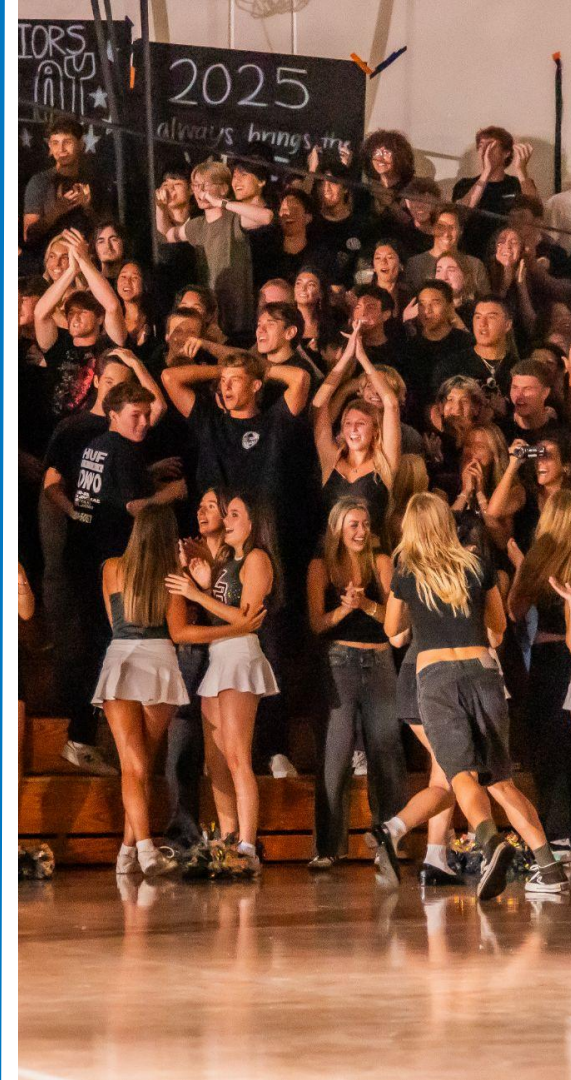
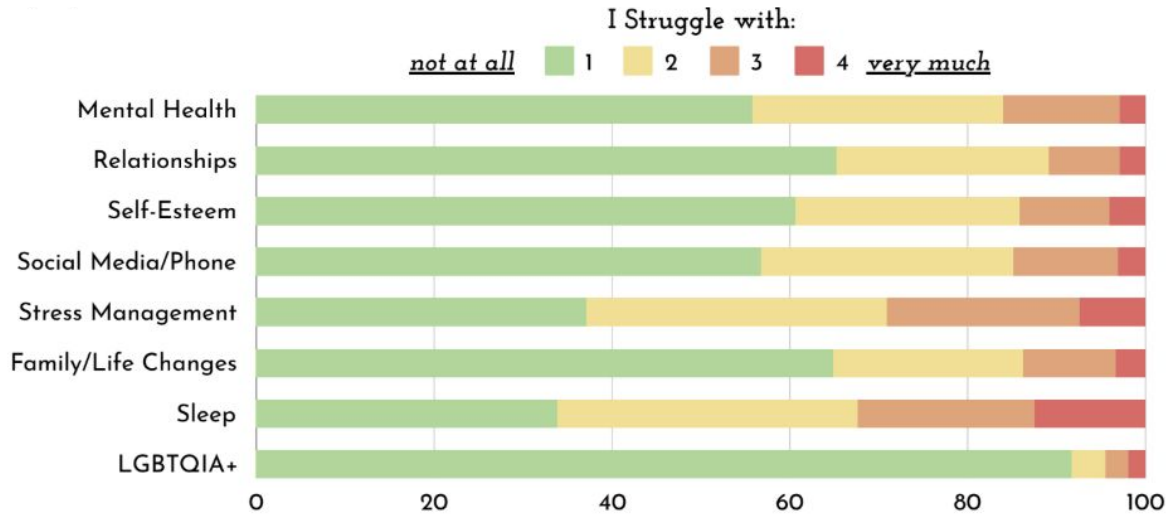
Struggle with
Organization/Study Skills



High School

Goal 2 | Social-Emotional Competencies & Self-Identity

Social-Emotional Data



High School

Goal 2 | Social-Emotional Competencies & Self-Identity

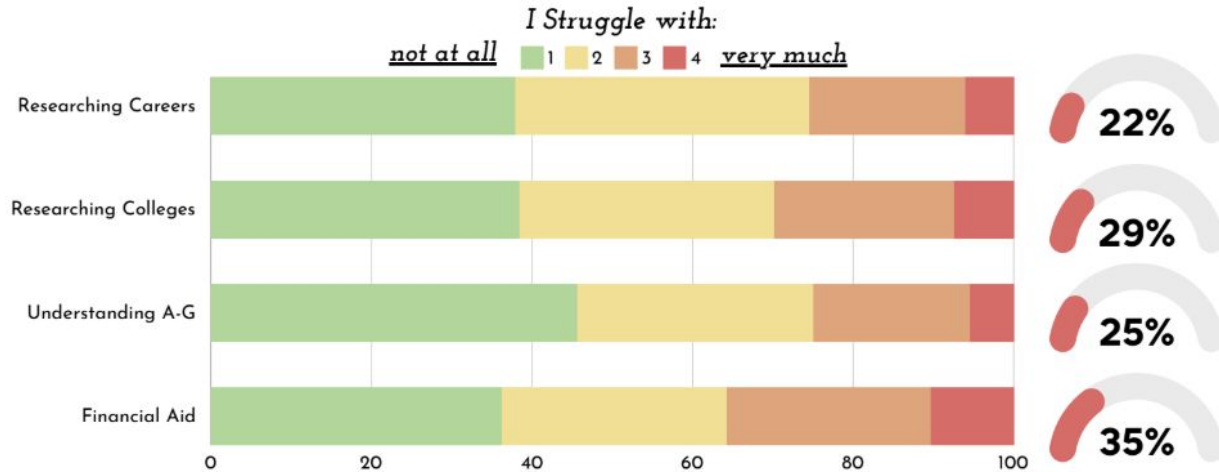
Top Three Social-Emotional Needs



High School

Goal 2 | Social-Emotional Competencies & Self-Identity

College and Career Data



I wish my teachers knew...

“
That it takes me a while to put my ideas down on paper and that doesn't mean I don't understand.
”

“
I struggle with procrastination and it's not because I don't want to do my homework, it's because I just struggle with staying on task sometimes.
”

“
That I am trying hard but I have family duties that require a lot of my attention.
”

“
I wish my teachers kept college applications in mind when assigning a lot of homework.
I struggle with fully staying on top of both.
”

“
I wish my teachers knew that I really struggle when they give me an assignment without instruction on what to do.
”

“
I always want to form good, lasting relationships with my teachers.
”

Current Supports in Place

HABITS FOR SUCCESS 

Small Counseling Group
9th/10th graders

INDIVIDUAL SUPPORT 

Counselor / SSS check-ins
All Grades

RIASEC 

Strength & Career Exploration

GRADE COUNSELING 

Individual Support
All grades

SE TUTORIALS 

Small Groups
All Grades

CCC 

College & Career Center Resources

and more!



- Enjoy hands-on work, tools, machines, outdoors
- Prefer practical, physical activities over social or intellectual tasks



- Supportive, empathetic, and enjoy helping others
- Prefer teaching, counseling, or service roles



- Curious, analytical, and enjoy solving problems
- Prefer working with ideas, theories, and data



- Confident, outgoing, and enjoy leading or influencing others
- Prefer business, sales, or political roles



- Expressive, original, and enjoy working without rules
- Prefer creative activities in art, music, design or writing



- Detail-oriented, efficient, and enjoy structured tasks
- Prefer organizing/analyzing data and following procedures



GOAL 3



Safe, Equitable, & Inclusive Schools

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.



Goal 3 | Safe, Equitable, & Inclusive Schools

Elementary School Highlights

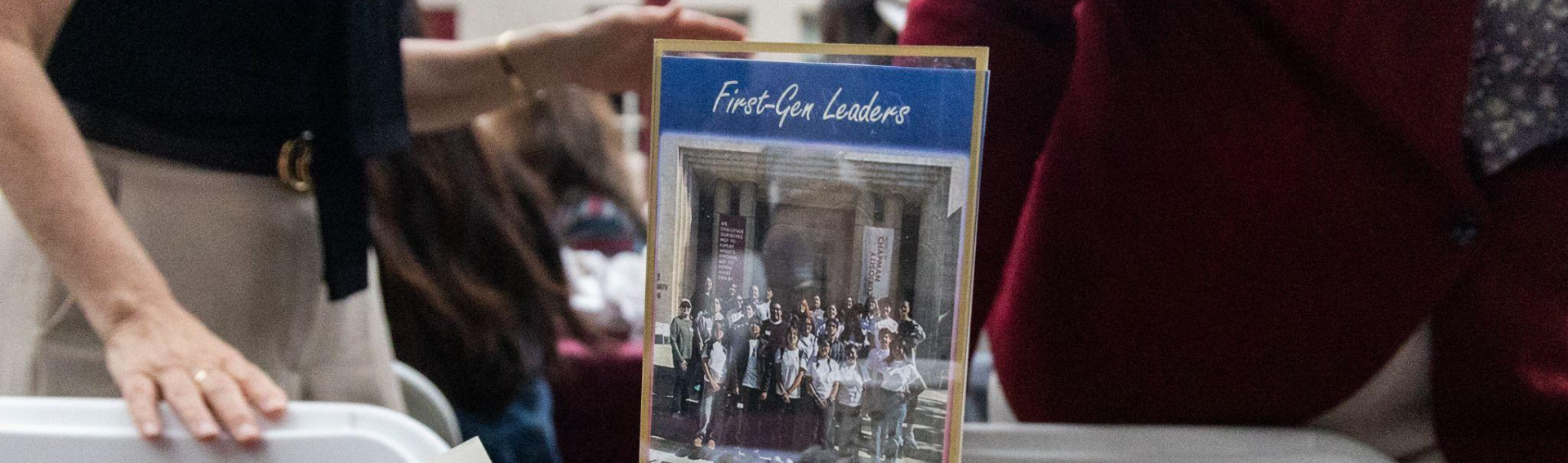
- Chronic Absenteeism
- Parent Engagement: Family Art Nights, expanded tours, community events (Boo Blast/Bonanza), Camp Read-a-Lot, Digital Literacy for parents
- Inclusion of SROs into SART and SSTs
- Student engagement and growing ownership in development of site activities and programs



Goal 3 | Safe, Equitable, & Inclusive Schools

Middle School Highlights & Looking Forward

- Continue to reduce Chronic Absenteeism
- Increased parent engagement events and activities
- Enhanced extended learning opportunities
- Maintain our momentum with peer-to-peer empathy



Goal 3 | Safe, Equitable, & Inclusive Schools

High School Highlights

- Enhanced student connectedness
- Student driven supports & services
- Expanded tutorial options
- Varied approach to assess student learning & wellness



LBHS STUDENT SUPPORT COLLECTIVE



**BUILDS COMMUNITY &
IMPACTS SCHOOL
CULTURE**



**IMPROVES SCHOOL
CONNECTEDNESS**



**IMPROVES ACADEMICS
DEVELOPMENT**



**ENHANCES DIVERSITY,
EQUITY & INCLUSION**



**REDUCES STIGMA
SURROUNDING
MENTAL HEALTH**



**DEVELOPS LIFE-LONG
LEADERSHIP SKILLS**



2024-25 School Areas of Focus

June 9, 2025



LAGUNA BEACH
UNIFIED SCHOOL DISTRICT