LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laguna Beach Unified School District
CDS Code: 30665550000000
School Year: 2023-24
LEA contact information:
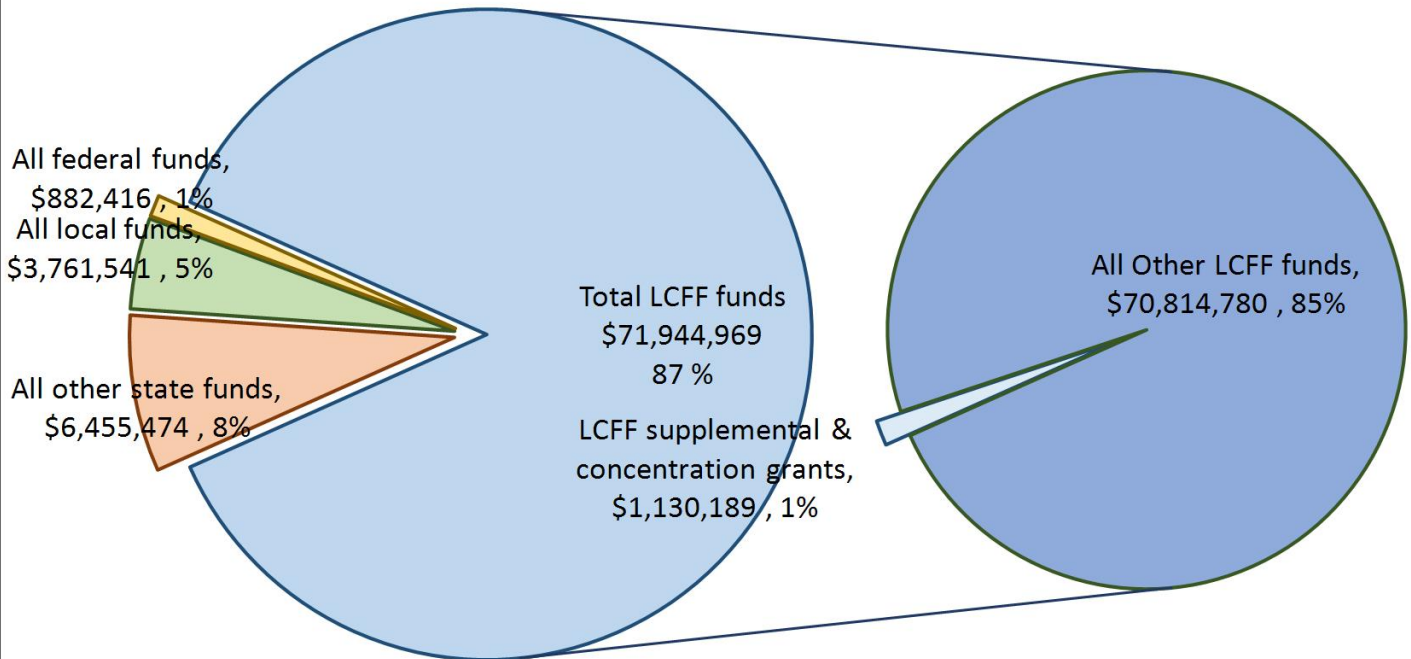Jason Viloria, Ed.D
Superintendent
jviloria@lbusd.org
949-497-7700

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $882,416 , 1%
All local funds, $3,761,541 , 5%
All other state funds, $6,455,474 , 8%
Total LCFF funds $71,944,969 87 %
LCFF supplemental & concentration grants, $1,130,189 , 1%
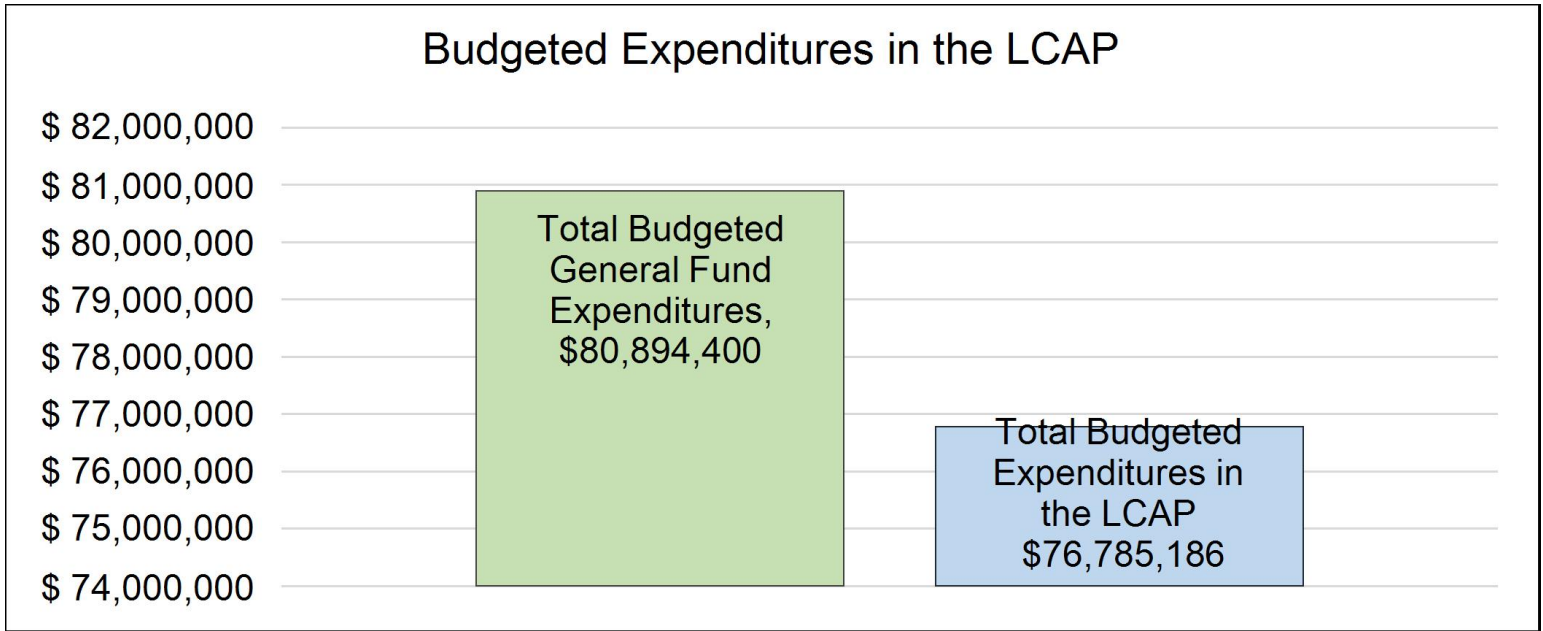All Other LCFF funds, $70,814,780 , 85%

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 $83,044,400, of which $71,944,969.00 is Local Control Funding Formula (LCFF), $6,455,474.00 is other state funds, $3,761,541 is local funds, and $882,416 is federal funds. Of the $71,944,969.00 in LCFF Funds, $1,130,189 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.

Budgeted Expenditures in the LCAP

Amount	
$ 82,000,000	
$ 81,000,000	Total Budgeted General Fund Expenditures, $80,894,400
$ 80,000,000	
$ 79,000,000	
$ 78,000,000	
$ 77,000,000	Total Budgeted Expenditures in the LCAP $76,785,186
$ 76,000,000	
$ 75,000,000	
$ 74,000,000	

This chart provides a quick summary of how much Laguna Beach Unified School District plans to spend for 2023-24. 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 $80,894,400.00 for the 2023-24 school year. Of that amount, $76,785,186 is tied to actions/services in the LCAP and $4,109,214 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 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 2023-24 School Year

In 2023-24, Laguna Beach Unified School District is projecting it will receive $1,130,189 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 $1,272,893 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 2022-23
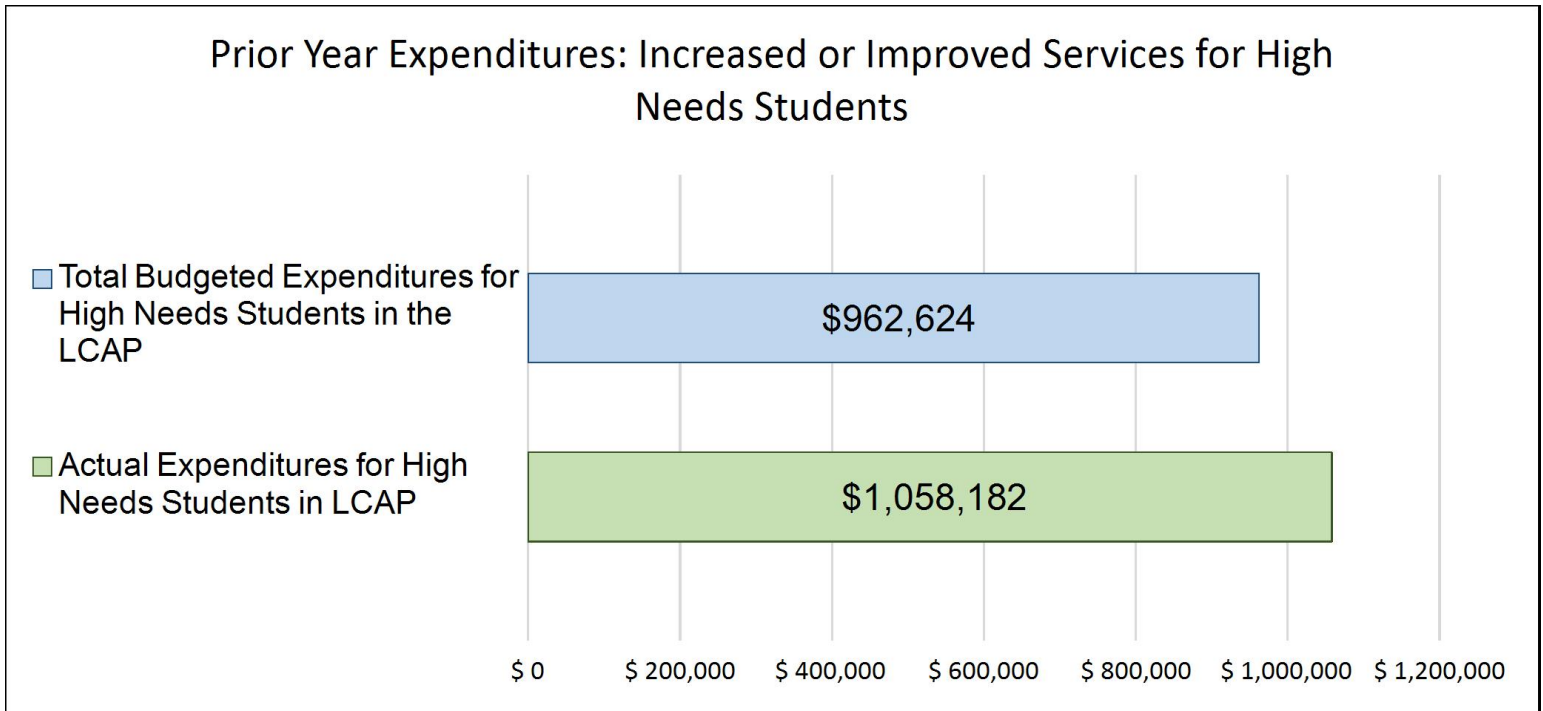
This chart compares what Laguna Beach Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Laguna Beach Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Laguna Beach Unified School District's LCAP budgeted $962,624.00 for planned actions to increase or improve services for high needs students. Laguna Beach Unified School District actually spent $$1,058,182.00 for actions to increase or improve services for high needs students in 2022-23.

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 Viloria, Ed.D Superintendent	jviloria@lbusd.org 949-497-7700

Plan Summary [2023-24]

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, historical coastal community in Orange County where tourism is the main industry. The city of Laguna Beach is located 50 miles south of Los Angeles and 80 miles north of San Diego and has approximately 23,000 residents. Laguna Beach is known for its "scenic coves, environmental preservation, and an artist community." Home to the Pageant of the Masters and the Festival of the Arts. Laguna attracts approximately 3 million visitors annually due to its miles of coastline, a downtown village, and summer art festivals. LBUSD serves nearly 2,500 students in grades transitional kindergarten through 12 by providing comprehensive educational programs in two elementary schools, a middle school, and a high school. The District also provides a specialized preschool program and an adult education program. LBUSD is widely recognized as an outstanding district throughout Orange County and California. LBUSD has a clear, unwavering focus on student learning within a caring, supportive environment. Student achievement consistently falls within the "high" to "very high" range based on California School Dashboard indicators, and our students are among the highest-performing in the state. The District strives to ensure all students are well-balanced with social-emotional strength and positive self-identity. Demographically, our student population is approximately 69 percent white, 13 percent Hispanic, 9 percent two or more races, 5 percent Asian, 1 percent African-American, and 1 percent Filipino. Student groups demographics include 20 percent socioeconomic disadvantaged, 10 percent students with disabilities, 3 percent English learners, and less than 1 percent homeless and foster youth. LBUSD is proud of its strong community support and partnerships, including the PTA, SchoolPower Education Foundation, and 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 levels 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.

OUR COMMITMENTS
Relationships Matter
Every Student Every Day
Continuous Improvement

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The return of the California School Dashboard in December 2022 provided an excellent opportunity for both reflection and goal-setting. Outcomes for LBUSD students in the state's accountability system reflected performance within the "very high" level in the areas of graduation rate and English Language Arts achievement and placement within the "high" level in the area of mathematics achievement. In spring 2022, students in grades 3-8 and 11 participated in CAASPP, which measures student proficiency in grade-level English Language Arts and mathematics standards. The 2022 administration marked a return to standardized testing for LBUSD students after a three-year pause due to the pandemic. 77.05% of students who participated in CAASPP testing met or exceeded standards for English Language Arts (ELA), while 67.33% of students met or exceeded standards for mathematics. In comparing local CAASPP data to similar districts, LBUSD students performed among the highest at the state and county levels. Scores in Laguna Beach were approximately 20% higher in ELA and 22% higher in math than the Orange County average. LBUSD student performance was approximately 30% higher in ELA and 34% higher in mathematics than the California statewide average.

LBUSD historical CAASPP data indicates that in 2021-22, students achieved proficiency within 5-10% of previous test administration performance levels, measured over five years preceding the Pandemic. Throughout the 2022-23 academic year, 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. 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.

Laguna Beach Unified instructional teams continue to examine and analyze multiple metrics to better understand students' specific strengths and needs in literacy and mathematics in real-time. The i-Ready Diagnostic Assessment is one tool that provides specific and actionable data 2-3 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. 2022 end-of-year data showed 75% of students in grades kindergarten through ten performed in the Tier 1 (within to above grade level) range, in both reading and math. Students demonstrated 18% growth in reading and 29% growth in math, when comparing fall to spring Tier 1 placements. 2021-22 spring i-Ready assessment data also showed an increase of 3% in reading and 7% in math as compared to the previous year, when looking at the number of students performing within the Tier 1 band. Through personalized learning, targeted instruction, and individual student goal-setting, LBUSD teaching and support staff were also able to reduce the number of students performing significantly below grade level, identified as eligible for Tier 3 academic interventions, by 4-8% over the course of the 2021-22 academic year.

Nationwide, between 6-7 million K-8 students participated in i-Ready Diagnostic testing in spring 2022, with approximately 1 million students assessed in California alone. This high participation rate afforded District teams the opportunity to compare the performance of K-8 LBUSD students to the performance of the state and national samples. With 80% of K-8 students performing within the green Tier 1 in ELA and 77% identified as performing within Tier 1 in math, LBUSD performance was significantly higher than both the state and national average, including the pre-pandemic national sample from spring 2019.

In fall 2022, 1,466 kindergarten through tenth-grade students participated in i-Ready diagnostic testing to determine strengths and growth areas in grade-level skills and to continuously monitor progress toward district college and career readiness goals. LBUSD instructional teams across the District have adopted the practice of using i-Ready to reassess students at the midyear point and again at the end of the year, to track individual progress and proficiency toward meeting content area standards. 2022-23 i-Ready performance data was used by school teams to drive instructional decisions, set school-wide growth targets, inform School Plans for Student Achievement (SPSAs), and determine which students may benefit from supplemental targeted or intensive academic interventions. Based on winter 2023 diagnostic data in the area of mathematics, 94% of K-8 students placed within Tiers 1-2 (approaching through above grade level range), while 6% of students assessed scored within the Tier 3 (significantly below grade level) band. Midyear reading diagnostic results were identical to those in math, with 94% of K-8 students performing within Tiers 1-2, and 6% of participating students performing within the Tier 3 band. This data is consistent with the previous year, in which midyear results showed 93% of students scored within Tier 3 in both reading and math, while 7% of students placed within Tier 3 across both subject areas.

The effectiveness of current supplemental academic supports in place is evidenced by the significant number of students who demonstrated growth on the 2023 i-Ready midyear diagnostic. As of March 2023, 96 K-8 students (7% growth from fall 2022) progressed out of the Tier 3 performance level in the area of math. An additional 13% of students advanced to the Tier 1 math level. In reading, 65 participating students (5% growth from fall 2022) exited the Tier 3 level. An additional 19% of students advanced to the Tier 1 reading band.

LBUSD school teams look forward to seeing continued growth and will reassess all K-10 students in May-June 2023 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.

The Class of 2022 met or exceeded the overall academic achievement of prior classes. The 98.4% graduation rate remained consistent with prior years. The UC/CSU course completion rate reached 81% (a 2% increase from 2021), while the State Seal of Biliteracy rate was 35% in 2022. 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. Each year, approximately 25-30 percent of high school students take CTE courses. There are now 8 CTE pathways offered on-campus and 9 additional off-campus pathways, which include 6 on-campus courses with articulated college credits. In 2022, 18% of high school seniors completed CTE pathways, consistent with the graduating class of 2021.

Laguna Beach High School students have multiple pathways by which to earn college credit. Through dual enrollment opportunities, high school students are able to complete college units through Saddleback College, Irvine Community College, and other local community colleges. Between July 2022 and January 2023, 104 LBUSD high school students (11%) earned a combined total of 342 college units. 57 LBHS students (6%) earned a total of 171 units through LBUSD on-campus dual enrollment courses. A number of 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. As of spring 2023, there are 177 LBHS students (19%) anticipated to earn 527 total early college units through CTE courses.

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. During the 2022-23 academic year, there were 945 high school AP course enrollments across 22 unique course offerings. The number of enrollments in advanced placement classes increased by 96 students in fall 2022, as compared to 2021, demonstrating that high school students in LBUSD are accessing college-level coursework at higher rates. As of spring 2023, 47% 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 44% of enrolled students completed one or more Advanced Placement classes in grades 9-12.

There were 344 AP Exam student participants in LBUSD in 2022. This is an increase of 56 students from 2020-21; and an increase of 40 students as compared to 2019-20. The number of AP student participants pre-pandemic was 347, comparable to the most recent test administration. In spring 2022, 722 AP exams across 25 subject areas were completed, with an average pass rate of 84% (scores of 3 or higher). The pass rate increased by 6% from the year prior. The total number of AP Exams (723) taken by LBUSD students was significantly higher than in previous years (547 exams in 2021 and 624 exams in 2020). Prior to the pandemic, LBHS students completed 741 AP tests.

When looking at the graduating class of 2022, 49% of seniors scored a 3 or higher on at least one AP test during their high school career. In Spring 2022, 105 seniors completed 265 AP exams, with an average score of 3.5. 82% of exams taken by twelfth-grade participants resulted in scores of 3 or higher. In total, 36% of the senior class scored 3 or higher on an AP test in 2022. This is an increase of 4% from the previous year.

In spring 2022, 155 eleventh graders completed 350 AP exams, with an average score of 3.7. 85% 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 2022. This is an increase of 9% from spring 2021. 80 tenth graders completed 105 AP exams in 2022, with an average score of 3.7. 82% of exams taken by tenth-grade participants resulted in scores of 3 or higher. In 2022, 25% of the sophomore class scored a 3 or higher on at least one AP exam. This is an increase of 6% from 2021.

Laguna Beach High School has been recognized in the last two 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.

Student grades at the secondary level remained consistent with prior years, despite the continuing challenges associated with the pandemic. The percentage of students receiving D or F grades in 2021-22 was less than the state average, at under 10%. At the midyear point, 2022-23 course grades continue to evidence low D and F rates of 4% in both middle and high school. Individualized grade counseling and small-group intervention sessions focused on work completion, time management, organizational skills, and other executive functioning needs, have had a positive impact on increasing student pass rates across all subject areas.

Students with disabilities continue to receive high-quality specialized academic instruction, related services, and individualized accommodations. In 2021-22, 92% of LBUSD students with disabilities were served in the general education classroom with support, and 19 students were exited from the special education program. Students who are English Learners (EL) also continue to evidence growth toward reaching English language proficiency. In Spring 2022, 56 LBUSD students who are English Learners participated in the annual Summative English Language Proficiency Assessments of California (ELPAC). 49% of participating students advanced ELPAC proficiency levels. This is an increase of 15% based on 2021 ELPAC data. According to the 2022 California School Dashboard, 62.8% of English Learners made progress toward English language proficiency, resulting in a performance level of "high." The EL reclassification rate for 2021-22 was 46%, surpassing the 2020-21 District reclassification rate of 22%.

In 2022-23, LBUSD developed 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 knowledge to real-world scenarios while demonstrating knowledge and skills in a variety of ways. Unit design work aligned to student focus group responses across both elementary and secondary levels, in which students expressed a desire for more relevant, collaborative group tasks and projects with an emphasis on real-world application.

In addition to the introduction of new units of study designed to engage students through high-interest topics and pedagogical approaches, established signature LBUSD programs continue to foster student agency and empowerment. The Laguna Beach High School Authentic Exploratory Research (AER) course continued to pair students with local industry professionals to provide mentorships as students engaged in an intensive year-long study of chosen topics, with the goal of creating and presenting original passion projects as a culminating activity.

The LBUSD FLOW (Fire Land Ocean Water) program continued to emphasize horizontal, cross-curricular integration across subject areas, with the goal of instilling environmental awareness and conservation on District campuses.

In order to further extend student learning beyond our traditional school hours and academic year, LBUSD launched the new Expanded Learning Opportunities Program (ELO-P) in partnership with the Boys and Girls Club of Laguna Beach in the fall of 2022. 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. 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. In 2022-23, the District enrolled 60 students in the program and continuously engages in outreach efforts to eligible families.

In addition to the LBUSD Expanded Learning Program, summer academic recovery and enrichment programs provided students with opportunities for skill development and enhancement, engagement and social connections, and confidence-building and empowerment. In summer 2022, Laguna Beach Unified enrolled 578 students across four unique programs occurring over six weeks. The District high school summer academic program offered sixteen courses, with the goal of credit recovery for students who did not receive passing grades during the academic year. A total of 89 students earned a combined total of 715 credits, with an overall pass rate of 100%. The four-week elementary and middle school summer academy enrolled 86 students in grades 1-8, with an emphasis ELA and math learning recovery and intervention. Based on post-assessment data, 99% of students evidenced growth across these core academic areas. Students enrolled in the LBUSD summer academy also attended special enrichment blocks in which they received instruction from credentialed teachers in music and the arts. The integration of social-emotional learning activities, facilitated by a school counselor, also bolstered problem-solving skills, positive peer relationships, and students' self-efficacy.

The LBUSD Extended School Year program, integrated within the summer academies, ensured students receiving special education support and evidencing a need for continued services were able to continue to make progress on individualized learning goals. Finally, the District Learn Enrich Advance Discover (LEAD) program availed all current LBUSD students entering grades 1-12 the opportunity to choose from over 41 unique course offerings over two, week-long sessions. 385 students enrolled in up to six, no-cost classes of their choosing, including AP Biology prep, Spanish, band, yoga, STEAM, dance, art, photography, musical theatre, middle school math boost, makerspace, leadership, field games, chess, lego engineering, and many more. This program will continue in summer 2023, with over 80 unique course offerings, allowing students to pursue current interests, cultivate new skills, and develop potential passions.

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 seven 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, percent of students without access to standards-aligned instructional materials for use at school and at home, and the number of instances where facilities do not meet the "good repair" standard were zero.

Several consecutive content area material adoption initiatives have culminated in focus work with staff to improve Professional Learning Communities (PLC) and Multi-Tiered Systems of Support (MTSS). In 2022-23, LBUSD continued to prioritize the district-wide commitment to

diversity, equity, and inclusion in order to ensure all students, across all demographics, receive the support they need to have success in the classroom. Ongoing forum discussions, student focus groups, education partner surveys, and strategy sessions help to inform the next steps in this critical area. Through ongoing Leadership Pathway sessions, stakeholders continued strategic planning efforts focused on creating the conditions for students to cultivate essential core competencies identified through graduate profile development 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 and equitable, personalized, and competency-based. Pathway participants devoted 2022-23 to drafting a vertically-articulated blueprint for instructional staff and school leaders, containing language for observable characteristics, essential skills, and actionable steps in order for students to thrive in the world beyond the four walls of the classrooms.

This year Laguna Beach Unified designed professional development opportunities focused on meaningful integration of technology to enhance instruction, increase student engagement, and develop future-ready skills. In the summer of 2022, LBUSD hosted the T3 Framework EduProtocols Academy for over 200 educators from across the nation. This two-day conference focused on building and sustaining collective teacher efficacy by utilizing instructional lesson frames designed to engage students through critical thinking, collaboration, communication, and creativity. These lesson frames, supported by Dr. Sonny Magana's T3 research, were used as the vehicle to support learners through production and contribution.

Another area of focus for 2022-23 district-wide professional learning designed to support educators in developing expertise in evidence-based practices in response to student needs included sessions dedicated to the science of reading. All elementary teachers, intervention support staff, as well as secondary education specialists, were invited to participate in Orton-Gillingham comprehensive and morphology training. All elementary teachers also attended DIBELS reading and assessment PD sessions. The LBUSD special education and reading intervention teams engaged in professional development on the neuropsychology of reading disorders with Dr. Steven Feifer, author of a variety of assessments used nationally to screen and assess for Dyslexia. Dr. Feifer discussed the challenge of the pandemic, reading disorder criteria, dyslexia laws and screening, the reading process and intervention strategies, as well as subtypes of reading disorders and intervention. Plans for future training include the return of Dr. Feifer to present on the neuropsychology of written language and mathematics.

Finally, the Laguna Beach leadership team carefully considered teacher and staff agencies when planning and implementing professional development opportunities. The fall 2022 district-wide PD day included a keynote presentation by Dr. Devin Vodicka of Learner-Centered Collaborative, followed by over 60 choice sessions on a myriad of topics facilitated by our expert partners, including Education Elements, Orange County Department of Education, The School Well, Harbottle & South OC SELPA. Sessions on topics selected in response to LBUSD staff members' articulated needs and interests, including educational technology, community engagement, assessment, diversity, equity and inclusion, best practices in mathematics instruction, social-emotional learning, and supporting students who are English learners, were also facilitated by over 25 staff members, including assistant superintendents, directors, coordinators, instructional coaches, site technology leads, and teachers. Through offering certificated and classified staff choices in professional learning opportunities, District leaders were able to accommodate a variety of interests and dispositions to meet the unique learning needs of LBUSD team members.

The winter and spring 2023 district professional learning days also focused on collective priority areas, including restorative practices, staff and student wellness, school safety, and professional learning communities. A keynote presentation by Dr. Katie Martin in March 2023,

followed by break-out sessions dedicated to identifying and actualizing learning environments designed to maximize student agency, motivation, and empowerment brought LBUSD learner profile work to the forefront of team collaborative planning and professional conversations. Based on 2023 annual stakeholder survey data, the percentage of staff reporting that District professional development (PD) offerings positively impact student learning or their professional practice remains between 70-80%, while the percentage of staff indicating PD meets their professional growth needs is 76%.

Laguna Beach Unified School District will maintain the above 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 learning activities that promote the development of communication, collaboration, creativity, critical thinking, and problem-solving skills, building student agency through choice. LBUSD will expand CTE course offerings and develop exploratory classes at the middle school level to introduce career pathways prior to high school. 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. District staff, along with students and other community education partners, will collaboratively identify the core competencies and dispositions desired for all Laguna Beach Unified graduates through the development of learner profiles. These key competencies will be clearly communicated and actualized through a vertically-aligned strategic framework, and corresponding actions will be included within the LCAP.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2022 California School Dashboard highlighted one state indicator area identified as high: chronic absenteeism. In this state priority area, a level of "high" is considered low performance. Due to factors associated with the pandemic, including student illness, mandated quarantines, and post-Covid physical and mental impacts, more students missed more days of school than in a typical year in Laguna Beach Unified. The 2021-22 District chronic absenteeism rate was 17.2%. Attendance challenges were reflected across all significant student groups. Groups identified as having "very high" chronic absenteeism rates were English Learners (30%), Hispanic students (25.4%), socioeconomically disadvantaged students (29.7%), and students with disabilities (29.7%).

Two District schools were identified as eligible for Additional Targeted Improvement and Support (ATSI) as a result of chronic absenteeism rates and the absence of other state indicators (academic achievement, etc), due to the small size of the qualifying student group

populations. ATSI criteria are based on specific student groups placing within the lowest California School Dashboard indicator performance levels across either all areas, (encompassing academic achievement, suspension rates, and chronic absenteeism rates) or "all but one" area. LBUSD student groups that did not receive performance levels in all five Dashboard areas due to their small sample size, were evaluated based on two areas: chronic absenteeism and suspension rate. A "very high" indicator level, resulting in the lowest performance level on the Dashboard in either of these areas for our smallest student groups qualifies designated schools for the state's support and improvement program. El Morro Elementary School qualified for ATSI due to the very high chronic absenteeism rate (24%) for 58 students of two or more races, while Top of the World Elementary School was identified for ATSI due to the very high chronic absenteeism rate (29.6%) of 54 students with disabilities. As a result of the ATSI status of two District schools, both sites will include a new School Plan for Student Achievement goal for 2023-24, specifically addressing school attendance and the reduction of chronic absenteeism, with additional emphasis on the student groups identified for improvement by the state of California. LCAP Goal 2, addressing student attendance, will also include systems and metrics for monitoring and reducing chronic absenteeism.

Attendance intervention efforts have been consistently implemented throughout 2022-23 across all Laguna Beach schools. In addition to attendance notification letters, school teams, comprised of counselors, student support specialists, and administrators, routinely meet with families of students experiencing attendance issues to identify barriers to attendance, offer supplemental resources, supports, and services, and develop attendance contracts with specific expectations and goals for improvement. When school-based interventions do not result in improved outcomes, students were referred to the District Attendance Review Team (DART). DART meetings are facilitated by a member of the District leadership team and include School Resource Officer and Coordinator of Family Engagement participation. Additional attendees include the parent/guardian, student, school counselor, and site administrator. After a discussion of barriers to school attendance, the DART team collaboratively develops a new contract, including specialized services designed to improve school attendance. Additional school attendance partnerships include the Orange County Department of Education truancy mediation specialists and ACCESS program staff. ACCESS is offered as an alternative educational program for students who express that they are unable to attend in-person school on an extended basis due to severe physical or mental health issues. Attendance challenges continued to persist throughout 2022-23, as student illness and mental health needs have once again adversely impacted absenteeism rates. LBUSD staff will continue to work collaboratively with students and families to develop attendance support plans to ensure students are able to access their educational programs.

The California School Dashboard indicated that although LBUSD's overall high school graduation rate for the Class of 2022 is within the "very high" range at over 98%, the graduation rate for Hispanic students is classified within the "medium" range, at 90%. The Hispanic student group was comprised of 30 students, with 3 of those students not earning high school diplomas. In order to create the conditions in which all LBUSD students successfully complete high school and earn a high school diploma, counseling teams will develop personalized interventions for high school seniors who are considered "at promise," in fall 2023. Specific supports will include grade counseling, executive functioning skill development, and additional one-to-one sessions dedicated to post-secondary goals and college/career planning and exploration. Parents, teachers, and administrators, together with school counselors and student support specialists (school social workers) will engage in collaborative conversations to develop personalized intervention plans for seniors with the ultimate goal of graduation.

Based on an analysis of the California School Dashboard, LBUSD has identified pervasive opportunity gaps for the following student groups: students with disabilities and students identified as English Learners. The 2022 California School Dashboard indicated a performance level of low in both English Language Arts and mathematics achievement for students with disabilities. Students identified as English Learners

placed in the medium performance level in both ELA and math, evidencing an opportunity gap as compared to the general student population, who performed in the high to very high bands in these academic areas.

An essential component of continuous improvement is to monitor the progress of significant student groups throughout the academic year. In winter 2023, 54 students identified as English learners (EL) participated in i-Ready midyear diagnostic testing. Whereas 94% of the general student population across grades K-8 placed in the Tier 1-2 (approaching to above grade level) performance bands in ELA, and 6% of students placed in the Tier 3 (significantly below grade level) band, the identified needs of English Learners proved to be much greater. In the area of reading, 70% of EL students placed in the Tier 1-2 level, while 30% of students from this group demonstrated a need for intensive academic interventions. In the area of math, 81% of students who are English Learners scored within Tiers 1-2 (compared to 94% of the general student population), while 19% evidenced a need for Tier 3 math interventions (as compared to 4% of students as a whole). Despite this notable gap in achievement, there is much to celebrate in comparing the fall to winter data. The number of students recommended for Tier 3, intensive interventions in the area of math decreased by 27%. The percentage of students within the Tier 1 level in math increased by 10% from fall to winter. In the area of reading, the number of students advancing to Tier 1 increased by 22% compared to beginning-of-year data. Students placed within the Tier 3 performance level decreased by 11% from fall to winter.

To address opportunity gaps within our multilingual and EL student group, school teams piloted a new software program, Ellevation, during the 2022-23 school year, to assist with student progress monitoring, integration of language-based scaffolds and instructional resources, as well as explicit teaching of math vocabulary. The District also launched a series of "Lunch and Learn" professional development opportunities across all LBUSD schools, during which our English Language Development (ELD) instructional coach facilitated training around best practices for supporting multilingual learners and immigrant students. Our students also continued to access supplemental, evidence-based language English acquisition programs such as i-Lit and LexiaELD.

In analyzing i-Ready Diagnostic 2022-23 midyear assessment data, similar trends in student achievement were discovered for the students with disabilities group. In the area of reading, 74% of students performed within the Tier 1-2 bands, while 26% of students placed in the Tier 3, significantly below grade level band. In the area of math, 69% of students assessed scored within Tiers 1-2, while 31% placed within Tier 3, demonstrating a need for intensive supplemental academic instruction. As with the English Learner student population, significant growth in student achievement occurred between the fall and winter diagnostic test administrations. 137 K-8 students receiving special education services were reassessed at the midyear via the i-Ready Diagnostic. In the area of mathematics, notable gains were evidenced by a 12% decrease in the number of students placed in the Tier 3 band. The number of students scoring within the Tier 1 level increased by 11% from fall to winter. In the area of reading, the number of students performing within the Tier 1 band increased by 9%, while the number of students recommended for intensive Tier 3 interventions decreased by 10% between fall and winter test administrations.

In order to sustain increased student achievement and support students in meeting individualized learning goals for pupils receiving special education support, school teams continued to provide personalized instruction, implement evidence-based practices and supplemental research-based curriculum, and met students where they were to design unique pathways to success. In 2022-23, secondary teams launched 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, allowed a greater opportunity for students with disabilities to receive core instruction within the general education classroom alongside their peers.

Although students from economically disadvantaged homes placed within the high level in ELA, and medium level in math, based upon the most recent California School Dashboard reports, this significant student group also evidenced a gap in academic achievement, as compared to the general student population. A total of 251 K-8 students from economically disadvantaged homes were assessed via the i-Ready midyear diagnostic in winter 2023. An analysis of performance data showed 86% of students placed in Tier 1-2 (approaching to above grade level) bands in reading, while 14% scored within the Tier 3 (significantly below grade level) range. In the area of reading, the number of students scoring within the Tier 1 performance band increased by 15%. The number of students identified as candidates for intensive Tier 3 interventions decreased by 4% when comparing beginning and midyear assessment data. In the area of math, 89% of students placed within Tiers 1-2, while 11% demonstrated a need for intensive, supplemental academic interventions. Mathematics growth within this student group was aligned with the LBUSD collective student population. Midyear data in math shows a reduction of 7% in students scoring within the Tier 3 band, as compared to the fall test administration. There was also growth in the number of students placed within the Tier 1 level, growing from 30% at the beginning of the year to 43% in January 2023.

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 were served through supplemental and targeted interventions in ELA and math. During the first half of the 2022-23 academic year, prescriptive intervention programs included Tier 3 reading and math pull-out service groups at the elementary level, an ELA Academy, and both ELA and math boost courses at the middle school. These interventions provided 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 were assessed on an ongoing basis to monitor progress and determine appropriate levels of support. Over the course of the 2022-23 first semester, 41% of students served through K-8 reading intervention programs and 47% of students served through K-8 math intervention programs exited these supplemental programs after making sufficient growth and no longer demonstrating a need for services. Elementary and middle school teams also implemented afterschool tutoring and skill remediation programs in literacy and math in to further expand service offerings, which will continue in 2023-24.

At the high school level, supplemental academic support offered in 2022-23 included in-class interventions in literacy and math provided within the traditional class period and tutorials. Content-specific teachers on special assignment (TOSAs) provided Tier 3 level one-to-one instruction in Algebra 1 and English 9 for students evidencing a need based on data from iReady diagnostics, grades, common formative assessments, and teacher referrals. Based on these data points, 14 ninth-grade students qualified for intensive English support in Semester One, with an exit rate of 50% as of January 2023. In the area of math, 30 Algebra 1 students were identified for additional monitoring and support, and are in the midst of receiving classroom-based small group and individualized instruction, as well as i-Ready digital personalized learning. At the conclusion of Semester One, 16 of 29 participating Algebra 1 students (55%) made significant growth, as evidenced by improved placement levels on the i-Ready math diagnostic. 41% of students from the fall Tier 3 Algebra 1 intervention group advanced to the Tier 1 (within-above grade level) performance band in winter 2023.LBUSD Intervention programs and services will continue to evolve in response to ever-changing student needs and will be available to students eligible for additional support in 2023-24.

The final area of identified need, based on the 2021-22 Dashboard indicator areas, is student behavior and discipline. The LBUSD suspension rate of 2.6% fell into the medium level, with English learners, socioeconomically disadvantaged students, and students with disabilities placing in the high-performance band in this area. When examining student discipline, the return to full-time, in-person learning in 2021-22 came with re-acclimation challenges for some students, resulting in an increase in student behaviors.

For students with behavior, social-emotional, and/or executive functioning needs adversely impacting school performance, LBUSD teams provided targeted interventions facilitated by counselors, school psychologists, and student support specialists on campus. Supplemental support offered in 2022-23 included 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 did have the expected impact, students were often referred for weekly therapy provided by the Student Support Specialist (School Worker) or the School Psychologist. Referrals for community intervention supports were also included in many cases for those students requiring intensive services such as substance abuse programs or WRAP home-based interventions. Through these services, as well as the implementation of Positive Behavior Interventions and Support (PBIS) and Restorative Justice practices, students across our schools have demonstrated significant improvement. As of April 2023, the current district-wide suspension rate was 1.3%

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 increased resources to develop an effective MTSS at each school to include 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 2022-23 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 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-twelve, in addition to their families. The additional support personnel will continue to identify and address student needs across domains in 2023-24, while instructional coaches will continue to build capacity among staff in using evidence-based practices and instructional strategies to challenge and engage all learners.

In addition, the District continues to increase training in the area of social-emotional and behavioral support for students. 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 during the 2022-23 academic year,

students were given clear expectations and behavior models, which were regularly reinforced across school settings. PBIS improved social competence, academic success, and school climate. Over the course of the year, staff also received intensive professional development in the area of restorative practices. 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 engaged 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 were also integrated into LBUSD classrooms K-12 to cultivate and strengthen student relationships and school connectedness. The 2023-24 LCAP will highlight the importance of expanding the integration of restorative practices across all grade levels.

To address student social-emotional wellness and mental health needs, additional secondary counseling staff were hired in 2022 to add support to schools and increase student touchpoints. These additional staff members provided student counseling, mental health support, and general health services. As a result of the expansion of the counseling department, students were able to receive more individualized attention, including grade counseling, the development of personalized post-secondary plans, and supportive conversations to address a myriad of academic and personal challenges. Annual stakeholder survey responses indicate 85% of students feel they have access to college counseling and support, while 84% of students agree that counseling services are available for social-emotional concerns.

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." 80% of students surveyed in grades 5-12 feel they have at least one caring adult who supports them at school, while 83% of stakeholder survey participants indicated staff cares about students. With a district-wide focus on continuous improvement, 2023-24 LCAP actions will refine and expand current systems to ensure every Laguna Beach Unified student feels included and valued on our campuses and understands how to access mental health support and resources at school should the need arise.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The district strives to ensure our students have the skills and tools to be ready for the challenges and opportunities in their next phase of life through a caring school environment where they can feel safe physically and emotionally, in order to be fully engaged in their academic, personal, and social growth. The 2021-2024 LCAP features three strategic goals, based on a review of the multiple measures identified in the California School Dashboard, local data collections, and the results from our stakeholder engagement activities. These goals and their actions align with each school's plan and encompass our continued focus on providing well-balanced, safe, and equitable learning experience for all of our students. The three collaboratively developed goals are to:

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

In response to two elementary schools, Top of the World and El Morro meeting state criteria for Additional Targeted Support and Improvement (ATSI) in the area of chronic absenteeism for two unique student groups, an additional goal will be developed to specifically address student attendance to improve outcomes in this area.

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 and how this engagement was considered before finalizing the LCAP.

LBUSD facilitates an ongoing strategic and comprehensive stakeholder engagement process throughout the school year to provide feedback and input for the LCAP, in order to intentionally create a consistent input and feedback cycle that ultimately impacts decisions made on LCAP goals, actions, metrics, and expenditures. This process and data collection are organized into three stages, fall, winter, and spring.

In the fall of 2022, the LCAP goal-related metrics were shared and analyzed with stakeholder groups, including the Board, leadership teams, PTAs, SSCs, and DELAC. Feedback on progress toward school and district goals was also discussed and collected. A midyear LCAP progress update was presented during a public meeting of the Governing Board in February 2023. In April, the annual survey for students, staff, and parents/guardians was administered and analyzed by Qualtrics Research and then reviewed with specific stakeholder groups. The total number of student, staff, and parent respondents for the annual LCAP survey included 1,652 respondents in 2023, 1,746 participants in 2022, and 1583 participants in 2021. In addition to the annual LCAP stakeholder survey, high school student perspectives related to learner experiences, physical health, and social-emotional wellness were also captured via the Challenge Success Survey. This data will be used in conjunction with LCAP stakeholder survey data to measure progress and refine actions related to LCAP Goal 2, addressing social-emotional competencies and self-identity, as well as Goal 3, addressing safe. equitable, and inclusive schools. Finally, student voices were captured via focus groups at the elementary, middle, and high school level in spring 2023. Student panels responded to a variety of questions related to LCAP priority areas in order to determine programs and practices that students feel meet their needs across academic, social-emotional, and school climate domains, as well as areas for refinement.

The district consulted directly with the following stakeholders during the last three years to gather input as part of this year's LCAP development process:

LCAP Advisory Team: Participants consist of parents, teachers, classified staff, members of each bargaining unit, school and district administrators, and students. The group also has parent representatives from different subgroups including the District English Learner Advisory Committee (DELAC) and the Community Advisory Committee (CAC). This group met five times during the last two years to review school and district data and provide input into what long-term outcomes we want for our students in college, career, and life when they graduate from LBUSD. This year, the LCAP Advisory Team met twice in the spring of 2023, to review district progress on goals, discuss priority areas, and engage in conversation as to the essential core competencies all Laguna Beach Unified students should possess at different checkpoints throughout their educational journey. The team also reviewed what resources are available and can be used to support intervention for student groups who are most in need of additional support and guidance.

District English Learner Advisory Committee (DELAC): Three DELAC meetings were utilized during the last three years to discuss student achievement and needs, and to provide input for district priorities and goals. An LCAP progress update was presented to DELAC in March 2023, with opportunities for discussion and recommendations for improvement. A comprehensive needs assessment was also conducted with all parents/guardians of students who are English learners in spring 2023, in order to identify areas of strength and growth related to the District English learner program, and to drive practices going forward.

Special Education Local Plan Area (SELPA): The district meets with the SELPA every other week. District goals and needs were shared with the SELPA and subsequently reviewed periodically, when applicable.

School Site Councils (SSCs): Participants consist of parents, staff, and administrators from each school site. The SSCs also have representatives from various subgroups, including English Learners and students with disabilities. The LBHS SSC also has student representation. The SSCs for each school met three to five times each of the last three years to analyze school-wide data, review goals and actions, and develop the School Plans for Student Achievement (SPSA). SPSA goals and actions are aligned with district LCAP goals. The updated SPSAs were presented to the School Board for approval in December 2022.

School Parent Teacher Associations (PTAs) and the PTA Council: Information related to LCAP goals and progress, and parent involvement were discussed at school- and district-based PTA meetings.

Leadership: The district has facilitated several leadership meetings with site and district administrators to discuss LCAP goals and actions. The group examined achievement outcomes, analyzed survey results, and discussed priority areas.

School Staff: In the fall/winter, school administrators met with teachers to review data and discuss progress on goals and annual outcomes. Staff provided input on areas of strength, needs, and possible actions and services to address school and district goals.

Students: The superintendent and school principals met regularly with student groups to discuss current successes and areas of growth. High school students were also active members of the LCAP Advisory Committee.

School Board: Staff presented multiple updates on LCAP-related student outcomes and programs. The LCAP, Budget Overview for Parents, and Annual Update were presented to the Board of Education at the Public Hearing held on May 25, 2023. The Board of Education reviewed the LCAP for approval in Public Session on June 15, 2023.

A summary of the feedback provided by specific educational partners.

Goal 1: All groups agree that academic opportunities in LBUSD are high quality, indicating that the learning activities are engaging, challenging, and meaningful, specifically in the areas of college readiness and course offerings for visual and performing arts, Advanced Placement, and UC approved. While the majority of the feedback was positive, the identified areas of need across surveys and stakeholder meetings were in additional career preparation, experiential learning, and real-world application. 2023 High school LCAP student focus group participants highlighted the importance of working to support students that learn differently. Recommended strategies include differentiation of teaching to include hands-on experiences and collaborative work among students, and opportunities for project-based learning.

Certificated instructional staff agrees that professional learning opportunities and PLCs have a positive impact, but there may be room for improvement in enhancing direct relevance across all unique positions. School plans, which are developed by School Site Councils and leadership teams, included academic-based goals and progress monitoring data. Surveys indicated that career preparation was also a high priority for parents and staff. Feedback following the LCAP Advisory Committee convening in April 2023, indicated a desire for expansion of CTE pathways at the middle school level, and an increase in industry professional teaching partnerships. During the advisory committee collaborative conversations, stakeholder teams agreed data systems that inform District goals and goal progress continue to be critical for collective responsiveness. Team members also expressed that keeping student-to-staff ratios low is highly beneficial to students in that LBUSD pupils are able to develop a strong connection to their schools and make "tremendous academic gains." DELAC and LCAP advisory committee participants also commented that District data related to Goal 1 indicates achievement gaps are narrowing across all grade levels.

Goal 2: Social-emotional skills and supports continue to be a high priority for all stakeholder groups. Areas of strength across all stakeholder groups include goal-setting, access to counselors, and mental health support. A large majority of students believe that their teachers care about them. Students feel supported by staff academically, socially, and emotionally. High school LCAP focus group members expressed students appreciate personalized instruction that is relevant, hands-on, and fun. Through collaborative stakeholder convenings, students shared that they also value learning opportunities designed with student agency in mind, including debates and discussions around personal ideas and opinions.

Areas of growth from students and parents were time during the school day for students to discuss concerns, expanded opportunities to build student connectedness with school staff and peers, and increased student choice in how they show their learning. School plans also include goals related to social-emotional wellness and support. Surveys concurred that mental health, well-balanced students, and student voice and choice were valued by students, staff, and parents. Following the April 2023 LCAP stakeholder collaborative planning day, participants expressed the strong impact of school counseling services in helping students to feel safe at school, having a trusted adult to talk to in times of need.

Stakeholders agree school attendance is a priority and identified ongoing health challenges as a reason for high absenteeism rates. District stakeholders agree personal communication and contact with families of students demonstrating attendance challenges is essential. Following the LBUSD LCAP advisory convening in April 2023, stakeholders noted that students may be absent due to feelings of stress or anxiety and that integrating explicit teaching of stress management and coping strategies may help to improve school attendance. Every student's situation is unique, and stakeholders expressed attendance support plans should be personalized, and students experiencing

health issues who are unable to attend school should receive access to instructional materials and/or receive assistance in enrolling in alternative educational programs (i.e. Orange County Department of Education's Pacific Coast High School independent study program).

Goal 3: Stakeholders across all representative groups indicated satisfaction with LBUSD's multi-tiered systems of support for students evidencing an academic, behavioral, or social-emotional need. A very high percentage of all stakeholders agreed that students feel safe on campus and that their teachers care about them. Most students do not experience direct bullying or harassment or cyberbullying, and believe the schools take harassment and bullying seriously. 2023 high school focus group participants expressed students' appreciation of opportunities to connect with teachers and staff. In order to build connections on campus, students shared that they routinely seek out individuals with similar interests through clubs aligned with their unique interests. High school panel members also shared their belief that social anxiety can create a barrier for some students, and additional outreach in this realm may be beneficial.

The majority of parents surveyed were satisfied with school and district communication, and agreed that parent input on goals and plans is encouraged. Feedback from all stakeholders has been consistently positive as it relates to access to technology and well-maintained facilities. School plans included a similar goal in the area of school connectedness and safety. School safety as a whole was identified through annual stakeholder surveys and collaborative stakeholder discussions as an area that could be improved, in alignment with national conversations around school safety and gun violence. School safety plans will continue to address specific goals and actions in this area. Ensuring that schools provide an equitable and inclusive school culture continues to be a high priority for all stakeholders, as indicated in stakeholder group meetings and surveys.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The development of LCAP goals was directly impacted by input from stakeholders. Feedback from parents in surveys and stakeholder meetings consistently emphasized the importance of career readiness, social-emotional development, mental health support, and equitable practices. Skills that were consistently referenced across stakeholder input opportunities were resiliency, confidence, agency, adaptability, collaboration, communication, problem-solving, kindness, and self-efficacy. District staff also continued to work with a guiding coalition of stakeholders to incorporate these skills within the LBUSD Graduate Profile, to focus on the key competencies students need to thrive in the post-secondary world. The LCAP goals were modified from the previous 3-year LCAP plan to reflect this emphasis. Actions were adjusted to include an increase in staffing and resources for arts education, sustainability education, library media and research education, career skill development, and targeted interventions within school-based multi-tiered systems of support. Staffing will continue to directly support students' mental health and wellness, as well as support students and families of English learners or individuals who are economically disadvantaged.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

LBUSD continuously analyzes student achievement data and collects feedback from stakeholder groups using multiple methods. Rigorous and challenging academic courses that prepare students for college continue to be a high priority, as nearly all graduates attend postsecondary schools. In recent years, there has been an increase in interest from all stakeholders to balance academic learning with career-based skills that are relevant and engaging for students. The actions for this goal help students to explore and experience learning that build an understanding of their strengths, talents, and interests, in order to develop a post-high school graduation plan that will lead to success in an ever-changing world. The metrics related to the goal reflect a balanced approach to student-centered teaching and learning that leads to the development of college and career-readiness skills.

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)		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)		Standards met or exceeded by 85% of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)		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)		At least 15% of graduates complete a CTE pathway.
AP Scores	Percent of graduates who pass at least one AP Exam: 56% Percent of students who pass AP Exam: 87% (2019-20 School Year)	63.2% of graduates passed at least one AP exam Percent of student who passed AP Exam: 77% (2020-21 School Year)	49% of graduates passed at least one AP exam Percent of student who passed AP Exam: 84% (2021-22 School Year)		At least 60% of graduates passing one AP exam. 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)		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)		45% of graduates receive the SSB.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)		At least 45% of students complete at least one semester of college coursework or equivalent.
Early Assessment Program (EAP) - CAASPP	Percentage of students meeting EAP (readiness for college-level work) • ELA: 80% • Math: 70% (2018-19 School Year)	Not measured	Not measured		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		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)		Graduation rate of at least 98%.
Dropout Rate	Percent of middle school students who dropout: 0%	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%		Middle and high school dropout rate of 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percent of high school students who dropout: 0% (2019-20 School Year)		(2021-22 School Year)		
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.
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.
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	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	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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access to electives that include VAPA, CTE, STEAM, leadership, and world languages. (2020-21 School Year)	include VAPA, CTE, STEAM, leadership, and world languages. (2021-22 School Year)	include VAPA, CTE, STEAM, leadership, and world languages. (2022-23 School Year)		that include VAPA, CTE, STEAM, leadership, and world languages.
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)		Less than 9% of students in grades K-11 who are at-risk of needing Tier 3 support.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teaching & Learning	Provide differentiated learning opportunities for all students that facilitate meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship. • Coordinate staffing to facilitate rigorous student learning opportunities in a wide range of areas, including humanities, STEAM, physical and health education, visual and performing arts, world languages, career education, leadership, stewardship, and research. • Strategically organize school and student schedules to allow for smaller classes and more opportunities to build connections between staff and students. • Expand learning options for flexible online and blended classes.	$36,025,441.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide a range of school clubs to meet the interests and needs of students. • Continue to explore research-based student learning to support innovative educational practices. • Ensure staff are appropriately credentialed and assigned.		
1.2	Learning Programs & Systems	Ensure all students have equitable access to standards-aligned learning materials and resources. • Continue to update curricular materials to align with state standards and provide a coherent progression of skill development. • Collaboratively plan with leadership teams and workgroups to review content-specific assessments, instructional materials, and professional training.	$1,984,933.00	No
1.3	Comprehensive Assessment System & Information Technology Program	Provide a system that assesses student information and academic progress utilizing timely and effective tools. • Build capacity and usage of district learning management systems by students, staff, and parents. • Ensure effective use of the student information system by staff and parents. • Maintain a 1:1 device program for all K-12 students. • Continue to enhance and expand data systems to provide efficient and secure usage. • Maintain a districtwide technology infrastructure that facilitates efficient use of devices and online learning. • Provide timely technical support for students, staff, and parents.	$4,504,381.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	College & Career Services	Provide college- and career-based programs, services, and counseling. • Provide college and career counseling and financial aid and scholarship services for all students, including additional supports for most at-risk students. • Expand opportunities for interest- and strengths-based goal-setting for all students, including Thrively, StrengthFinder, and goal-setting conferences. • Develop 4-year high school and postsecondary plans for all students. • Continue to provide a wide variety of secondary courses that provide college and career readiness skills. • Utilize the 12 essential elements for CTE as a framework for the district's career education plan. • Continue to increase the college and career field trips, guest speakers, expert-facilitated presentations, self-inventories, student internships, industry certifications, and advisory boards for all students. • Maintain current CTE pathways on- and off-campus in partnership with College and Career Advantage (CCA). • Expand career education and CTE learning at the elementary and middle school level, including opportunities for design thinking and makerspace learning. • Continue to increase student opportunities for early college credits through Advanced Placement courses, articulated CTE classes, dual enrollment, and concurrent college course enrollment. • Maintain student biliteracy proficiency through language programs. • Expand student civic engagement through stewardship and positive contribution to the community.	$1,140,652.00	No
1.5	Professional Learning	Provide professional learning opportunities for staff that support best first instruction, personalized learning, and targeted intervention.	$742,968.00	No

Action #	Title	Description	Total Funds	Contributing
		- Coordinate professional development for certificated and classified staff that is personalized to their role and needs, supports student collaboration, creativity, communication, critical thinking, problem-solving, and stewardship, and provides more opportunities for staff to observe other staff within and outside of the district. - Facilitate professional development for teachers that is aligned to state content area standards and frameworks, school goals, and district priorities, including lesson, unit, and scope & sequence design, including vertical and horizontal alignment across schools and grade levels. - Expand opportunities for staff to visit schools model programs and innovative practices. - Provide training to expand the instructional coaching support for teachers and administrators. - Develop a new teacher institute to assist in teaching and learning best practices. - Provide professional development for learning and intervention practices within the Multi-Tiered System of Support (MTSS) for tiers 1, 2, and 3. - Continue to improve key elements of Professional Learning Communities (PLCs), ELOs, CFAs, targeted intervention, and enrichment. - Facilitate professional development on assessment design and actionable feedback, including formative assessments, summative assessments, and report cards. - Build a leadership development program through a professional development series and districtwide content area workgroups.		
1.6	Multi-Tiered System of Support (MTSS) - Academic Intervention Support	Provide targeted academic support and intervention. - Assess and support effective MTSSs and PLCs at each school. - Implement universal screening for all students in literacy and math.	$502,428.00	No

Action #	Title	Description	Total Funds	Contributing
		• Facilitate essential learning outcomes (ELOs) and common formative assessments (CFAs) in all content areas and grade levels. • Utilize diagnostic and progress monitoring assessments for targeted intervention. • Provide data-informed targeted interventions and enrichment for students at each school within each MTSS tier during the school day. • Further develop TK-12 structured and balanced literacy approaches to support reading, writing, speaking, listening, and language skills. • Continue to refine dyslexia assessment and intervention program. • Progress monitor and analyze outcomes for targeted interventions. • Continue to develop attendance intervention processes and prevention programs at each school.		
1.7	Early Learning Program	Coordinate early childhood learning and services for pre-Kindergarten (pre-K) children and their families. • Provide developmental screenings for school readiness and child development. • Provide hands-on learning opportunities for pre-K students through the Learning Link program. • Provide parent education workshops and literacy events. • Continue to expand community and health care partnerships to support early learning.	$1,084,637.00	No
1.8	Extended Learning Opportunities	Provide extended opportunities beyond the school day for students to continue to make learning progress and meet grade level expectations. • Expand after-school clubs and tutoring.	$510,281.00	No

Action #	Title	Description	Total Funds	Contributing
		• Coordinate a summer learning program, including targeted intervention, credit recovery, dual enrollment, social-emotional learning, readiness workshops, orientations, and enrichment.		

Goal Analysis [2022-23]

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.

Goal 1, addressing college and career readiness, emphasizes student-centered teaching and learning. While there were no substantive differences in planned actions versus implementation of these actions, LBUSD staff remained flexible and adaptable throughout the year in the event a change in course was necessary. In examining how this goal was carried out during 2022-23, as well as the impact of the planned actions on student learning, there is much to celebrate.

Summer 2022 expanded learning programming included a multitude of educational opportunities designed to address learning recovery, enrichment, and social-emotional learning. High school credit recovery as well as elementary and middle school literacy and math intervention classes were offered to students over a four-week period through summer academies. Recommended students with learning disabilities were invited to participate in district extended school year (ESY) programs to continue specialized academic instruction focused on individual goal mastery. English Learner academies were offered across all grade levels, embedded within District summer academies, addressing English language development in tandem with core academic standards. Summer academy students in grades 1-8 were also availed enrichment classes in the areas of art and music as part of their instructional day. A community partnership with the Boys and Girls Club of Laguna Beach helped students to further develop social skills through facilitated team-building activities, as part of an integrated approach to address the needs of the whole child during summer school sessions. Students seeking additional summer credit opportunities were provided access to college-level coursework through Irvine Valley College, while all LBUSD students were invited to join the district summer LEAD enrichment program. Through LEAD, students were able to enroll in week-long, no-cost enrichment courses based on their individual interests and passions, choosing from over 42 unique classes in areas including visual and performing arts, STEAM, fitness, academic, or social-emotional learning courses taught by LBUSD teachers and community partners. Students transitioning from elementary to middle school and middle to high school were invited to a dedicated orientation day to become acclimated with the middle/high school campuses, review course schedules, identify resources and support personnel, learn the behavior and academic expectations of the school, and build positive connections with peers and staff members.

In Fall 2022, LBUSD staff enthusiastically welcomed students back to campus, following nearly three years of pandemic-related challenges. Laguna Beach Unified prioritized teacher-student relationships and optimal learning conditions by maintaining small class sizes and increasing opportunities for school connections through additional touchpoints. In order to successfully implement learning acceleration and

recovery practices at all school sites, LBUSD school leadership teams were committed to maintaining fully functioning, comprehensive assessment systems. These systems enabled our instructional teams to track and report every student's progress in real-time, in order to identify areas of strength and effectively address knowledge gaps through targeted instruction. All students in grades kindergarten through ten participated in i-Ready diagnostic assessments in reading and math multiple times throughout the year. This universal screening and progress monitoring tool provided valuable insights into collective and individual student needs to inform best-first instruction as well as the design of supplemental academic interventions. All LBUSD schools used i-Ready diagnostic information, in addition to common formative assessment data, to drive conversations about student progress, as well as to determine how best to allocate resources, (including time, funding, and staff), to ensure all students continued to evidence growth towards proficiency in grade-level standards. Regular data analysis team meetings using Aeries or Illuminate student dashboards, integrating multiple data points, resulted in actionable plans for individual students needing additional support.

Throughout the 2022-23 school year, all LBUSD school teams engaged in meaningful collaboration to refine multi-tiered systems of support (MTSS), in response to the evolving needs of students identified through comprehensive assessment systems. The collective district goal in this area is to make sure every learner is known and receives customized support to succeed in school. The continued employment of additional staff, including reading and math intervention specialists, instructional coaches, and instructional assistants designated to support students who are achieving below grade level or are English Learners, helped to maintain current MTSS evidence-based targeted interventions. Students demonstrating a need received targeted instruction through both differentiated core instruction within the general education classroom, and supplemental, small group instruction facilitated by K-8 intervention staff and instructional coaches.

At the elementary level, universal MTSS time built into the school day allowed for purposeful student regrouping in order to customize standards-based learning activities, ensuring the appropriate level of challenge for all students. The addition of a K-12 family engagement coordinator and the continuation of elementary, middle, and high school student support specialists offering both direct service and consultation provided an additional layer of outreach for at-promise youth. The addition of two counselors, placed at the middle and high schools, helped to increase student access to services through additional touchpoints and more individualized attention as a result of smaller caseloads. Counseling services available to students included personalized grade counseling and college planning, development of executive functioning skills, social-emotional supports, and crisis management. These team members also served as an integral part of school MTSS teams, collaborating with administrators, intervention specialists, instructional coaches, teachers, and fellow counselors, to analyze and refine MTSS resources and strategies to maximize positive outcomes for students.

The continuation of before and after-school programs at select school sites, addressing either academic skill development or social-emotional wellness, provided an additional layer of support, while simultaneously fostering meaningful relationships between students and trusted adults to enhance school connectedness. The launch of the LBUSD Expanded Learning Opportunities Program, in partnership with the Boys and Girls Club of Laguna Beach, offered students an extended school day and extended school year. Interest-based clubs, athletics, academic tutoring, and social-emotional learning activities provided no-cost, continued learning for students identified as English learners, students from economically disadvantaged homes, foster youth, and homeless youth in grades TK-6   At the secondary level, tutorial and advisement periods, coupled with an ELA academy, as well as ELA and Math Boost classes offered students opportunities to receive extra academic assistance from teachers and address social-emotional learning needs through regular community-building activities.

Expanding career education and CTE pathways is a continued priority action area in Laguna Beach Unified. Four of our eight on-campus CTE pathways now have industry certification or license opportunities for students. In 2022-23, a new CTE Design Engineering Pathway was launched in response to student interest. This pathway combines existing courses to emphasize using the creative design process and computational thinking to develop solutions, as well as the visualization and creation of 3D computer-generated models and their applications in today's manufacturing, engineering, communications, and publishing industries. Another exciting expansion of the CTE program in 2022-23 involved the addition of middle school courses to provide students with exposure to early career exploration opportunities. The implementation of this CTE program component was in response to stakeholder feedback addressing the need for integration of real-world experiences and career pathways within the LBUSD middle school educational program.

The CTE Ambassador Program offered to students in partnership with College and Career Advantage, continued to provide leadership development experiences for students enrolled in CTE pathways. CTE Ambassadors from Laguna Beach High School promoted the value of CTE to prospective students and their parents, community members, and industry partners through career fairs, the LBUSD Career Roundup event, and CCA events. Laguna Beach high school teachers also had the option to incorporate Nepris, an online educational tool, in order to introduce and engage students to a virtual world of career experts and industry professionals in diverse career fields. The LBUSD Authentic Exploratory Research (AER) course, launched during the 2019-20 school year continued to offer students the opportunity to partner with mentors from the local community as they engaged in developing academic research papers, action projects, or business challenges in professional fields of interest.

In 2022-23, LBUSD contracted services with Spyder Lab, a work-based learning program for schools. LBHS CTE Graphic Design Pathway Multimedia Design Honors students learned first-hand how to be entrepreneurs in the world of graphic design. The Spyder Lab staff members supported students with projects, provided training for equipment and technology, assisted with the creative thinking and design process, and helped foster skills necessary to earn industry certifications.

Students at LBHS continued to access college coursework through dual and concurrent enrollment. Following the summer and fall 2022 semesters, 135 students earned a combined total of 428 early college units. Through a partnership with Irvine Valley College, students were offered college courses including Music 28: History of Rock Music. Dual enrollment classes available to students in 2023-24 will include Introduction to Film, Introduction to Business, Social Media Marketing, and History of Rock.

At the middle school level, students participated in College and Career Week in spring 2023. Vital Link Career Exploration Exhibits provided hands-on experiences for students to facilitate the exploration of STEM-based technology and related careers. A multitude of various career exhibits in medical, engineering, robotics, automotive, and digital media arts fields allowed students to engage in activities exploring different career pathways.

The District Visual and Performing Arts (VAPA) Program continued to evolve. At the high school level, there were 450 student enrollments across 23 different VAPA courses. At the middle school level, 274 students participated in elective courses highlighting the arts. In addition to extensive secondary VAPA course offerings, the elementary program supplemented integrated art activities through a partnership with the Laguna Art Museum and Art Masters Legacy programs. These partners provided six lessons for each grade level, aligned with the California Arts Standards, and focused on specific artists, styles, and techniques through lectures and hands-on activities. A new aspect of the program

for 2022-23 was that students also had the opportunity to attend a field trip to the LAM for one of the art labs. At both elementary sites, families were invited to join the Art Masters Legacy teacher-artists, as they facilitated hands-on, studio art activities. Participants created their own individual works of art in the manner of the master artist, Rene Magritte, using the same styles, techniques, media, and disciplines.

The district art teacher on special assignment (TOSA), together with the elementary VAPA coordinators, continued to support the implementation of arts education through activities including the LPAPA Kids' Paint Out, Ocean Institute field trips, drama/theatre workshop field trips to Laguna Beach High School, as well as several art contests. In spring 2023, LBUSD staff hosted the first districtwide in-person arts showcase and exhibition event since the pandemic. Student artwork was showcased in a walking gallery walk format. A schedule of performances also occurred with students from all school sites. Several District local visual and performing arts partners hosted information and craft tables at the event, including the Laguna Art Museum, Festival of Arts, No Square Theater, Coast Film and Music Festival, Drawing for the Planet, and Laguna Plein Air Painters Association.

Classroom teachers also continued to integrate visual arts lessons throughout the year, aligned to the California State Standards for Visual and Performing Arts. The elementary VAPA program included music lessons for all students.
Afterschool clubs met throughout the 2022-23 school year, to engage in art-centered learning through Band, Strings, Orchestra, Honors Chorus, Japanese Art of Origami, and Guitar. The elementary VAPA program is part of the larger Encore program, in which students participate in extended learning programs beyond the core instructional program. Additional Encore classes offered this year included physical education, science lab, library/research, Spanish, computer science, and coding. The LBUSD District VAPA Planning Committee met to review and refine current practices and to plan future programs.

The LBUSD early learning program, School Readiness, continued to serve as an effective platform for providing parents of children ages birth to five the necessary supports to ensure their child is thriving and developing appropriately. The program provided parent referrals, parent education, health and development screenings, weekly Learning Link opportunities, and professional development for early learning partners within the Laguna Beach community. Our Early Learning Community Task Force met and created goals to include increased parent education opportunities, a Laguna Beach Early Learning Map, and the development of early learning classes at the city and public library.

In winter 2023, the Laguna Beach USD Early Development Index, (EDI), data was shared with community learning partners, including representatives from local preschools, the community library, the Boys and Girls Club of Laguna Beach, First 5 OC, the LBUSD Family Resource Center, and LaunchPad. Stakeholders addressed topics such as the importance of focusing early learning efforts on children ages 0-5, understanding measures of kindergarten readiness, examining our community's EDI results, and identifying and implementing best practices to improve outcomes for children ages 0-5. Current Early Developmental Index results indicate that at 78.3%, Laguna Beach continues to lead the county with the highest percentage of students developmentally ready for school. Areas of strength identified for LBUSD included physical readiness and independence, respect and responsibility, language and cognitive development, and lack of anxious, fearful, aggressive and hyperactive behavior. Areas of school readiness focus for our students will continue to include gross and fine motor skills, social competence, approaches to learning, prosocial and helping behaviors, and general knowledge and communication skills.

Additional actions to support early learners in LBUSD in 2022-23 involved the development of a district plan to expand continue to expand the transitional kindergarten program and Learning Link program opportunities. In fall 2022, two new TK classes were added to Top of the

World Elementary School, in preparation for Universal PK. LBUSD also launched extended-day TK programming in accordance with state requirements. The addition of a new Director of Early Learning in winter 2023 enabled the District to work collaboratively with stakeholders to develop proposals for larger, more extensive early childhood education programs in 2023-24 and beyond.

Professional development was a continued focus in LBUSD throughout 2022-23, as staff remained committed to elevating and enhancing practices to best serve students in our community. Three days were dedicated to certificated and classified professional learning over the course of the year, focusing on areas such as school safety and emergency planning, MTSS, Cognitive Guided Instruction (CGI), building effective professional learning communities, positive behavior intervention and support (PBIS), designing equitable and inclusive learning communities, restorative practices, literacy, Learner Center Collaborative's Leadership Pathway, using i-Ready data to drive instruction and set student goals, meaningful integration of technology to support student learning, and developing common formative assessments aligned to expected learning outcomes to measure student progress towards standards proficiency. Additional professional growth opportunities offered to classified and certificated staff members included Eduprotocols, Best Practices in Supporting Multilingual and English Learner Students, supporting challenging student behavior, non-violent crisis prevention and intervention certification, unit design, and both Orton-Gillingham and DIBELS literacy professional development. Instructional leaders also facilitated a number of "lunch and learns" on a variety of topics, focused on enhancing teacher practices. These optional lunchtime sessions included tutorials on educational software and technology applications, engagement strategies to increase academic language development, and implementation of supplemental, digital programs to improve math achievement.

Instructional coaching continues to be a powerful medium for delivering personalized and responsive professional learning to LBUSD teachers and classified staff members. In 2022-23, district technology leads and instructional coaches engaged in a dedicated professional development day, which included a session with author and educational leadership consultant Dr. Sonny Magana. After analyzing District Bright Bytes survey data to determine staff instructional support needs, participants received targeted training in best practices for instructional coaching, using the Partnership Approach instructional coaching model developed by Jim Knight. This model, shown to improve teaching at more than five times the rate of other professional learning practices, emphasizes a partnership with teachers to improve teaching and learning through the analysis of current reality, goal-setting, identifying and explaining teaching strategies, and providing support until individual professional goals are met.

This year, LBUSD also hosted the T3 Framework EduProtocols Academy for over 200 educators from across the nation. This two-day conference focused on building and sustaining collective teacher efficacy by utilizing instructional lesson frames designed to engage students through critical thinking, collaboration, communication, and creativity. These lesson frames, supported by Dr. Sonny Magana's T3 research, were used as the vehicle to support learners through production and contribution.

A final LBUSD districtwide professional learning focus for 2022-23 involved the collective development and integration of learner-centered education in order to create the conditions in which all learners know their strengths, passions, and values, thrive in their community, and actively engage in the world as their best selves. Workshops offered to staff through a partnership with Learner-Centered Collaborative included Best Practices for Getting to Know Your Learners at the Start of the School Year, Increasing Student Agency through Voice and Choice, Alternate & Authentic Assessments, and Understanding the Purpose of a Learner Profile. In winter 2023, all District certificated and classified staff attended a session on learner-centered practices led by Dr. Katie Martin, renowned educator, speaker, and author. During

both the keynote presentation and subsequent breakout sessions emphasizing relevant and authentic learning experiences, LBUSD team members were recognized for their continued progress toward the development of the LBUSD Framework for the Future and Portrait of a Graduate. Staff will continue to be challenged to reimagine what's possible for learners and educators in 2023-24 and beyond.

LBUSD will continue to seek input from staff members via an annual survey, as well as site leadership team meetings, to determine areas of focus for future professional learning based on the articulated interests and needs of teachers and support staff.

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 ad estimated actual percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions outlined in Goal 1 have shown to be effective in making progress toward cultivating college and career readiness skills on all LBUSD campuses. Following the analysis of 2022 data measures, LBUSD teams were able to determine areas of strength and need in order to develop focused plans for student achievement. Expanded learning opportunities enabled high school students to remain on track to successfully graduate high school, with 100% of participants completing assigned courses with passing grades. The elementary and middle school summer intervention programs helped to prepare students for the academic demands of the coming year, while simultaneously building confidence and fostering growth mindsets. Growth in reading and math skills was evident across all grade levels, with 99% of student participants showing improvement in post-assessment scores.

The District's action of developing comprehensive assessment systems and integrating these systems into the MTSS framework for instructional decision-making proved to be especially powerful in helping students reach grade-level proficiency, and remain on a trajectory toward college and career readiness. The integration of i-Ready diagnostic testing provided a clear indication of reading and math standards mastery levels. Using both i-Ready and common formative assessment data to identify students for targeted, supplemental interventions in areas of growth has resulted in positive outcomes for students. At the elementary level, flexible, skill-based grouping for periods of six to eight weeks, using evidence-based instructional practices, has reduced the number of students receiving intensive Tier 3 interventions, and increased the number of students reaching or approaching grade-level proficiency. Dedicated tutorial periods at the secondary level offered students additional time within the instructional day to receive individual and small group support from teachers to address knowledge gaps and to receive assistance with assignment completion.

Mid-year i-Ready Diagnostic data showed growth across all participating grade levels and student groups when compared to baseline data from fall 2022. Based on winter 2023 diagnostic data in the area of mathematics, 94% of K-8 students placed within Tiers 1-2, while 6% of students assessed scored within the Tier 3 band. These results evidence a 7% growth when compared to the beginning-of-year performance data. Midyear reading diagnostic results were identical to those in math, with 94% of K-8 students performing within Tiers 1-2 (approaching through above grade level), and 6% of participating students performing within the Tier 3 (below grade level) band. These results indicate a 5% growth as compared to the beginning-of-year test administration. This data is consistent with the previous year, in which midyear results showed 93% of students scored within Tier 3 in both reading and math, while 7% of students placed within Tier 3 across both subject areas. Additionally, the number of students advancing to the Tier 1 level in math increased by 13% according to the winter 2023 i-Ready Diagnostic, while the number of students placing within the Tier 1 level in reading increased by 19% between the fall and winter test administrations.

College and career-oriented services and secondary course offerings effectively met student needs related to post-secondary planning. A wide variety of rigorous course offerings, including equivalent college coursework and CTE pathways, allowed for greater student choice aligned to individual goals. At the conclusion of the 2021-22 academic year, 35% of high school students earned early college credit through AP exams, CTE pathway completion, or dual/concurrent enrollment. In 2022-23, 36.7% of high school students enrolled in CTE courses, an increase of 11.5% from the previous year. 203 high school students (22%) completed early college credit through dual or concurrent enrollment courses within the 2022 summer and 2022-23 fall and spring semesters. There were 949 student enrollments across 22 different Advanced Placement courses, an increase of 96 enrollments as compared to 2021-22.

81% of the Laguna Beach High School Class of 2022 students met UC A-G requirements, and this trend is expected to continue for 2023 graduates. As part of the instructional program evaluation process, community learning partner perceptions are collected on an annual basis through a survey conducted by Qualtrics Research. In 2023, 74% of stakeholder survey respondents agreed LBUSD provides a sufficient number of Advanced Placement (AP) course offerings (7% indicated neutral feelings). 70% of stakeholders surveyed indicated agreement when asked whether the District offers sufficient high-quality courses in the arts (10% indicated disagreement). 69% of survey respondents expressed agreement when asked if LBUSD offers sufficient courses that are relevant to students' post-high school interests and goals (13% indicated disagreement).When asked about the effectiveness of academic supports, 78% of district stakeholders indicated positive feelings (9% provided neutral responses). 81% of survey respondents agreed LBUSD provides effective college and career counseling support (11% indicated neutral feelings), while 73% of stakeholders shared the district effectively prepares students with skills needed for college (14% provided a neutral response).

Meaningful integration of technology to support teaching and learning also proved to be highly effective in supporting college and career readiness. The continued use of the Canvas learning management system, coupled with Google Classroom, allowed students to have immediate access to course materials, assignments, and resources, as well as tools to help manage and track work completion. As evidenced by instructional walkthroughs, teachers across LBUSD both support and supplement direct teaching with educational technology, allowing for interactive formative assessments through quiz games, productive group tasks, research projects, video conferencing, and personalized learning software. Technology teachers on special assignment (TOSAs) co-constructed and co-taught lessons with classroom teachers involving the integration of digital tools to measure student understanding and elevate student motivation and engagement. Students needing assistance with assignments when not at school were availed access to Paper, an online, on-demand tutoring service

available 24 hours per day. At the secondary level, the number of students receiving D/F grades was under 5%, demonstrating that students responded favorably to the combination of face-to-face and digital learning support available to them.

Professional learning communities remained a cornerstone of the LBUSD instructional framework in 2022-23. The analysis of common formative assessments and subsequent discussions of best practices to support student learning drove collegial conversations in dedicated weekly PLC meetings across grade levels. When asked about professional learning, 85% of staff survey respondents indicated positive or neutral responses when asked whether district professional development opportunities positively impacted practices, while 87% of staff expressed positive or neutral responses regarding the impact of District PD on student learning.

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.

To further develop and expand the district visual and performing arts (VAPA) program, LBUSD will hire a second, full-time art teacher on special assignment (TOSA) to develop lessons and oversee arts education at the elementary level and to collaborate with VAPA teachers at the secondary level to ensure continued high-quality, standards-based, cohesive art programming across Laguna Beach Unified.

In order to enhance student's literacy and research skills, LBUSD will employ a second, full-time, library media specialist. The individual serving in this position will focus on both traditional and digital literacy, helping students to build essential comprehension and research skills, while providing Future-ready lessons to foster critical thinking, collaboration, communication, and problem-solving skills.

In response to the prioritization of sustainability, LBUSD will hire a certificated environmental literacy coordinator (Teacher on Special Assignment), to provide direct instruction to students on topics such as climate change, environmental advocacy and awareness, and sustainability practices. The individual serving in this role will also assist students in taking ownership of recycling efforts at their schools and learning about careers in environmental fields.

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.

An explanation of why the LEA has developed this goal.
This goal was developed to meet the continued need to improve student social-emotional strengths and competencies. While survey data indicates the majority of students report that they feel supported at school, a significant number of students in our schools need and seek support in finding a balance between the pressures of high academic achievement with positive emotional and physical health. The district staff places the highest priority on positive student relationships and supports. The actions for this goal align with these priorities as well as the value of building student agency in their learning through voice and choice, flexible learning environments, and multiple methods for demonstrating learning and growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey	Percent of stakeholders who report that students receive effective social-emotional supports. • 66% agree • 14% neutral • 21% disagree (2020-21 School Year)	Percent of stakeholders who reported that students receive effective social-emotional supports. • 68% agree • 18% neutral • 14% disagree (2021-22 School Year)	Percent of stakeholders who reported that students receive effective social-emotional supports. • 65% agree • 16% neutral • 19% disagree (2022-23 School Year)		15% or less of stakeholders report that students do not receive effective social-emotional supports.
LCAP Survey	Percent of students who report having at least one caring relationship with a	Percent of students who report having at least one caring relationship with a	Percent of students who report having at least one caring relationship with a		10% or less of students report not having at least one caring relationship

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teacher or staff member • 68% agree • 18% neutral • 15% disagree (2020-21 School Year)	teacher or staff member • 80% agree • 12% neutral • 8% disagree (2021-22 School Year)	teacher or staff member • 80% agree • 11% neutral • 9% disagree (2022-23 School Year)		with a teacher or staff member.
LCAP Survey	Percent of students who report that staff provide meaningful school work. • 69% agree • 17% neutral • 15% disagree (2020-21 School Year)	Percent of students who report that staff provide meaningful school work. • 63% agree • 20% neutral • 17% disagree (2021-22 School Year)	Percent of students who report that staff provide meaningful school work. • 72% agree • 16% neutral • 12% disagree (2022-23 School Year)		10% or less of students report not having provided meaningful school work.
LCAP Survey	Percent of students who report that they regularly participate in challenging learning activities • 75% agree • 14% neutral • 12% disagree (2020-21 School Year)	Percent of students who report that they regularly participate in challenging learning activities • 77% agree • 14% neutral • 9% disagree (2021-22 School Year)	Percent of students who report that they regularly participate in challenging learning activities • 75% agree • 13% neutral • 12% disagree (2022-23 School Year)		8% or less of students report not regularly participating in challenging learning activities.
LCAP Survey	Percent of students who report that they regularly participate in engaging learning activities	Percent of students who report that they regularly participate in engaging learning activities	Percent of parents/guardians who report that students regularly participate in		6% or less of stakeholders report students not regularly participating in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 81% agree • 10% neutral • 9% disagree (2020-21 School Year)	• 83% agree • 8% neutral • 9% disagree (2021-22 School Year)	engaging learning activities • 76% agree • 9% neutral • 15% disagree (2022-23 School Year) *Survey question modified-stakeholder group		engaging learning activities.
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)		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 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)		Chronically absent rate of 5% or less.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Support	Provide support and resources to develop social-emotional competencies. • Facilitate social-emotional services through the six competencies in the district social-emotional learning (SEL) framework and standards. • Implement elementary and secondary social-emotional learning curriculum. • Integrate SPACE Framework components at all schools. • Expand site-based social work through Student Support Specialists. • Partner with local organizations to provide additional support for students beyond the school day. • Continue to support school implementation of the Anti-Defamation League's (ADL's) No Place for Hate (NPFH) program. • Ensure districtwide alignment and coherence of positive self-identity and school climate programs, including SEL, character, growth mindsets, anti-bias and bullying, digital citizenship, cybersafety, restorative practices, mindfulness, and interest- and strengths-based learning.	$2,225,146.00	No
2.2	Student Agency	Provide programs that develop student agency, positive self-identity, and exceptional character. • Expand student use of digital portfolios to showcase student work, badges, and certifications. • Provide a range of opportunities and courses for students to explore and research topics of interest. • Increase learning opportunities for student voice and choice within their classes. • Expand options for flexible learning in the areas of pace, location, and demonstrating learning. • Provide opportunities for student leadership development in classes, clubs, and coursework.	$220,654.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide additional opportunities for student voice through surveys, exchanges, Superintendent's Student Advisory Council, Student Senate, ASB, and leadership groups.		
2.3	Health and Wellness Services	Provide health services that ensure the safety and wellness of students. • Ensure comprehensive day-to-day site health services support, including mandatory immunization tracking, health screenings for mandated grades, and complex student health support. • Provide a comprehensive health education curriculum. • Promote the health and safety of children by helping them to establish lifelong health patterns.	$476,770.00	No
2.4	Professional Learning	Provide professional learning opportunities for staff that support social-emotional development and competencies, progressive discipline, and positive behavior support. • Build schoolwide capacity for positive teacher-student relationships, identification of risks and warning signs, and how to connect students with school-based mental health supports. • Facilitate training for school staff to be able to recognize signs of mental illness, substance use and respond with immediate support and assistance. • Provide professional development on best practices and strategies for social-emotional wellness, cognitive behavior intervention and support, anti-bias, learning through strengths, and inclusive learning environments. • Provide ongoing suicide prevention training for all TK-12 student-facing staff.	$76,275.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Multi-Tiered System of Support (MTSS) - Social-Emotional, Behavior, and Attendance Intervention Support	Provide targeted support and intervention for social-emotional wellness, attendance, and behavior. • Ensure schools implement a proactive approach to establishing behavioral supports and social culture to be successful, including Positive Behavior Interventions and Supports (PBIS) program. • Continue to implement universal social emotional screeners for K-12 students. • Implement intermittent student check-in surveys that provide a snapshot across multiple climate indicators and link students to additional support if needed. • Expand student options for counseling support. • Continue to implement the Tobacco Use Prevention and Education (TUPE) program, including the California Healthy Kids Survey and the Community Coalition partnership • Expand options and usage of alternatives to suspensions program, progressive discipline matrix, and restorative practices. • Monitor and support students with attendance concerns, including School Attendance Review Board (SARB).	$335,260.00	No
2.6	Mental Health Services	Provide support and resources for mental health services. • Increase awareness of mental health issues among school-aged youth for staff, students, and families. • Continue to develop a comprehensive, evidence-based mental health support system by enhancing training, assessment, and mental health services. • Regularly train administrators and school-based mental health staff on district developed self-harm/suicide risk assessment protocol • Implement common procedures for evaluating student risk and taking timely and appropriate next steps for support.	$252,812.00	No

Action #	Title	Description	Total Funds	Contributing
		• Develop a multi-tiered prevention and intervention approach for trauma-informed, evidence-based systems of care.		

Goal Analysis [2022-23]

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.

Goal 2 addresses social-emotional competencies and self-identity. In the midst of significant, continuing global pandemic impacts, the LBUSD team worked collaboratively to develop mental health and behavioral supports for students. In order to increase student touchpoints, and provide more frequent, individualized school counseling supports for students, one additional counselor was added to both the middle and high school staff. The entire LBUSD team launched the 2022-23 school year by embracing district core values, including "every student, every day" and "relationships matter." School counselors and school psychologists at all sites planned special wellness and mindfulness activities throughout the year designed to foster school connectedness and community building. Student check-ins and immediate, responsive interventions were a top priority, and counseling services were made readily available to all students evidencing a need.

As a core focus area for 2022-23, all site leadership teams continued to enhance and refine Multi-Tiered Systems of Support (MTSS) in the areas of social-emotional wellness and positive behavior management to ensure every learner was known, had appropriate resources available to them, and had trusted adults on campus to turn to in times of need. As a critical component of the site MTSS frameworks, student attendance, progressive discipline, and social-emotional learning (SEL) screening data were regularly reviewed and analyzed to determine areas of need. Using the Aeries and Illuminate technology platforms, school teams developed early warning system indicators and student dashboards designed to identify students experiencing challenges in the areas of attendance, behavior, or social-emotional wellness. Interventions to address these areas of need included classroom SEL lessons, counseling, social skills groups, attendance support meetings, and student/parent conferences.

Throughout the 2022-23 academic year, LBUSD teams across the District committed to shaping and reinforcing expected student behavior through evidence-based practices focused on school culture and improving systems to achieve desired results. Positive behavior support and intervention (PBIS) was a high-priority area across all grade spans as students developed skills in communication, social skills, self-regulation, coping strategies, and problem-solving. Through consistent integration of PBIS, students across LBUSD were given clear expectations and behavior models, which were regularly reinforced across school settings. The continued implementation of PBIS positively impacted the areas of social competence, academic success, and school climate.

Another district-wide focus in the area of social-emotional and behavioral support during 2022-23 involved an emphasis on restorative practices in order to shape appropriate behaviors. 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 engaged in

restorative work facilitated by trained school staff to strengthen relationships, resolve disagreements, and help students to take accountability for their actions in a non-punitive manner. Restorative communities were also integrated into LBUSD classrooms K-12 to cultivate school connectedness and a sense of belonging.

School leaders collaborated with their site teams to engage students in social-emotional learning lessons using evidence-based curriculum, lunch and afterschool facilitated social skills and wellness activities, and explicit teaching and modeling of expected behaviors. In order to increase motivation, positive reinforcement systems were implemented at the elementary and middle school levels, some of which used point systems connected to token economies and earned privileges aligned with student interests. At the middle school level, the school counselors, school psychologist, and student support specialist facilitated thematic monthly wellness activities on topics such as healthy coping, suicide prevention, and how to access support services. "Mindful Monday" activities also emphasized enhancing self-regulation and student engagement. At the high school level, "Wellness Wednesday" activities facilitated by the school counseling team during lunchtime emphasized self-care, suicide prevention education, positive peer relationships, substance abuse prevention, and overall physical and mental health. Student support specialists spearheaded Suicide Prevention Week, during which school-based mental health specialists delivered student-level curriculum at the secondary level, training to K-12 staff, and raised community awareness and calls to action to support students in distress.

Attendance challenges continued to persist throughout 2022-23, as student illness and mental health needs once again adversely impacted absenteeism rates. Attendance intervention efforts were consistently implemented across all Laguna Beach schools. In addition to attendance notification letters, school teams, comprised of counselors, student support specialists, and administrators, routinely met with families of students experiencing attendance issues to identify barriers to attendance, offer supplemental resources, supports, and services, and develop attendance contracts with specific expectations and goals for improvement. When school-based interventions did not result in improved outcomes, students were referred to the District Attendance Review Team (DART). DART meetings were facilitated by a member of the District leadership team and included School Resource Officer and Coordinator of Family Engagement participation. Additional attendees include the parent/guardian, student, school counselor, and site administrator. After a discussion of barriers to school attendance, the DART team collaboratively developed attendance contracts, inclusive of specialized services designed to improve school attendance.

In order to improve our mental health systems of care, LBUSD partnered with Care Solace, Inc. (Care Solace) in 2022-23. Care Solace provided students, families, and all staff members confidential 24/7/365 web-based, email, telephone, or text-based support in searching, identifying, and securing initial intake appointments with qualified local licensed mental health providers that meet the referral concern. The Care Solace team also provided a concierge service from a trained Care Companion to partner with the student, parent, or staff member to complete the warm handoff between the school district and the external licensed mental health services provider. Care Solace currently serves 600 school districts in 34 states, and within California serves 46% of the total K-12 student population.

Laguna Beach Unified maintained engagement with Stanford's Challenge Success program in 2022-23. Challenge Success was founded more than 15 years ago in response to multiple student deaths by suicide that were directly attributed to student pressure for academic success. Through their partnerships with hundreds of public and independent schools since their founding, they've identified evidence-based solutions to make K-12 education more authentic, and personalized, and to support students to increase health, balance, and well-being.

Thurston Middle School entered year three of the partnership, with primary actions entailing staff conference attendance, regular team coaching on priority change initiatives, and surveying students. Laguna Beach High School entered its fifth year of the Challenge Success partnership, during which time efforts were focused on sending a team of staff to the spring 2023 conference and conducting and analyzing the Challenge Success Student Survey in order to gain important insights into student stressors, levels of engagement with school, aspects of school-based and home supports, health factors such as sleep and social media usage, perceptions of course relevance, the college search process, and more. These data points provided an important vehicle for elevating student voices to assist District staff in making actionable cultural changes to improve student experiences.

As the 2022-23 school year progressed, district and site leadership responded to staff requests to increase knowledge and skills in the area of supporting student behavior by offering additional professional development opportunities to build capacity in this realm. Elementary and middle school staff continued professional learning in the area of restorative practices, emphasizing the integration of restorative circles in classroom settings. At the high school level, trauma-informed practices continued to be an area of focus for staff as they supported teens experiencing anxiety, depression, and other mental health issues. Special education and designated support staff continued to receive training in non-violent crisis prevention and intervention (CPI) to effectively support students during crisis episodes. School and district leaders also attended a professional development session on the topic of student discipline and behavior. Topics discussed included protocols for conducting student investigations following behavior incidents, legal requirements of suspension and expulsion processes, and alternative means of correction to address student behavior through non-punitive and non-exclusionary methods. Our LBUSD leadership team will continue to prioritize practices such as positive behavior support and intervention and restorative justice to develop proactive, inclusive, and positive approaches to maintaining positive and safe school campuses.

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 the specific actions were in making progress toward the goal.

Planned actions were effective in making progress toward the goal of fostering social-emotional competencies and self-identity through student agency, engagement, resiliency, and positive relationships. Based on analysis of lead and lag measures, LBUSD continued to improve in the majority of areas addressing this goal. The direct services and additional consultation, support, and resources provided through school counselors, student support specialists, and school psychologists addressed continued student behavior and social-emotional learning needs. The clearly defined multi-tiered systems of support (MTSS) at all school sites encompassed universal, supplemental, and intensive behavior, attendance, and social-emotional interventions specially designed in response to student needs. These actions, combined with regular parent communication and collaborative home-school partnerships, enabled students to access essential resources

and strategies to address mental health needs and behavior challenges. There was a reduction in student behavior referrals requiring progressive discipline following the implementation of consistent and cohesive PBIS and restorative justice practices. The current District suspension rate of 1.3% is on track to be lower than the 2021-22 rate of 2.6% Truancy and chronic absenteeism continue to be a focus area due to students' continuing physical and mental health challenges. The current rate of students present for more than 90% of school days is 81%, slightly lower than the 2021-22 final annual rate of 82.8%. School attendance for students identified as chronically absent improved, in most cases, following attendance support meetings at both the school and district levels, during which staff collaborated with students and parents to identify attendance barriers and develop systems for improvement. The collective commitment of all LBUSD team members to prioritize positive student relationships, focusing on "every student, every day," also proved especially meaningful this year, based on student perception data collected in spring 2023.

One of the main action items for Goal 2 involved student access to social-emotional and mental health resources and assistance on campus. The additional school counselors added to the middle and high school staff in 2022-23 reduced the staff-to-student ratio to allow for additional personal contacts, increased social-emotional support, stronger interpersonal relationships, and more customized post-secondary plans. Counselor-led interventions, including "Turnaround Tuesday" at the secondary level, provided opportunities for students to receive personalized assistance in executive functioning, organization, time management, task completion, and self-advocacy, in order to improve course grades, as well as to enhance self-efficacy and develop greater independence. When asked if students receive sufficient social-emotional supports on campus, 65% of stakeholder survey respondents indicated agreement (16% provided neutral responses). 84% of student survey participants indicated positive responses when asked if counseling and social-emotional support services are available (11% expressed neutral feelings). This data shows that students primarily understand how to access help when needed. An area of future consideration may be building additional opportunities during the school day for students to seek adult assistance, as approximately half of students (49%) reported having time in their day to discuss concerns with staff. Additional actions may include enhancing parent outreach to ensure a clear understanding of services and resources available to support student needs related to social-emotional wellness.

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.

Reflections on prior practice resulting in changes made to the planned goals, metrics, or actions for the coming year involve striving to meet the needs of our students through more flexible learning models. There has been some interest from students, parents, and teachers related to offering the option of hybrid/blended classes for students. The purpose of a blended class is to provide a more flexible learning environment for students to accommodate work schedules, health concerns, stress related to school structure, and learning styles. Laguna Beach Unified plans to continue to pilot the incorporation of a small number of blended learning courses at the high school level next year prior to making permanent changes to the master schedule.

During the 2023-24 academic year, in response to student progressive discipline trends, teachers, counselors, student support specialists, school psychologists, administrators, and district leaders will implement an LBUSD Progressive Discipline Matrix, in order to clarify, streamline, and align protocols and decision-making tools used to determine tiered interventions, resources, and actions related to student behavior.

During the 2023-24 academic year, school teams will implement a digital MTSS progress-monitoring and intervention tracking system to house personalized student support plans and measure student growth in response to interventions through data import, tracking, and analysis.

In response to stakeholder recommendations to reduce chronic absenteeism rates, LBUSD high school counselors will integrate sessions addressing stress management techniques, as student absences may, in some cases, be attributed to students feeling overwhelmed and not wanting to attend school due to high levels of stress or anxiety. This need is supported by high school Challenge Success survey data, indicating 23% of respondents do not feel confident in their ability to cope with stress.

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.

An explanation of why the LEA has developed this goal.
Having safe, equitable, and inclusive learning environments has been an increasing concern and priority for the district and community. The district has facilitated several related professional learning opportunities for staff during the last several years, as well as expanded the school safety plan development process and added two School Resource Officers. A district equity steering committee was formed in 2021 and has future plans for additional stakeholder outreach and student support. This goal and its actions support the need to provide more strategic planning and support of equity and access for our most vulnerable groups of students.

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)		3% or less of students report that they do not 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)	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)		10% or less of students report having experienced harassment or bullying on campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		12% (10 or more times) (2021-22 School Year)	59%: no instances of bullying (2022-23 School Year)		
LCAP Survey	Percent of students who report that LBUSD provides a positive learning environment: • 84% agree • 12% neutral • 4% disagree (2020-21 School Year)	Percent of students who report that LBUSD provides a positive learning environment: • 84% agree • 11% neutral • 5% disagree (2021-22 School Year)	Percent of students who report that LBUSD provides a positive learning environment: • 82% agree • 13% neutral • 6% disagree (2022-23 School Year)		3% or less of students report that LBUSD does not provide a positive learning environment.
CAASPP - Student groups	Percent of students who meet or exceed standards • Students with disabilities: ELA- 48%, Math- 45% • English learners: ELA- 19%, Math- 26% • Reclassified fluent english proficient (RFEP): ELA- 89%, Math- 77%	Not tested	Percent of students who meet or exceed standards • Students with disabilities: ELA- 45%, Math- 35% • English learners: ELA- 46%, Math- 39% • Reclassified fluent english proficient (RFEP): ELA- 73%, Math- 60%		Increase the percent of students who meet or exceed standard to: • Students with disabilities: ELA- 59%, Math- 56% • English learners: ELA- 50%, Math- 50% • Reclassified fluent english proficient (RFEP): ELA- 89%, Math- 77% (maintain)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Economically disadvantaged: ELA- 70%, Math- 57% • Hispanic or Latino: ELA- 72%, Math- 63% (2019 CAASPP Administration)		• Economically disadvantaged: ELA- 66%, Math- 51% • Hispanic or Latino: ELA- 65%, Math- 56% (2022 CAASPP Administration)		• Economically disadvantaged: ELA- 76%, Math- 66% • Hispanic or Latino: ELA- 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)		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 of 25%.
LCAP Survey	Percent of staff who report that the professional learning opportunities positively impact student learning: 83% (2020-21 School Year)	Percent of staff who report that the professional learning opportunities positively impact student learning: 71% (2021-22 School Year)	Percent of staff who report that the professional learning opportunities positively impact student learning: 70% (2022-23 School Year)		At least 90% of staff report professional learning positively impact student learning.
LCAP Survey	Percent of parents satisfied with	Percent of parents satisfied with	Percent of parents satisfied with		On average, 20% or less of parents report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	communication received from schools: • 64% agree • 9% neutral • 28% disagree Percent of parents satisfied with opportunities for input into school/district goals and actions: • 64% agree • 9% neutral • 27% disagree Percent of parents satisfied with parent education opportunities: • 60% agree • 19% neutral • 22% disagree (2020-21 School Year)	communication received from schools: • 74% agree • 9% neutral • 16% disagree Percent of parents satisfied with opportunities for input into school/district goals and actions: • 67% agree • 10% neutral • 22% disagree Percent of parents satisfied with parent education opportunities: • 70% agree • 15% neutral • 15% disagree (2021-22 School Year)	communication received from schools: • 77% agree • 10% neutral • 14% disagree Percent of parents satisfied with opportunities for input into school/district goals and actions: • 57% agree • 9% neutral • 34% disagree Percent of parents satisfied with parent education opportunities: • 74% agree • 14% neutral • 13% disagree (2022-23 School Year)		not being satisfied with school communication, opportunities for input, and parent education.
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)		0 schools not in "good repair" status.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Comprehensive Safety Programs	Ensure students are able to learn in a safe environment. • Maintain safe, welcoming, and healthy learning environments for all. • Annually update Comprehensive District and School Safety Plans, including Orange County Intelligence Assessment Center (OCIAC) recommendations. • Regularly collaborate on safety plans with the community, district, and site representatives, including parents, staff, administrators, LBPD, and LBFD. • Continue to support School Resource Officer safety and education programs, as well as alignment of disaster preparedness within the City of Laguna Beach. • Ensure appropriate staff is Community Emergency Response Team (CERT) trained. • Maintain safety and disaster preparedness equipment and supplies at each site.	$634,155.00	No
3.2	Family & Community Outreach	Develop community-based partnerships, ensure effective communication, and provide parent education opportunities. • Enhance communication processes to engage, inform and educate all stakeholders. • Provide weekly communication to families at each school. • Utilized multiple platforms for communication. • Increase district communication related to recognizing students and programs. • Provide a range of opportunities for parent input, including surveys, exchanges, School Site Councils, PTA, conferences, advisory councils, and committees. • Partner with PTA and SchoolPower for parent workshops and educational opportunities. • Maintain partnership programs with the City of Laguna Beach, Boys & Girls Club, and local organizations. • Coordinate visual and performing arts and other career education-based community partnerships to provide integrated work-based learning.	$457,638.00	No

Action #	Title	Description	Total Funds	Contributing
		• Continue to enhance partnerships and programs with regional area colleges. • Utilize the Public Information Officer and Community Liasion to coordinate opportunities for family engagement and communication.		
3.3	Facilities Improvements	Ensure facilities and student learning environments allow for collaboration, creativity, communication, critical thinking, problem-solving, research, and stewardship. • Maintain facilities in good repair to ensure the safety of students and staff. • Continue to update and develop the multi-year facilities plan. • Continue to update 4CLE classrooms (4 C's Learning Environments).	$9,385,331.00	No
3.4	Leadership & Strategic Planning	Ensure sustainable and transparent systems for equitable practices, management, and financial stability. • Facilitate district equity roadmap and action steps. • Support analysis of equity indicators and prioritization of focus areas within district and community systems. • Improve and redesign systems to ensure equitable outcomes for all students. • Build inclusive practices for stakeholder engagement. • Maintain fiscal solvency and transparency to ensure support of student learning for now and into the future. • Continue to build fiscal understanding and strategic planning capacity of school leaders. • Align, support, and monitor district and school plans. • Ensure processes to evaluate and revise courses, programs, student supports, new initiatives, and policies/procedures are strategic and systemic.	$2,562,439.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Transportation Services	Provide transportation services to ensure equitable access to school and district programs.	$2,535,209.00	No
3.6	Food Services	Provide food services to ensure student health and wellness.		No
3.7	Special Education & 504 Plan Services	Support student readiness and academic success students with IEPs and 504 plans. • Support coherence between student study teams, (SSTs) and MTSS to ensure all students have universal screeners, rigorous instruction, targeted intervention, and progress monitoring. • Continue to refine and align assessment benchmarks for 504 plan and special education identification practices. • Continue to develop specialized academic instruction that provides services for students in the least restrictive environment. • Partner with Southern Orange County Special Education Local Area Plan (SELPA) and the Orange County Department of Education (OCDE) to provide a comprehensive continuum of services in the least restrictive environment. • Provide assessments for instructional assistance to determine when additional support is needed. • Continue Parent Mentor program and Community Advisory Committee (CAC) to promote communication, education, and awareness for parents of students with exceptional needs.	$9,609,090.00	No
3.8	English Language Development Program	Provide integrated and targeted support for English learners. • Utilize the California English Learner Roadmap to strengthen comprehensive programs and practices for English learners.	$1,272,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Ensure schools implement practices that welcome and recognize multilingual strengths and identities. • Provide college- and career-ready instructional programs and assessments for English learners. • Provide after school tutoring and mentoring programs, including Juntos. • Utilize ELD coordinator/TOSA and staff to provide professional learning, resources, assessment, intervention, and progress monitoring. • Facilitate regular District English Learner Advisory Committee (DELAC) meeting. • Provide educational opportunities that align with the needs of parents of English learners. • Provide translation services for school and district events, meetings, and conferences.		
3.9	Homeless, Foster Youth, and Low Income Services	Support students who are socioeconomically disadvantaged, homeless, or are in the foster youth program. • Utilize Community Liaison to coordinate services and resources for students and families from district and community funds and programs. • Provide ongoing staff training on district processes and state requirements. • Provide college- and career-ready instructional programs and assessments.	$245,793.00	

Goal Analysis [2022-23]

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.

Goal 3, addressing the provision of safe, equitable, and inclusive schools through caring learning environments was a top priority when preparing for the launch of the 2022-23 school year. Although there were no substantive differences in planned actions versus actual

implementation of these actions, district staff remained prepared to pivot and adapt plans in response to the needs of our community. Students relied on positive and meaningful adult and peer relationships to help them feel safe, connected, and comfortable at school. Several weeks at the beginning of the year were devoted to building classroom communities, co-establishing behavior expectations and norms, and teaching self-advocacy and executive functioning skills. Students became reaccustomed to classroom schedules, routines, and structures while continuing to build meaningful connections with peers and trusted adults. By committing to maintaining small class sizes, LBUSD was able to successfully create the conditions in which every student was known, and had numerous opportunities throughout the day to engage in positive and personal exchanges with adults on campus. Additional programs to support meaningful student connections, safety, and support, including the middle and high school peer mentor programs, as well as dedicated lunchtime and afterschool social groups and clubs. The "Cup of Joe with an SRO" events allowed parents and students the opportunity to learn more about the School Resource Officer (SRO) program, goals, and services, and how those services are integrated within the district's comprehensive safety plan.

One of the key aspects of ensuring school safety involves maintaining facilities that meet the highest quality safety standards. The District continued to uphold such standards by through increased ventilation at schools, which is essential to the health and safety of students and staff. LBUSD also purchased Heating, Ventilation, and Air Conditioning (HVAC) equipment in 2021-22, in order to provide ventilation, filtration, and system controls to maximize the ability to ventilate and filter building air in our secondary schools. In addition, ultraviolet germicidal irradiation lights were maintained at all school sites to provide enhanced filtration of interior building air. In tandem with the continued facility safety measures, LBUSD continued the work of designing 4CLE classrooms to promote opportunities for communication, collaboration, creativity, and critical thinking. Classroom remodels in grades 1-2 and kindergarten occurred during summer 2022. During the 2022-23 school year, additional redesigns ensure that 100% of all LBUSD classrooms are designed to maximize opportunities for the 4Cs.

Another essential component of school safety involves providing disaster preparedness training for staff. Over the course of the year, all LBUSD staff participated in safety drills as well as emergency operations training with their respective teams. During tabletop exercises, facilitated by a local safety expert, teams were presented with various disaster scenarios and worked together to develop and execute plans of action, while clearly defining staff roles and responsibilities. These action plans aligned with both the school safety plans and the district comprehensive safety plan developed in collaboration with stakeholders in winter 2023. LBUSD continued to partner with law enforcement and local agencies to stay informed regarding community safety needs, resources, and action plans. Additional staff training addressing student physical and emotional safety offered over the course of the year included CPR Training and Crisis Prevention and Intervention (CPI) training.

In response to ongoing community safety concerns involving student e-bike use, LBUSD staff and LBPD School Resource Officers (SROs) continued to enhance the reach and impact of e-bike safety awareness and training throughout 2022-23. The SROs delivered e-bike safety courses targeting middle school students, identified as the highest priority age group. Thurston Middle School also implemented a mandatory e-bike safety course completion requirement in order for students to be allowed to park their e-bikes on campus. There are plans for will future e-bike safety course offerings with opportunities for students below sixth grade and above eighth grade to participate in the course.

A continued tool to enhance student safety and positive school climates throughout 2022-23 involved access to the digital tip reporting service, WeTip. WeTip encouraged students to speak up and share concerns, enhancing the District's ability to solicit, investigate, and resolve anonymous or non-anonymous tips related to bullying, concern for self or others (self-harm), discrimination or harassment, physical

abuse and misconduct, threats to school or students, vandalism, or general tip report. Students will receive continued education on how to make a report.

The support of students identified as multilingual and English learners remained a top priority for LBUSD instructional and support staff this year. Professional development opportunities in this area included a four-part series on best practices to support students learning English as a second language. Facilitated by the District ELD Instructional Coach, the professional learning sessions focused on creating inclusive and assets-based learning environments for students identified as English Learners.
Participants engaged in interactive conversations around creating a safe, inclusive, and equitable school culture, in which all students are valued for their unique backgrounds and experiences, as well as concrete methods to scaffold content to enhance equity and accessibility for students developing language proficiency in English. A second four-part professional development series focused on the integration of the Ellevation learning platform, which links research-based strategies and activities focused on enhancing listening, speaking, reading, and writing skills through small-group, whole-group, and partner learning tasks integrated within daily lessons across content areas. Following the on-site professional learning series, teachers and counselors were invited to complete additional, self-paced instructional modules through Ellevation, consisting of pathways such as understanding multilingual learners, supporting newcomers, developing academic language, deepening comprehension, strengthening writing and speaking skills, fostering interactions, assessing multilingual learners, building sociocultural competence, and advancing bilingualism and biliteracy.

In order to effectively meet the needs of foster youth and students experiencing homelessness, the district funded a Coordinator of Family Engagement, whose role and responsibilities included direct service to these specific student groups. Although under 15 foster and homeless youth are enrolled in Laguna Beach Unified, personal outreach efforts, combined with connections to community resources, enable our students from these high-priority groups to succeed in our schools. Examples included the provision of transportation, meals, school supplies, scholarships to afterschool and summer programs, access to additional school-based mental health supports, and supplemental academic interventions when needed. In 2021-2022, administrators, social workers, school counselors, nurses, and front office staff received professional development in best practices for supporting McKinney-Vento and foster youth. The goal of this training was to identify potential barriers to a high-quality educational program for students and to educate participants on strategies and systems in place to support our youth given the unique challenges they face. Our district website also contains information and resources for students and families in the foster system or experiencing homelessness.

In an effort to continue to expand inclusion opportunities for students with learning disabilities, LBUSD launched 9 new co-taught classes at the middle and high school levels in fall 2022, in order to provide flexibility for personalized learning within the least restrictive learning environment. Throughout the year, the Director of Special Education facilitated meetings with secondary co-teach teams and their site administrators, in order to gather information regarding how the new teaching partnerships were progressing. Conversations included instructional models utilized, student benefits, teacher needs, and planning for the 2023-24 school year. The group also participated in a two-day training titled A Guide to Co-Teaching. Teachers unanimously reported that both students with and without learning disabilities benefited from team-taught collaboration courses. The District will continue to develop a sustainable co-teach model on both campuses, with the goal of providing high-quality inclusive educational opportunities for students with learning disabilities.

An additional new program implemented in 2022-23 was First-Gen Leaders. The LBHS College and Career Center and counseling teams regularly hosted luncheons for first-generation college students. The goal of the meetings was to foster connections with students, offer college and career readiness resources and support, and provide information related to course offerings and secondary pathways. The group convened on an ongoing basis throughout the year, during which time staff continued to educate students about post-secondary options, provide mentor opportunities, and guide students based on their individual interests and goals.

In order to measure student perceptions related to meaningful participation, academic motivation, school safety, social-emotional wellness, and substance use/abuse, LBUSD administered the Challenge Success survey in winter 2023 to 498 middle school students and 672 high school students. This data was compared to student responses from previous years in order to identify trends, measure progress toward district goals, and inform student services, programs, and supports. In addition to the Challenge Success survey, LBUSD staff, parents, community members, and students in grades 5-12 were invited to participate in the annual stakeholder survey conducted by Qualtrics Research. This survey also included questions pertaining to school climate and the student experience. Key findings from the stakeholder survey will also serve as an essential tool for evaluating the effectiveness of school programs and adjusting resources for students in response to identified needs.

One of the continued District priorities in 2022-23 was effective communication and engagement with parents, caregivers, and community stakeholders. In addition to gathering input from our education partners throughout the year via surveys, additional opportunities for collaborative goal-setting and action-planning occurred through meetings of the District English Learner Advisory Committee (DELAC), School Site Councils (SSC), Parent Teacher Association (PTA), Equity Steering Committee, and LCAP Advisory Committee. Community-based groups, such as the Laguna Beach Community Coalition, also engaged district staff and stakeholders in topics such as reducing rates of alcohol and drug usage among youth. The Inside LBUSD Podcast continued to share important information with families through additional channels and addressed topics such as student mental health, wellness, nutrition, and student-centered learning.

Parent education efforts over the past year centered primarily on workshops designed to promote understanding of college and career readiness skills, school readiness/early learning, substance abuse and prevention, and social-emotional wellness. The LBUSD Parent Mentor Program continued to successfully pair parents of students with special needs with trained parent mentors experienced in navigating the school system through their own exceptional child's educational journey. In fall 2023, LBUSD will host Dr. Lynne Lyons, a licensed clinical social worker, psychotherapist, and renowned national-level speaker, podcaster, and author of multiple books on the topic of anxiety and mental health. Parents and students in grades 6-12 will be invited to Dr. Lyons' presentation on the topic of anxiety, during which she will showcase skills and strategies for parents and educators to improve outcomes for children and adolescents. Anxiety and depression continue to pervasively impact a population of youth and families post-pandemic, and through LBUSD's partnership with Lynn Lyons, staff, students, and parents will be able to receive education and guidance as to how best increase confidence and reduce fear and worry, throughout our students' lifespans.

In 2022-23, LBUSD launched The Parent Project®, a parent-training program designed specifically for parents raising difficult or out-of-control children. The curriculum was developed over a period of 30 years, working with hundreds of thousands of families with high-risk or challenging children. This curriculum is endorsed and recommended by juvenile courts, educational institutions, law enforcement, mental health professionals, community-based organizations, and ministries across the country. It is unique in that it teaches techniques and skills

that, when implemented, will result in immediate, positive changes from night #1. A total of 76 parents completed either the Loving Solutions® course (for families with children ages 5-10), or Changing Destructive Adolescent Behavior® course (for families with children ages 11-18). Each cohort engaged in 10-week-long courses, facilitated by, a trained facilitator and LBUSD student support specialist.

The LBHS College and Career Counseling team also provided a wide range of parent education opportunities that were strategically facilitated throughout the school year. Examples include important social and academic considerations, college and career information, guidance for course selections, and completing the FAFSA. The team recorded and posted presentations on the LBHS Counseling Presentations page for those families who are unable to attend in-person events this year. Based on feedback from educational partners following LCAP collaborative planning sessions, the College and Career Center is highly beneficial to students due to guidance around pivotal decisions. Extending this support to families is essential for impactful home-school partnerships.

In an effort to co-construct effective parent/caregiver communication methodologies, stakeholders annually respond to questions related to this area via the annual LCAP stakeholder survey. In 2021-22, this data, combined with LCAP advisory council input, helped to inform the development of a new, multifaceted LBUSD Communications Plan, implemented in 2022-23. The goal of the communications plan is to ensure cohesive and aligned practices across all school sites and the district office, as well as to match communication practices with stakeholder preferences. LBUSD will continue to use an array of communication methods and modalities to reach all community education partners. Examples include Parent Square, Canvas, email, social media platforms, newsletters, and information posted to our school and district websites.

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 the 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 the specific actions were in making progress toward the goal.

Lead and lag measure data based on student performance and stakeholder perceptions reflect overall progress toward meeting the district goal of addressing safe, inclusive, and positive school environments. Based on findings from the annual Hanover stakeholder survey, 80% of students indicated having at least one caring relationship with an adult on campus (11% provided neutral responses). These perceptions were in alignment with the Challenge Success survey data, in which over 77% of high school students and 70% of middle school students reported having at least one adult on campus they could go to with a personal problem. Depending upon grade level, between 89-91% of students surveyed reported having at least one peer on campus they go to with a personal problem. Between 85-87% of students indicated they feel accepted at school, while 81-87% consistently feel like they belong at school, as measured by the Challenge Succes survey.

82% of students surveyed by Qualtrics expressed agreement that LBUSD provides a positive learning environment for students (13% indicated neutral feelings on this topic). When asked if they feel safe at school, 80% of students who completed the Hanover survey indicated agreement (14% were neutral). Based on Challenge Success survey responses, both middle and high school respondents selected "caring and welcoming" as top descriptors for their respective schools. According to the 1,248 students in grades 5-12 who completed the Qualtrics stakeholder survey, 59% of students reported they had never been bullied (25% indicated 1-3 bullying instances), while 80% reported zero instances of cyberbullying (12% indicated 1-3 times). 74% of all stakeholders surveyed felt as though LBUSD schools have rules and policies in place to effectively address bullying (17% provided neutral responses). When asked whether the schools take accusations of bullying seriously, 79% of total survey participants indicated agreement (12% provided neutral responses). A small percentage of students (10%) reported not being comfortable reporting bullying to an adult. School teams will continue to address this topic by educating students about bullying reporting procedures and ensuring students feel safe in sharing experiences with trusted adults. Students will also continue to receive continued training on the text-to-tip digital reporting tool. LBUSD staff will determine additional strategies and opportunities to educate students about available supports available for bullying. 63% of students surveyed through Qualtrics indicated teachers discuss this topic, while 20% provided neutral responses. This data point provides an opportunity for teams to be intentional and explicit when encouraging students to access resources and supports available in this realm.

Perception data collected through surveys and focus groups revealed students feel most connected with teachers when they feel cared about, heard, and noticed as individuals. Hanover survey findings showed overall positive views related to these essential student needs. When asked if their teachers know their strengths, 55% of students indicated agreement (20% provided neutral responses). 77% of students surveyed indicated positive or neutral responses when asked if their teachers make an effort to get to know them personally. 62% of students shared that their teachers helped them to set goals for improvement (22% provided neutral survey responses on this topic). Community learning partners also shared school staff are committed to helping students succeed, as evidenced by the 84% positive response rate (7% of responses were neutral). Through the Qualtrics stakeholder survey, 81% of students indicated staff support equity and diversity within the community (14% provided neutral responses). 77% of student respondents expressed the school environment is safe for all voices (14% indicated neutral feelings on this topic). LBUSD will continue to focus on building safe, supportive, and engaging classroom communities while expanding efforts to develop meaningful connections with students.

In determining outcomes of actions addressing social-emotional learning and supports, district leaders continued to consider findings and key themes generated through diversity, equity, and inclusion (DEI) stakeholder surveys and focus groups conducted throughout 2021-22. This data, collected by Education Elements, revealed many elements of a positive DEI culture in Laguna Beach Unified. Across all demographics and grade levels, students feel largely included, have a sense of belonging, and feel connected to school. Specific focus group insights described LBUSD schools as having a "welcoming culture," with "caring staff." Continued areas of growth, based on DEI survey responses include facilitating opportunities for students to understand individuals from different backgrounds (56% indicated positive feelings toward this topic) and making explicit opportunities for all types of people to feel included (61% indicated positive feelings around this topic).

Students are also seeking connections between classroom learning and their personal lives and interests. Based on 2022 DEI survey findings, 35% of students indicated this practice is currently in place. Connections between instruction and real-world problems or issues may also be an area of refinement. High school focus group participants indicated the teaching styles, actions, or approaches that provide the most positive outcomes for students are hands-on learning, learning that connects to students' lives, and activities that involve finding an

issue in the community and are relevant to career education. Another focus area for future consideration is insensitive student language and behaviors. Based on 2022 DEI focus group data, students at the middle and high school levels don't always feel comfortable going to adults when issues arise. This may be a topic for future exploration, to better understand the structures and systems that would enable students to feel comfortable seeking adult help and support. Additionally, through focus group interviews, some students indicated the presence of inappropriate language and behaviors, primarily in less structured student settings such as the bus or playground, and revealed the adverse implications on their social-emotional well-being. SEL lessons will continue to be adapted to better address this topic going forward. All 2023-24 School Plans for Student Achievement (SPSAs) will also contain specific action steps to enhance diversity, equity, and inclusion on school campuses, both inside and outside the classroom setting.

When evaluating parent/guardian satisfaction with district communication, findings indicated a range of preferences for communication modes and methods. When asked to rank top communication preferences, survey respondents selected e-mail, Parent Square, and Instagram. 77% of parents surveyed indicated satisfaction with school communication (10% provided neutral responses), while 66% of respondents were satisfied with district communication (16% indicated neutral responses). When asked if LBUSD encourages parent/caregiver input in goals and action plans, 57% of respondents indicated agreement (9% provided neutral responses). In looking at educational opportunities for parents, 74% of survey participants indicated agreement that adequate opportunities are provided (14% indicated neutral feelings on the topic). When asked if LBUSD provides opportunities for families to participate in school events or activities, 82% reported positive responses (7% indicated neutral responses).

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 to the planned goal, metrics, desired outcomes, or actions for the coming year resulting from reflections on practice are to enhance education and outreach efforts to students in the area of reporting bullying or harassment, as well as insensitive language to adults on campus. Through a combination of direct instruction and restorative, community-building classroom activities, students will be provided with the knowledge and tools necessary to feel comfortable reporting bullying, serving as an upstander, and accessing supports available to those who experience harassment or bullying of any nature.

Additional actions, based on student perception data, are to convene stakeholder groups to explore how to meaningfully integrate real-world problems into daily instruction to create more relevance for students, in addition to continuing collaborative efforts with LBUSD educators as to how best to incorporate lessons involving the study of individuals from different cultures and backgrounds. Student voice will play a large role in developing practices that are most impactful in meeting their needs and preparing them for present and future success.

In response to student focus group recommendations, LBUSD teams will enhance opportunities for elementary and middle school students to connect with high school students in a peer mentor capacity to enhance LBUSD community connectedness and inclusion. Particular emphasis will be placed on supporting students with peer buddies to orient them to high school and promote involvement in sports, clubs, and campus activities during the eighth to ninth-grade transition time, referred to as the "bridge year."

Using data obtained through diversity, equity, and inclusion stakeholder input modalities (surveys, focus groups, student panels), all LBUSD schools will integrate equity action plan items into annual School Plans for Student Achievement, in an effort to enhance safe, equitable, and inclusive learning environments.

Finally, based on feedback from parents and students, LBUSD will expand outreach to the broader community to share school and district highlights to increase awareness about the programs, services, supports, and events taking place across District schools. Platforms such as social media and websites, as well as relationships with local media partners, will be prioritized as modes of communication to inform and engage educational partners.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,130,189.00	0.00

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
4.19%	0.00%	$0.00	4.19%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

LBUSD does not receive an increase in fund allocation due to our status as a basic aid/community-funded district. However, the district is required to allocate the general fund and federal spending for foster youth, English learners, and low-income students similar to districts that are fully funded with the supplemental and concentration grant funds. The number of foster youth, English learners, and low-income students was 529 students or 21.5% of this year's enrollment. LBUSD identified $1,272,893 from our general fund budget that is specifically allocated to support foster youth, English learners, and low-income students in achieving identified goals and desired outcomes in the LCAP. Academic achievement on state assessments in ELA and math for these student groups has consistently been below the district average for several years, and sometimes significantly below average. Yet, the percentage of students who made progress in English proficiency is higher than the state average, and students who are reclassified as fluent in English often achieve above the district average on state assessments in ELA and math.

The related actions/services include staffing and resource costs. Staff provides targeted in-class interventions, after-school tutoring, summer school intervention, student assessment, counseling, and parent education. Additionally, specific staff funded through this apportionment coordinate parent educational opportunities and resource allocation for students. This past year, the summer intervention program for these students was reviewed. Adjustments in the curriculum were made to better align with students' academic needs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

LCAP Actions 8 & 9 in Goal 3 were specifically targeted to increase and improve services for foster youth, English learners, and low-income students to provide equitable and inclusive learning opportunities. Effective specific targeted actions from prior years will continue, including retaining and training staff to provide targeted in-class small group intervention, after-school tutoring, summer school intervention program, counseling, parent education, and student mentorship for foster youth, English learners, and low-income students. Next year, an online intervention program to target Long-Term English Learners (LTELs) will be renewed, in addition to Ellevation, a digital platform to monitor and track the progress of multilingual learners to develop individualized goals and support plans. Additionally, staff will receive professional development that aligns with the California English Learner Roadmap and district/state policies related to low-income and foster youth.

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 in LBUSD with a high concentration of foster youth, English Learners, and 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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$68,287,447.00	$3,962,847.00	$3,652,476.00	$882,416.00	$76,785,186.00	$57,916,854.00	$18,868,332.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teaching & Learning	All	$35,122,664.00	$410,159.00	$492,618.00		$36,025,441.00
1	1.2	Learning Programs & Systems	All	$1,463,083.00	$521,850.00			$1,984,933.00
1	1.3	Comprehensive Assessment System & Information Technology Program	All	$4,480,806.00		$23,575.00		$4,504,381.00
1	1.4	College & Career Services	All	$120,003.00	$635,809.00	$279,322.00	$105,518.00	$1,140,652.00
1	1.5	Professional Learning	All	$505,962.00	$200,000.00	$37,006.00		$742,968.00
1	1.6	Multi-Tiered System of Support (MTSS) - Academic Intervention Support	All	$22,377.00	$480,051.00			$502,428.00
1	1.7	Early Learning Program	All	$825,603.00	$246,397.00	$1,000.00	$11,637.00	$1,084,637.00
1	1.8	Extended Learning Opportunities	All	$182,900.00	$327,381.00			$510,281.00
2	2.1	Social Emotional Support	All	$2,225,146.00				$2,225,146.00
2	2.2	Student Agency	All	$198,714.00		$21,940.00		$220,654.00
2	2.3	Health and Wellness Services	All	$476,770.00				$476,770.00
2	2.4	Professional Learning	All				$76,275.00	$76,275.00
2	2.5	Multi-Tiered System of Support (MTSS) - Social-Emotional, Behavior, and Attendance Intervention Support	All	$317,783.00		$17,477.00		$335,260.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Mental Health Services	All		$228,508.00		$24,304.00	$252,812.00
3	3.1	Comprehensive Safety Programs	All	$634,155.00				$634,155.00
3	3.2	Family & Community Outreach	All	$457,638.00				$457,638.00
3	3.3	Facilities Improvements	All	$9,276,331.00		$109,000.00		$9,385,331.00
3	3.4	Leadership & Strategic Planning	All	$2,562,439.00				$2,562,439.00
3	3.5	Transportation Services	All	$1,232,959.00	$912,692.00	$389,558.00		$2,535,209.00
3	3.6	Food Services	All					
3	3.7	Special Education & 504 Plan Services	All Students with Disabilities	$6,909,221.00		$2,280,980.00	$418,889.00	$9,609,090.00
3	3.8	English Language Development Program	English Learners	$1,272,893.00				$1,272,893.00
3	3.9	Homeless, Foster Youth, and Low Income Services	Foster Youth Low Income				$245,793.00	$245,793.00

2023-24 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
$26,950,497.00	$1,130,189.00	4.19%	0.00%	4.19%	$1,272,893.00	0.00%	4.72 %	**Total:**	$1,272,893.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,272,893.00
								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	3.8	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,272,893.00	
3	3.9	Homeless, Foster Youth, and Low Income Services			Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$70,532,649.00	$75,552,314.00

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	$33,467,508.00	$33,686,902.00
1	1.2	Learning Programs & Systems	No	$2,013,774.00	$2,093,963.00
1	1.3	Comprehensive Assessment System & Information Technology Program	No	$3,841,906.00	$4,030,811.00
1	1.4	College & Career Services	No	$1,691,196.00	$2,388,705.00
1	1.5	Professional Learning	No	$428,031.00	$739,329.00
1	1.6	Multi-Tiered System of Support (MTSS) - Academic Intervention Support	No	$358,074.00	$835,481.00
1	1.7	Early Learning Program	No	$611,300.00	$1,138,852.00
1	1.8	Extended Learning Opportunities	No	$252,418.00	$723,681.00
2	2.1	Social Emotional Support	No	$1,711,609.00	$1,856,577.00
2	2.2	Student Agency	No	$236,554.00	$210,199.00

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	2.3	Health and Wellness Services	No	$452,743.00	$471,841.00
2	2.4	Professional Learning	No	$75,856.00	$76,281.00
2	2.5	Multi-Tiered System of Support (MTSS) - Social-Emotional, Behavior, and Attendance Intervention Support	No	$239,786.00	$341,062.00
2	2.6	Mental Health Services	No	$301,689.00	$307,269.00
3	3.1	Comprehensive Safety Programs	No	$458,055.00	$560,042.00
3	3.2	Family & Community Outreach	No	$432,708.00	$342,132.00
3	3.3	Facilities Improvements	No	$8,733,901.00	$9,969,510.00
3	3.4	Leadership & Strategic Planning	No	$2,489,187.00	$2,462,484.00
3	3.5	Transportation Services	No	$2,195,549.00	$2,290,264.00
3	3.6	Food Services	No		$169,515.00
3	3.7	Special Education & 504 Plan Services	No	$9,319,805.00	$9,540,846.00
3	3.8	English Language Development Program	No Yes	$962,624.00	$1,058,182.00

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)
3	3.9	Homeless, Foster Youth, and Low Income Services	No	$258,376.00	$258,386.00

2022-23 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)
$966,573.00	$962,624.00	$1,058,182.00	($95,558.00)	0.00%	0.00%	0.00%

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	$962,624.00	$1,058,182.00		

2022-23 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)
$26,265,167.00	$966,573.00	0.00%	3.68%	$1,058,182.00	0.00%	4.03%	$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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).

  o **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.

- **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.

  o 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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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

    o 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)

    o 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 (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o 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)

    o 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 + Carryover %)

    o 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)

    o 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)

    o 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).

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