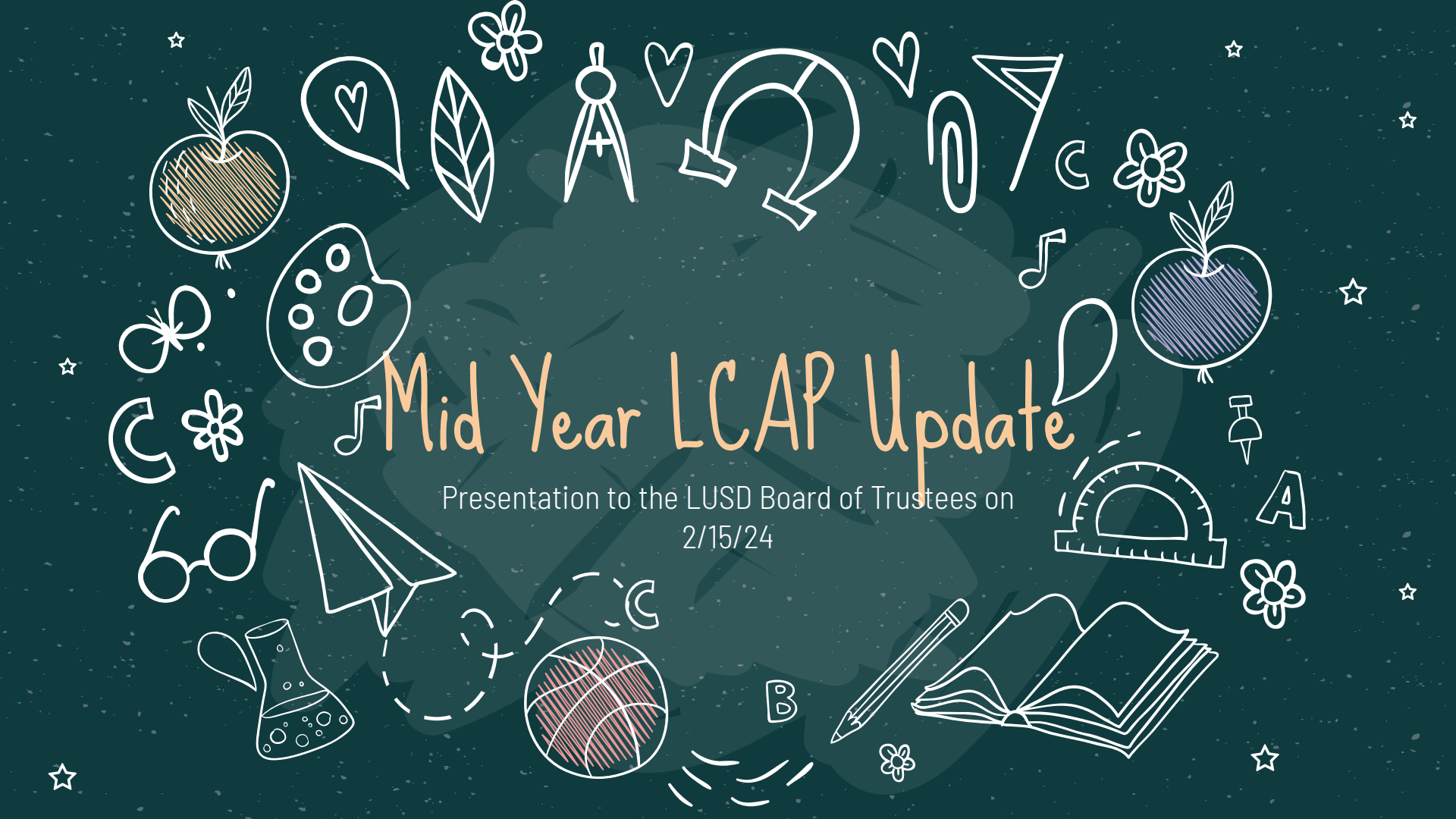

Mid Year LCAP Update
Presentation to the LUSD Board of Trustees on 2/15/24

01
LCAP Goal 1

MAP Data
Intervention Data

02
LCAP Goal 2

Counselor Data
Mental Health Data

03
LCAP Goal 3

Math Transformations Data
Attendance Data

04
LCAP Goal 4

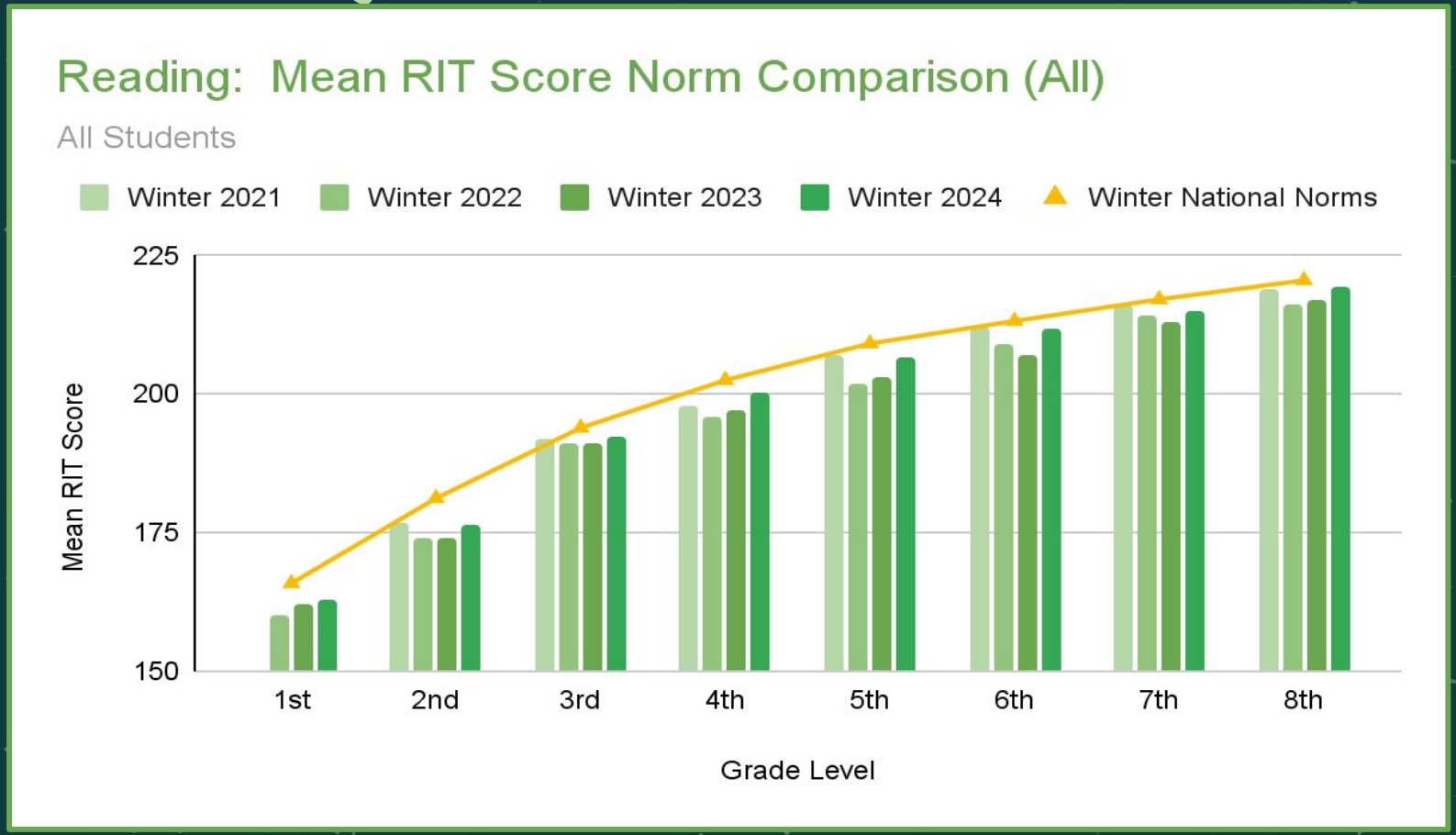
Special Education Achievement Data
Special Education Innovations

LCAP Goal 1

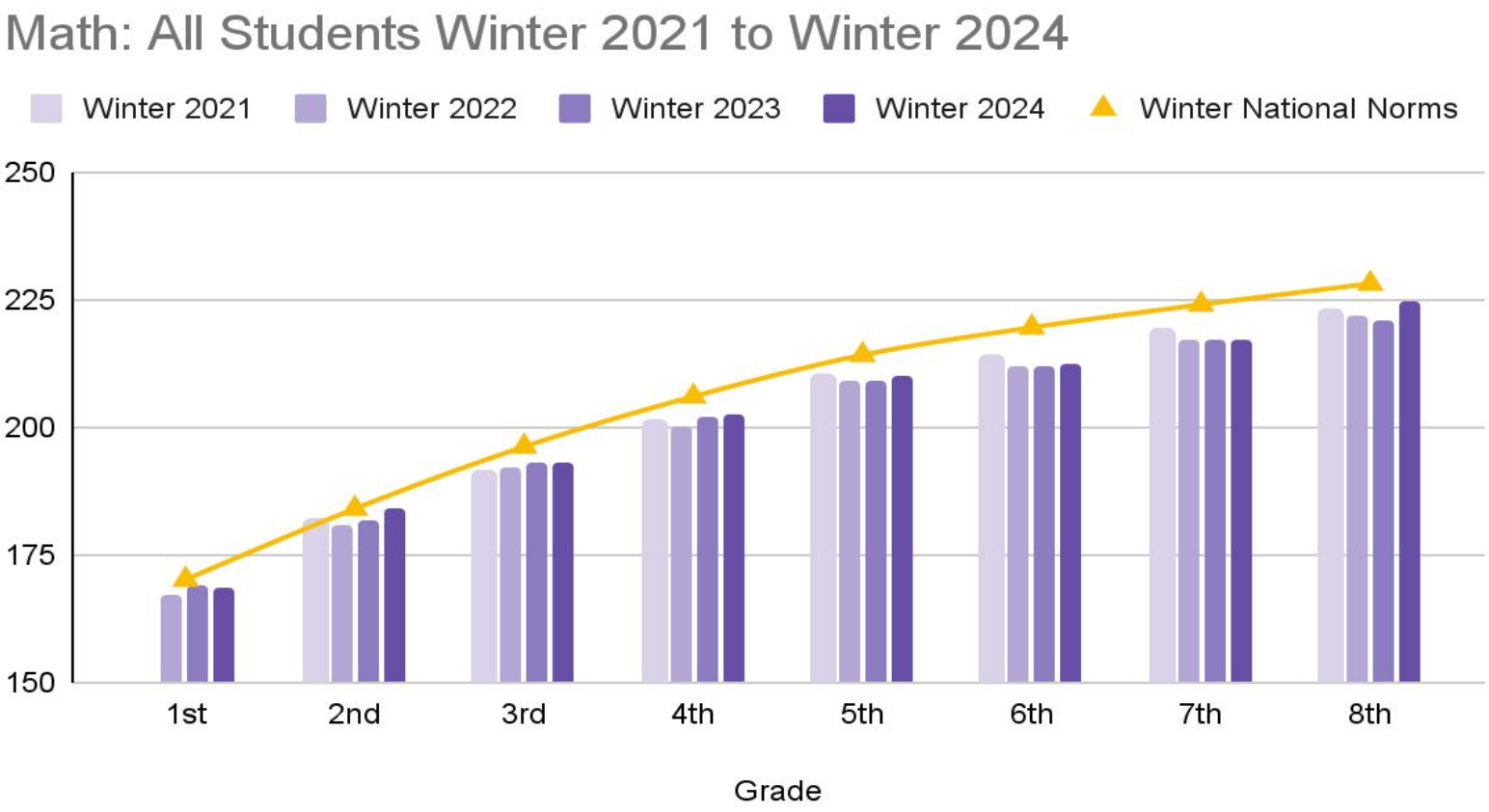
All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.

Mid Year MAP Data

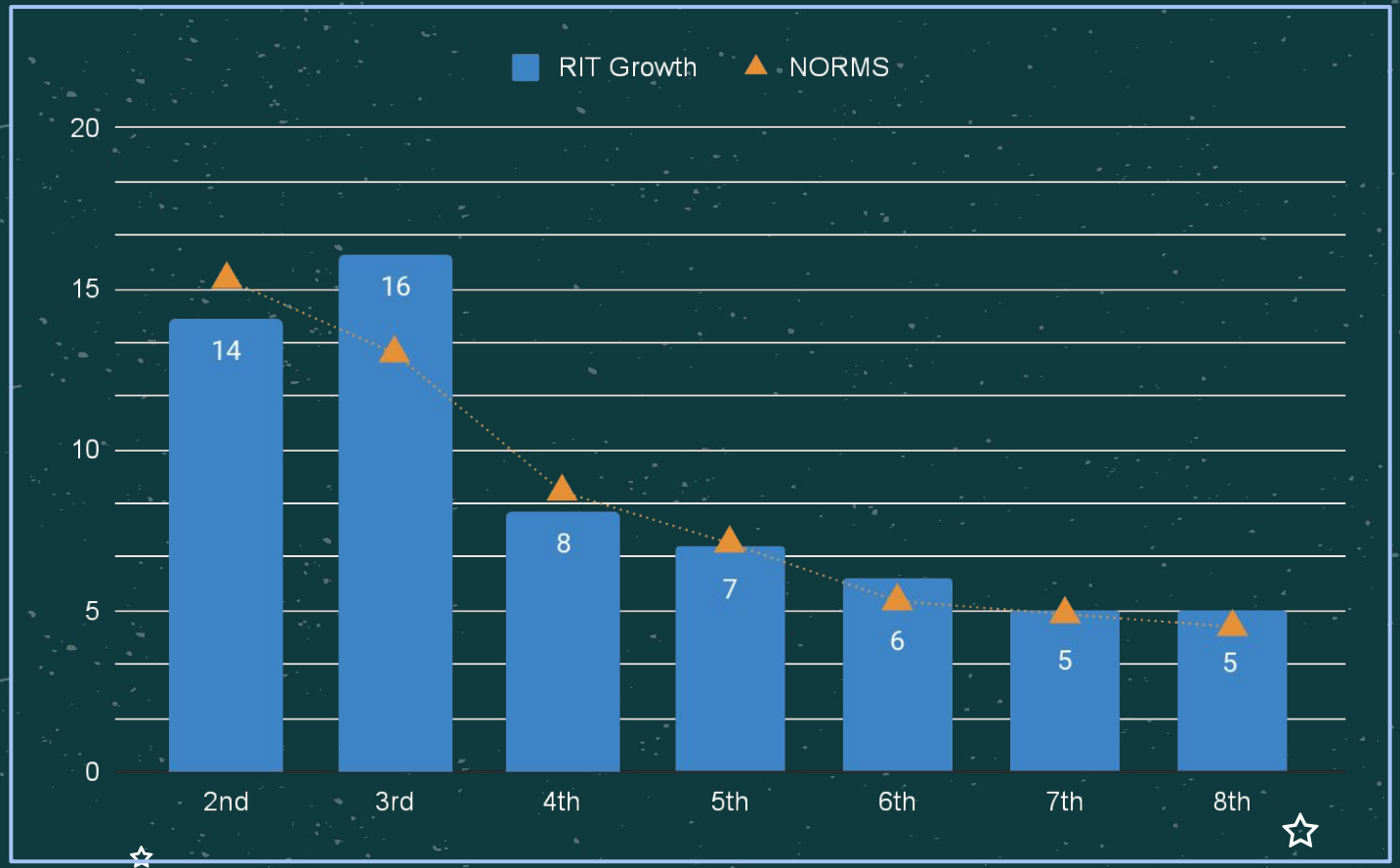
Reading: Winter 2021- Winter 2024



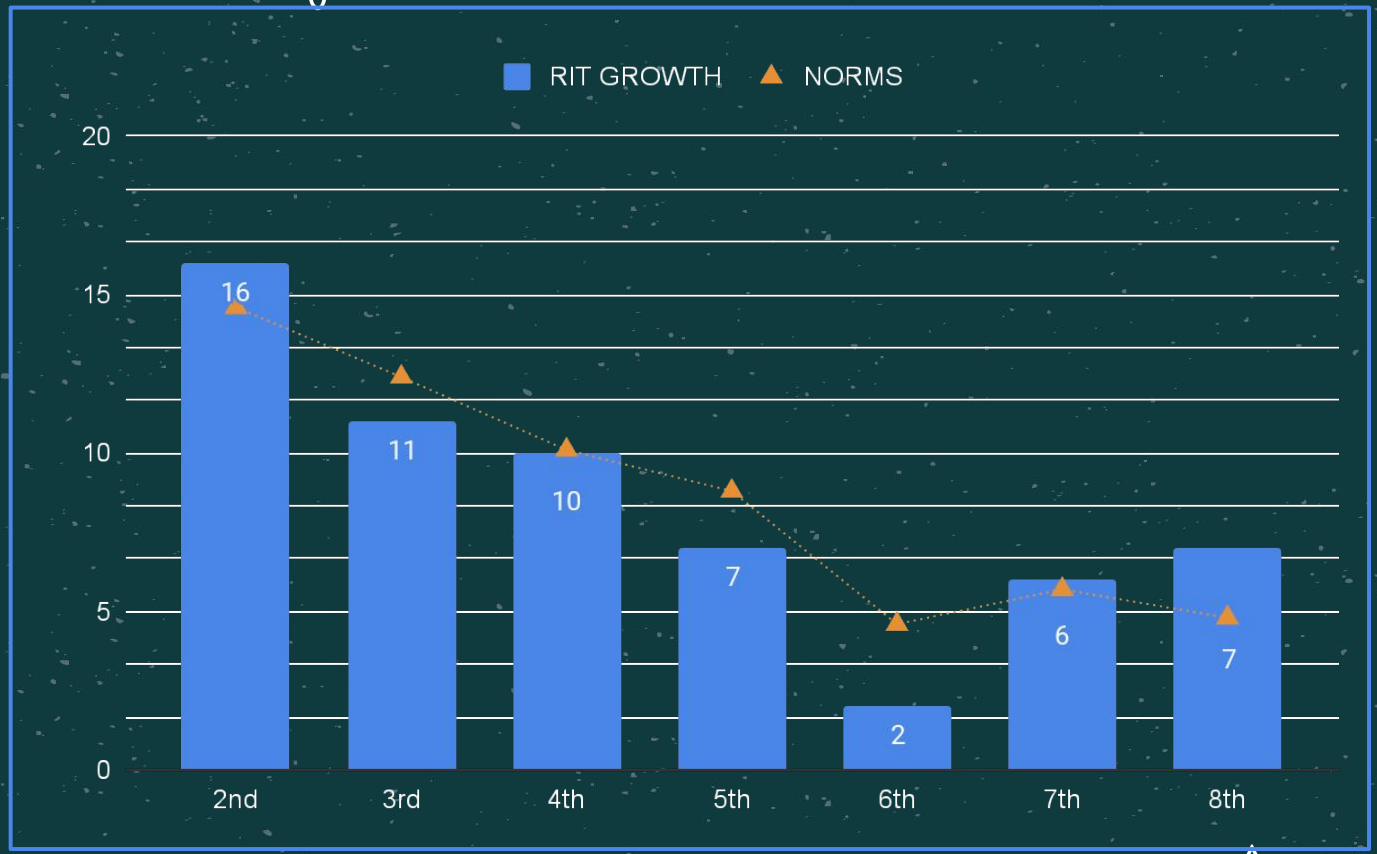
Math: Winter 2021- Winter 2024



Reading Growth by Grade Level Cohort - Winter 2023 to Winter 2024



Math Growth by Grade Level Cohort - Winter 2023 to Winter 2024



How are we working to increase student achievement?

ENCORE

Our new after school intervention program for 3rd-8th grade is allowing all grade levels to get timely intervention

MTSS TOSAs

Our TOSAs continue to work alongside our leaders and teachers to build systems of support

KIDWATCH

Principals and teachers engaging regularly with multiple data sources to determine student needs

What are we doing to increase student achievement?

Imagine Learning Suite

All students have access to our individualized intervention/enrichment Program

WINN Time

Some sites are regrouping students during the school day for Intervention

Intervention Teachers

At every LUSD school, LP and LC have an additional .5

Intervention Program Data

In School and ENCORE

Elementary Intervention Teacher Impact - 339 students already this year!!

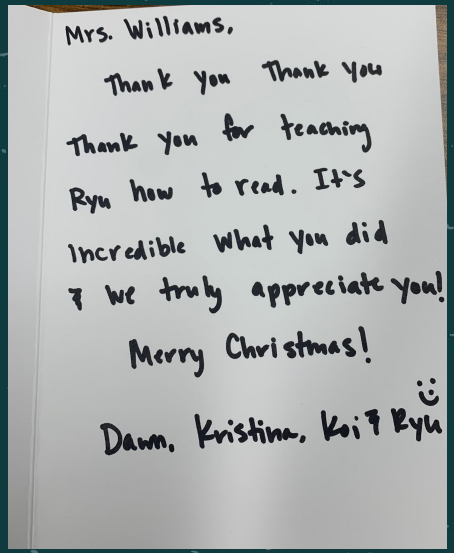
of Students receiving Intervention Services (during the school day)

Site	Kinders	1st graders	2nd graders	3rd graders	TOTAL # of Students who received intervention in first half of 23-24
Lakeview		29	23		52
Lakeside Farms		39	24		63
Lindo Park		20	36		56
Lemon Crest	15	40	25	18	98
RIA		30	25	15	70

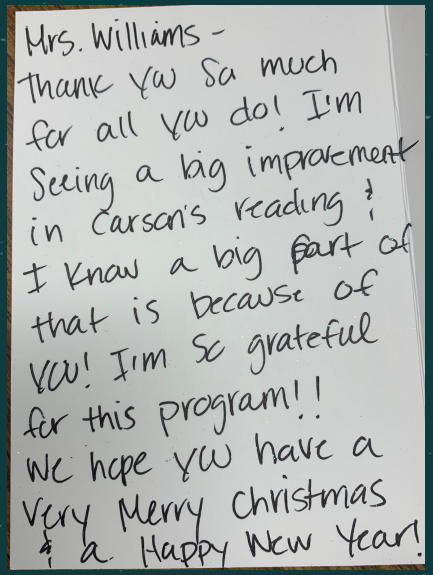
Intervention Teacher Impact

Site	Student Impact Data MidYear
Lakeview	• 38% (11) of 1st graders served achieved grade level expectations and graduated from intervention. • 9% (2) of 2nd graders achieved grade level expectations and graduated from intervention.
Lakeside Farms	• 80% (19) of 2nd graders served achieved a 35 point improvement or graduated from intervention • 41% (16) of 2nd graders achieved a 15-25 point improvement or graduated from intervention
Lindo Park	• 10% (2) of first grade students went from below grade level to above grade level and graduated from the program • 39% (9) 2nd grade students went from below grade level to grade level or above and graduated from the program
Lemon Crest	• 90% (36) of first graders have shown growth of at least a half a grade level since the beginning of the year.
RIA	• 20% of students served have met their goals and graduated from the program

Intervention Teacher Impact

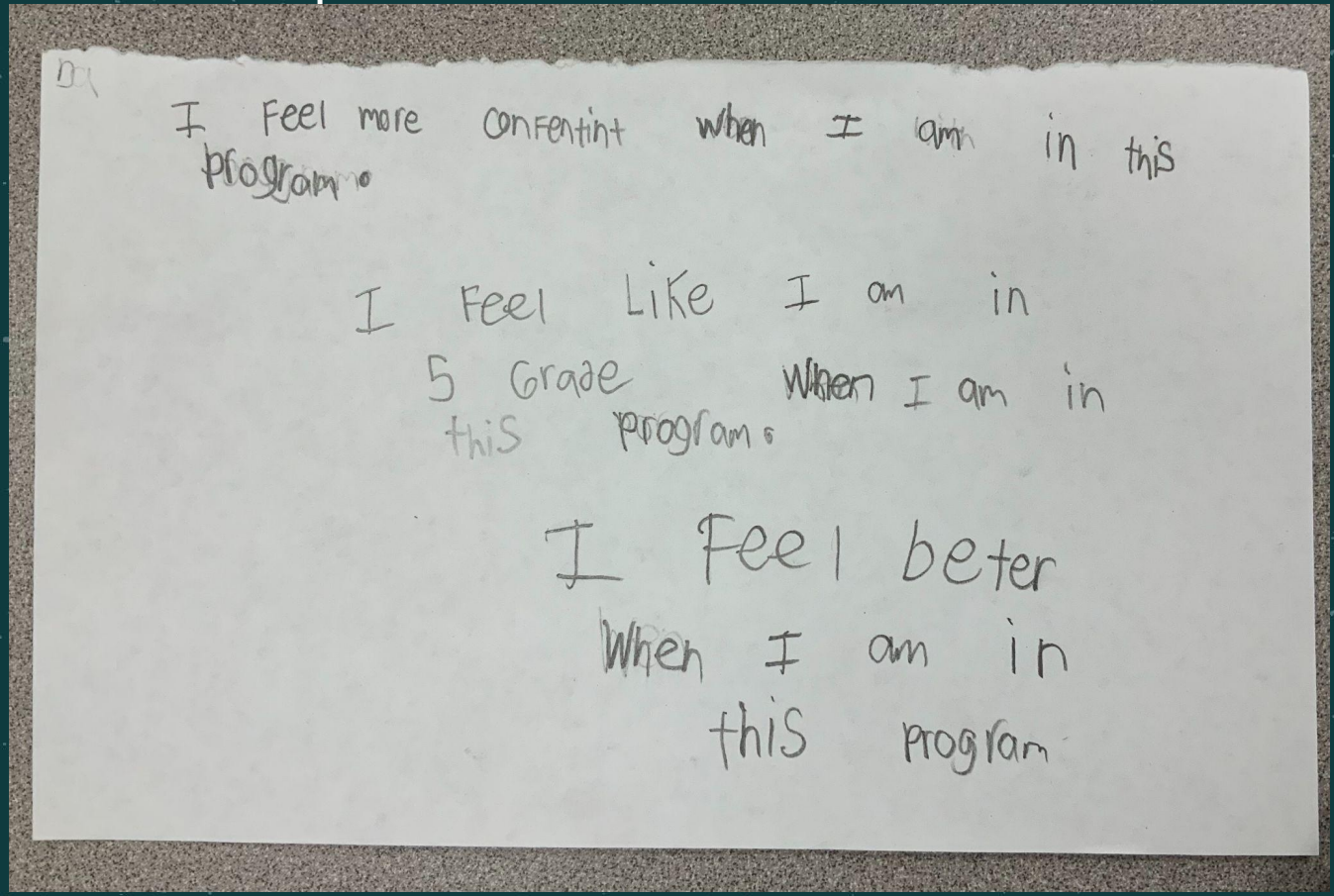


A 2nd grade student was not interested in reading. Since attending intervention with personal connections being made, parents have communicated he now enjoys reading to them while they make dinner, or anytime. **He can never be found without a book in his hand.**



A 1st grade student w/ poor attendance thrived in the intervention setting. Both his attendance and self confidence improved dramatically.

Intervention Teacher Impact



I Feel more confentint when I am in this program.

I Feel Like I am in 5 Grade When I am in this program.

I Feel beter When I am in this Program

Student Quotes

I love reading now!

I wish I could be with you all day!

Is it my Intervention time yet?

This class makes me want to come to school!

Mrs. Williams, you would be so proud of me!

Who knew reading could be so much fun!

This is my favorite time of the day!

Can I stay longer?

Why does Intervention go by so fast?

Middle School Intervention Impact

of Students receiving Intervention Services (during the school day)

Tierra del Sol Students	Classes
7	Newcomer Math
7	Math Support
8	Math Support

TdS provides reading intervention using a WINN Model

Lakeside Middle Students	Classes
12	Reading (7th & 8th)
10	Math Support (6th & 7th)
11	Math Support (8th)
12	Reading (6th and 7th)

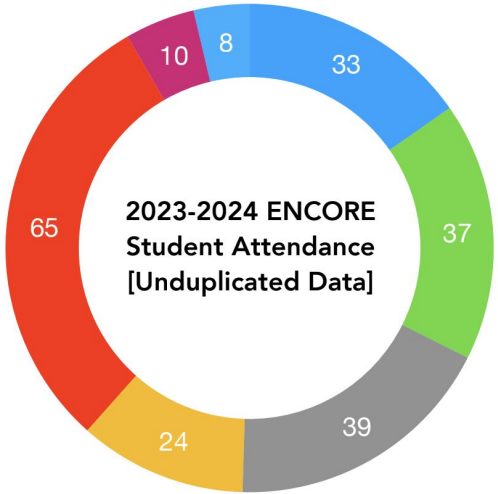
ENCORE After School Intervention - New this Year!

"My child will continue in the ENCORE program. I have seen improvement and a new love for reading!"

"We have seen huge growth in Carson's reading and a decrease in his frustration level."

"Thank you and all the teachers for the extra support and care."

SCHOOL	C1 Student Participation	C2 Student Participation	C3 Student Participation	C4 Student Participation
Lemon Crest	17	12	12	
Lakeside Farms	21	24	18	
Lakeview	12	18	10	
Lindo Park	9	30	24	
Riverview	33	41	36	
Lakeside Middle School			8	
Tierra del Sol			9	
TOTAL	92	125	117	0



TOTAL STUDENTS WHO HAVE BENEFITED FROM ENCORE:

216

216 Students have received ENCORE Intervention - 1, 2 or 3 cycles

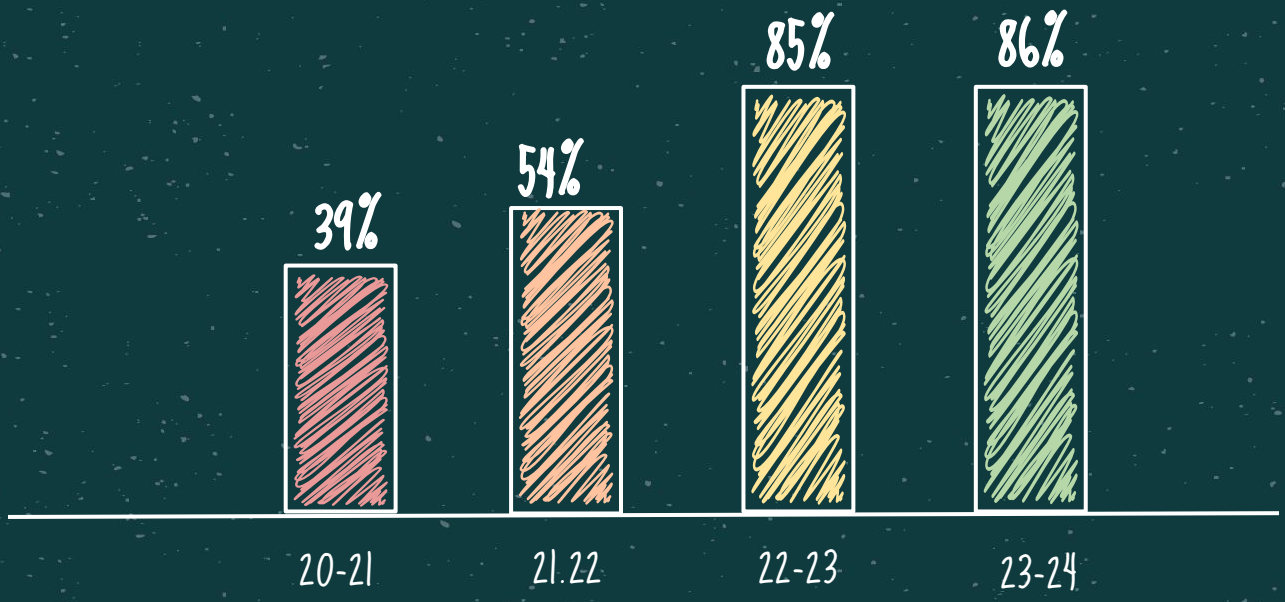
STUDENT ATTENDANCE BY SCHOOL SITE

Lemon Crest	Lakeside Farms	Lakeview	Lindo Park	Riverview	Lakeside Middle School	Tierra del Sol
33	37	39	24	65	10	8

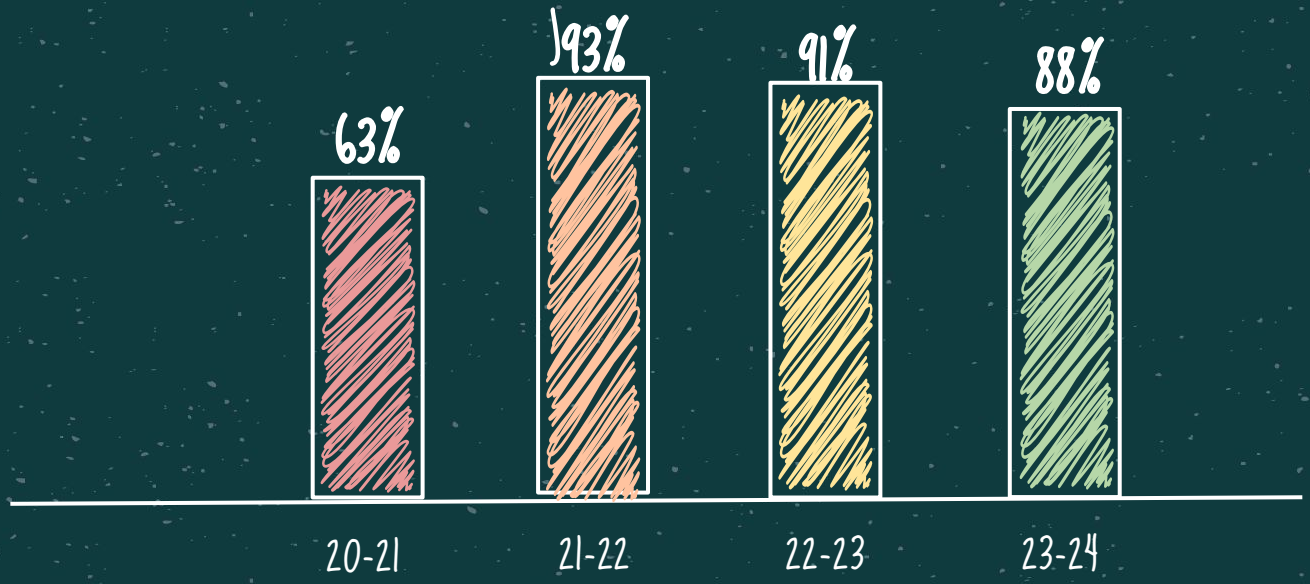
LCAP GOAL 2

All students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity.

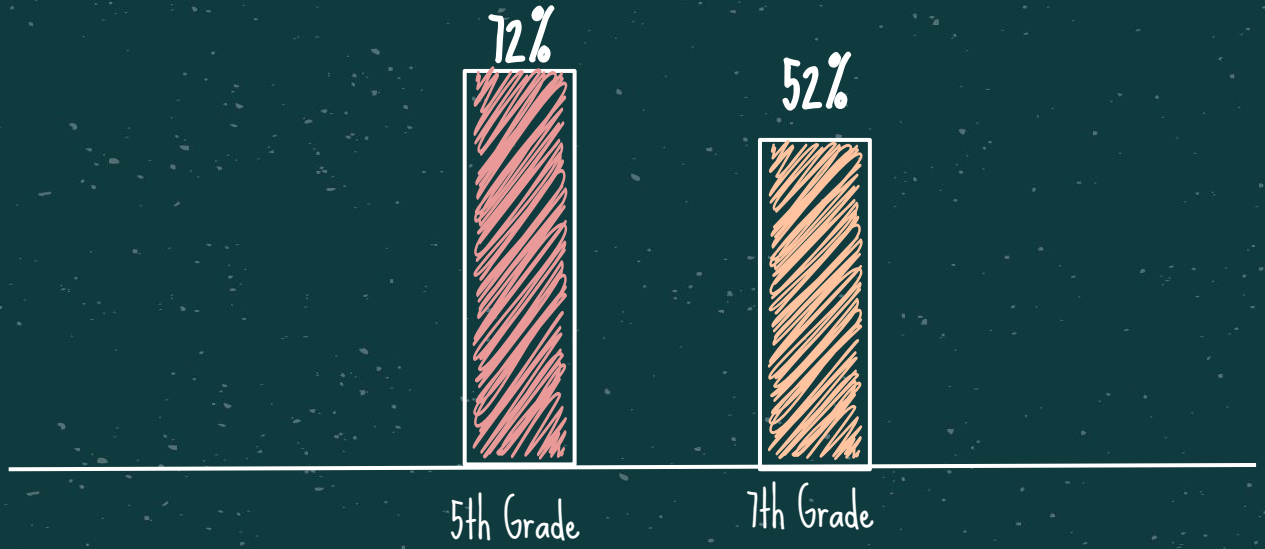
SAFETY: Percentage of **parents** reporting that school is a safe place for their student. (Goal is 85% - GOAL MET!)



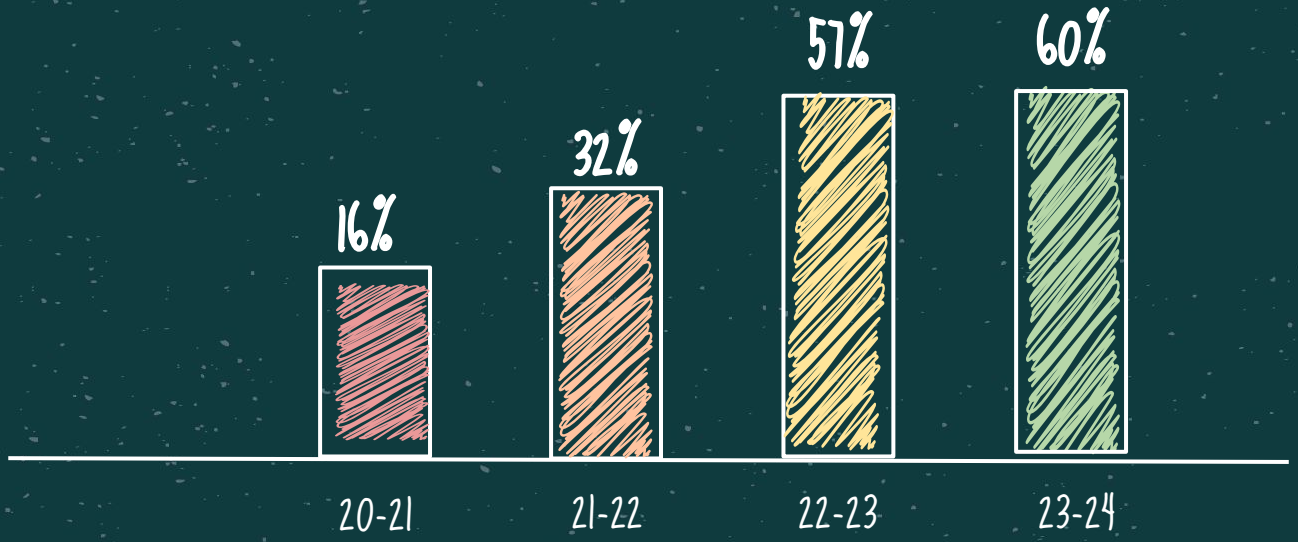
SAFETY: Percentage of **staff** reporting that school is a safe place for their students. (Goal is 85% - GOAL MET!)



SAFETY: Percentage of **students** reporting they feel safe at school (Goal is 85%).

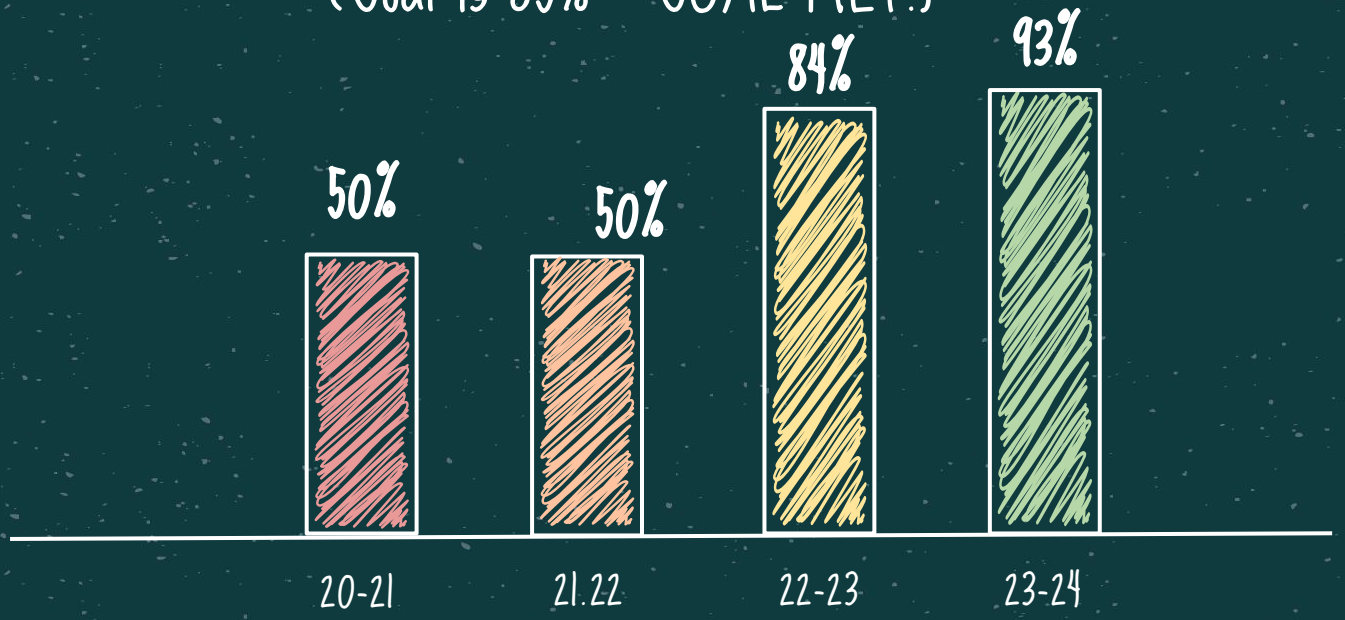


CONNECTEDNESS: Percentage of **parents** reporting active participation at school. (Goal is 85%)

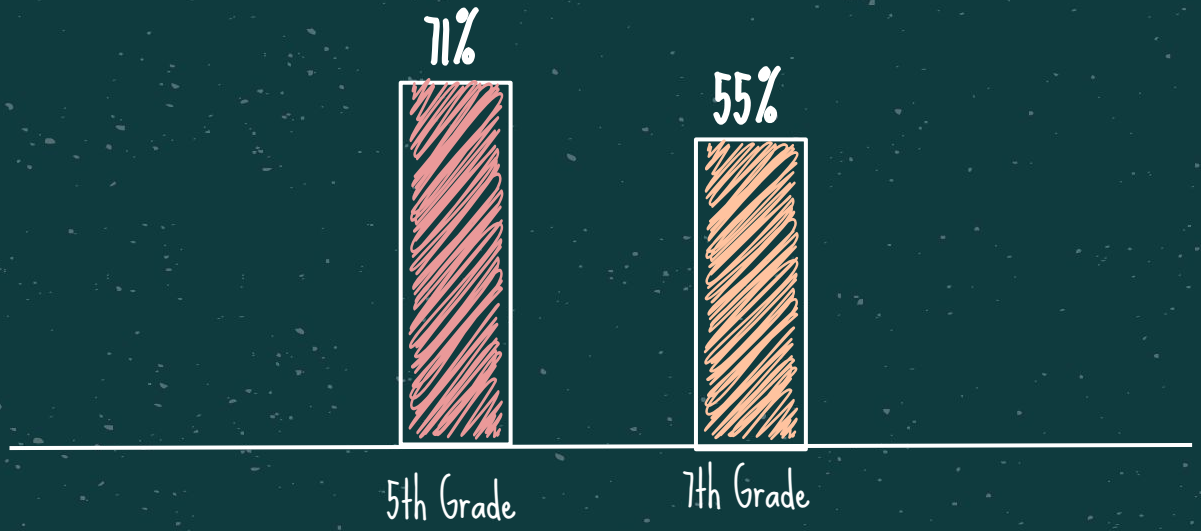


☆ CONNECTEDNESS: Percentage of **staff** reporting that their work environment is a supportive and inviting place to work.

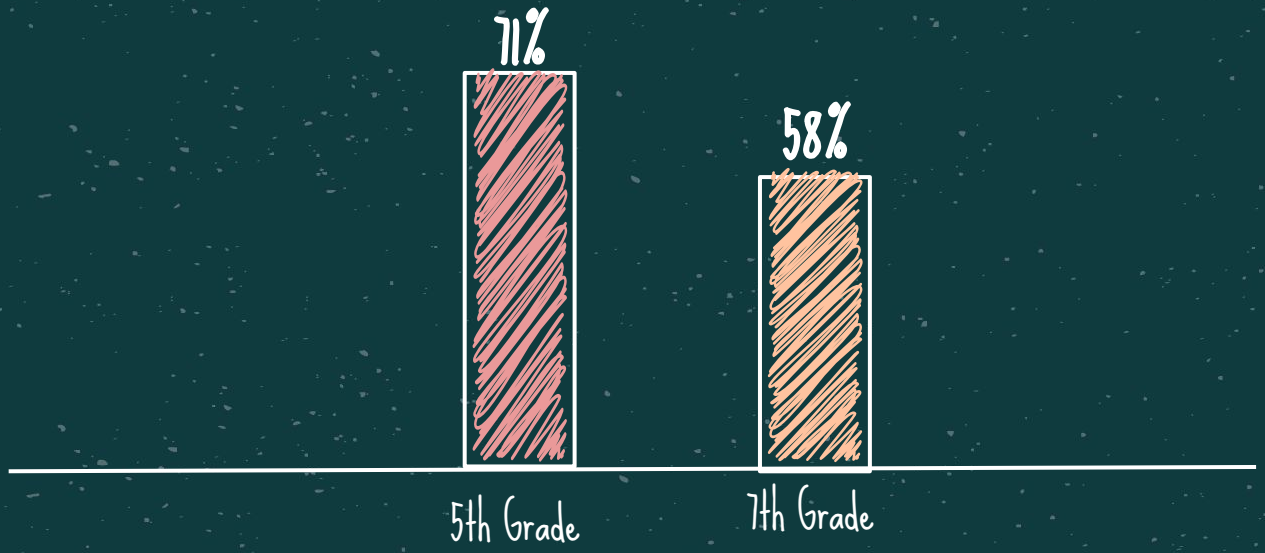
(Goal is 85% - GOAL MET!)



CONNECTEDNESS: Percentage of **students** reporting they feel connected at school. (Goal is 85%)

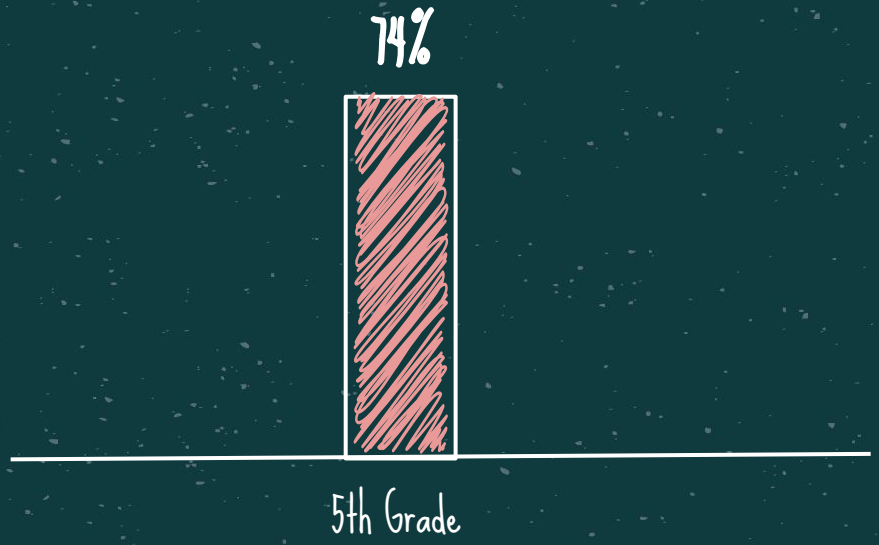


Percentage of students responding "pretty much true" or "very much true" that they have caring adults in school. (Goal is 85%)



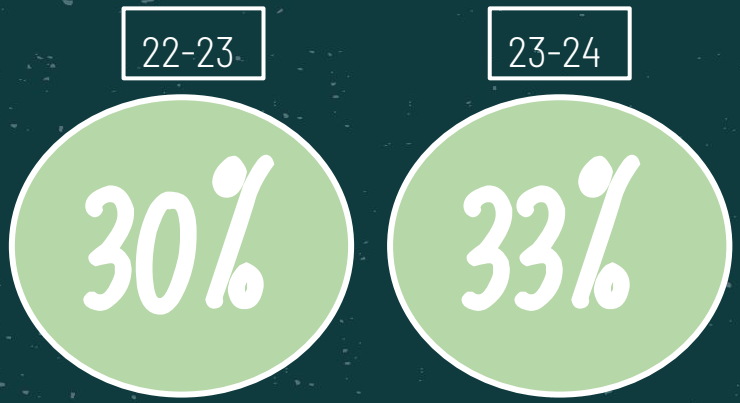
Percentage of students reporting receiving social emotional learning supports at school most or all of the time (Goal is 86%)

*this question no longer being asked at 7th grade

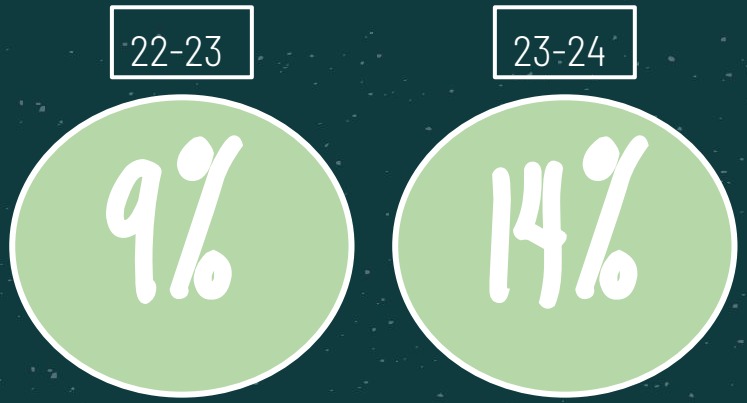


Why is SEL and Student Support so important?

Percentage of 7th graders reporting that they had chronic sad or hopeless feelings in the last 12 months.



Percentage of 7th graders reporting that they have seriously contemplated suicide in the last 12 months.



Mental Health Data - School Counselors and Wellness Together

School Counselor Impact - All Students

350+

Guidance Lessons taught

350+

Small Group Lessons taught

320+

Students receiving Check In/Check Out support

1400+

Students receiving individual or "Drop In" support with the School Counselor

3

Counseling interns completing their hours in LUSD schools

1500+

Parent outreaches made in support of students

Self Harm/Suicide Screenings

Tierra del Sol	10	8	Lakeside Middle School
Lakeside Farms	16	5	Lindo Park
Lemon Crest	17	0	Lakeview
Riverview	4	1	DREAM

Mid-Year Data at a Glance

August 2023 - December 2023

3,115

Total Student Support Interactions

1,055

Interventions which may include Individual Counseling, Group Counseling, Family Engagement, Social & Emotional Learning (SEL), & Walk-In/Zoom-In Crisis Intervention

2,060

Collaborative Consultation with Families/School Staff & Referrals to Community-Based Organizations

1,659

Synchronous Contacts in addition to counseling & sessions, via phone, video, or in person

401

Asynchronous Contacts via email or voicemail

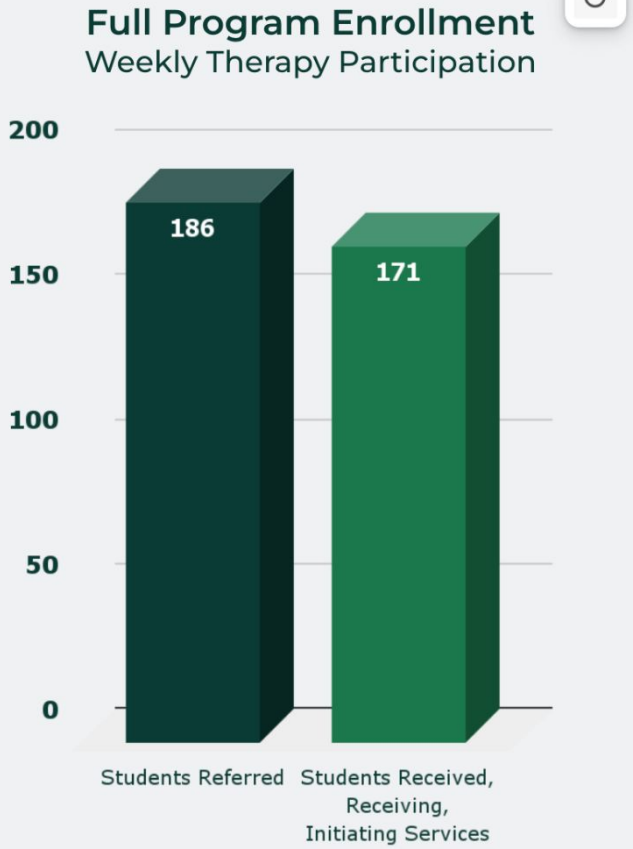
LAKESIDE UNION SCHOOL DISTRICT

WellnessTogether.org™

Mid-Year Data at a Glance

August 2023 - December 2023

- 186 students referred
- 171 students received, currently receiving, or initiating services
- 91.94% students received, currently receiving, or initiating services
    - Number of program referrals does not include crisis response/intervention, safety assessments, and unscheduled walk-in/Zoom sessions

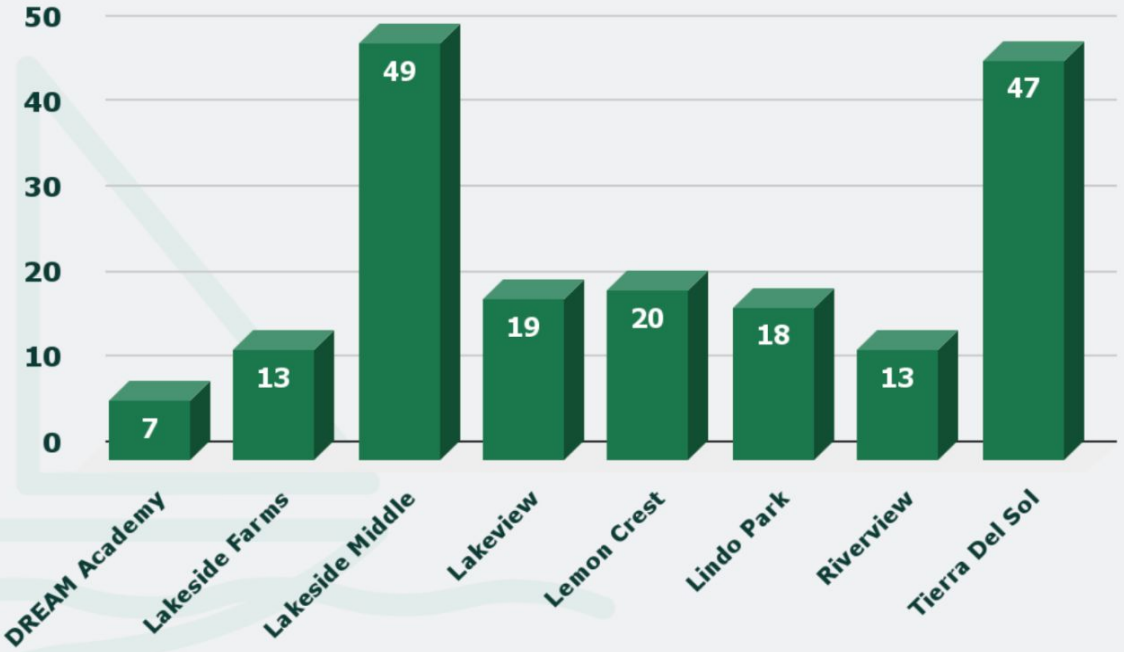


LAKESIDE UNION SCHOOL DISTRICT

WellnessTogether.org™

School-Based Therapy Program Data

Number of Referrals by Site

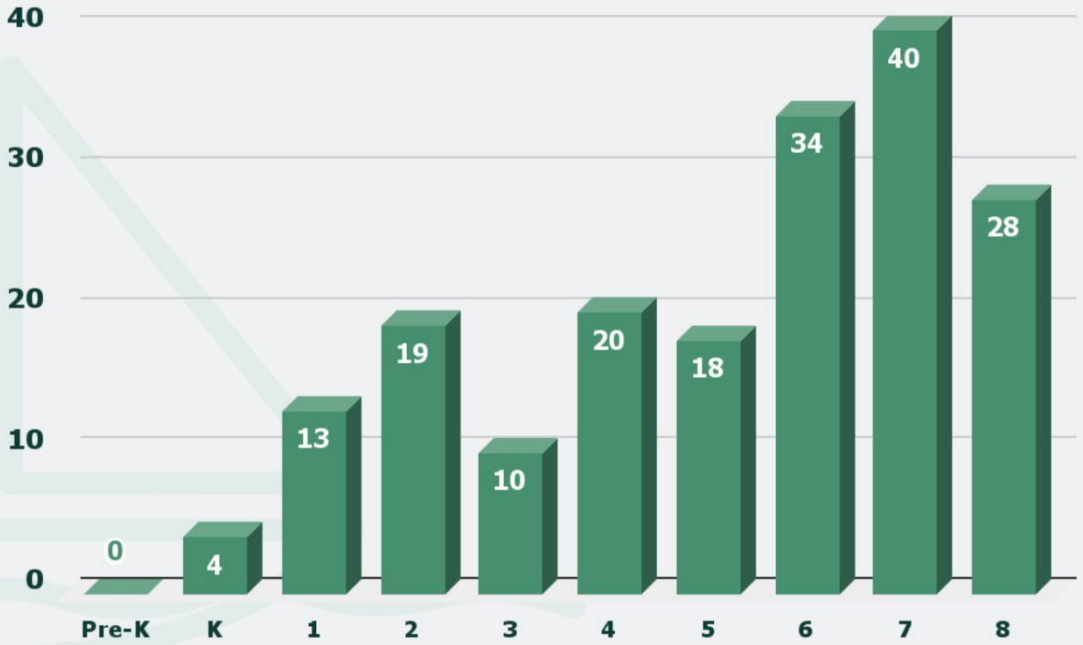


LAKESIDE UNION SCHOOL DISTRICT

WellnessTogether.org™

School-Based Therapy Program Data

Number of Referrals by Grade



LAKESIDE UNION SCHOOL DISTRICT

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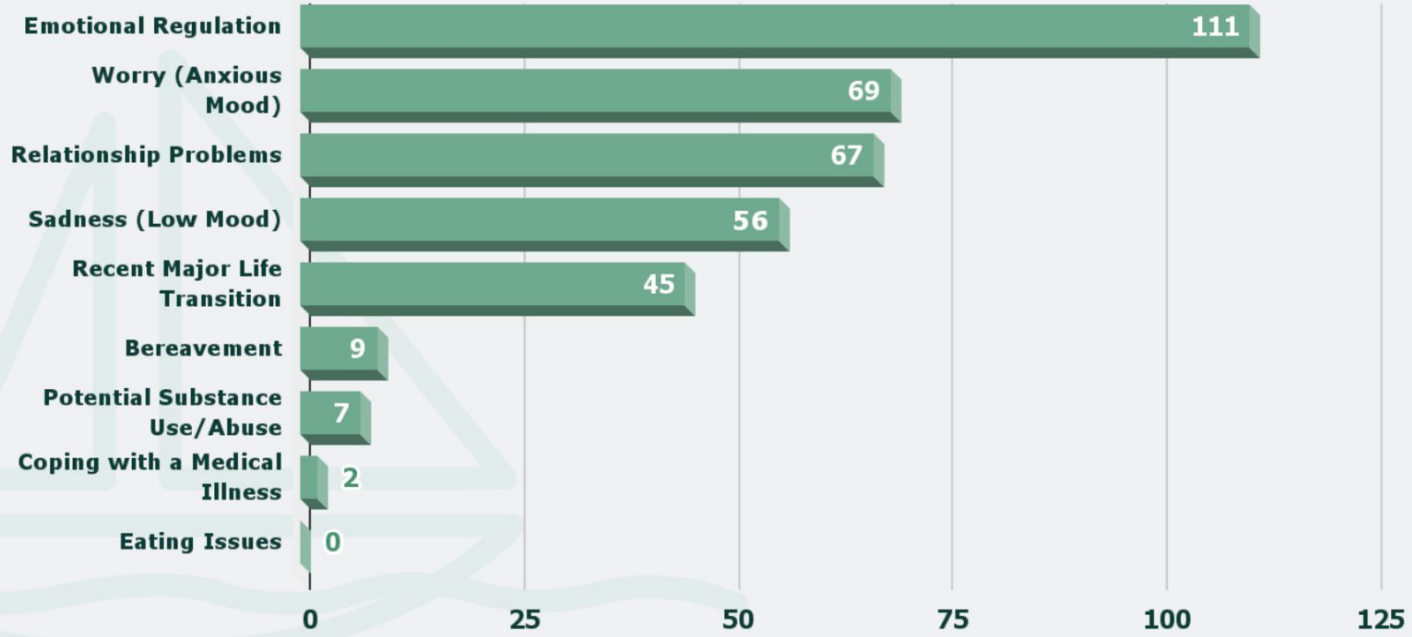
School-Based Therapy Program Data

Reasons for Referral



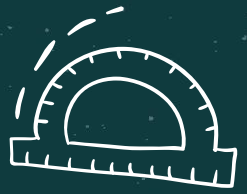
LAKESIDE UNION SCHOOL DISTRICT

WellnessTogether.org™

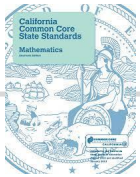
LCAP Goal 3

The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student **engagement** and ensure that all students are academically challenged.

Math Alignment and Calibration with our partners from Math Transformations



Lakeside Union School District
2023-2024
Building a Coherent Math System



Foundations

Priority Standards Framework

Curriculum Roadmap

Unit Foundations

August

Unit Foundations A & B

- ❑ Key Models/Strategies/Tools
- ❑ 4 Key Learning Experiences
- ❑ Vocabulary
- ❑ Assessment

Aug - Nov

Unit Foundations C & D

- ❑ Key Models/Strategies/Tools
- ❑ 4 Key Learning Experiences
- ❑ Vocabulary
- ❑ Assessment

Nov - Feb

Unit Foundations E & F

- ❑ Key Models/Strategies/Tools
- ❑ 4 Key Learning Experiences
- ❑ Vocabulary
- ❑ Assessment

Feb - May

DRAFT, AUGUST, 2023

Lakeside Union School District

Math Systems

MATH TRANSFORMATIONS

Table of Contents

Unit Foundations contain ideas and tasks that are designed to be integrated into your core curriculum to guarantee every LUSD student engages in a common set of in-depth learning experiences and is exposed to the same math content foundations. These foundations form an enduring thread of coherence, even when you switch curricula. As you plan each unit, replace some of your lessons with the tasks recommended here. **Less is more; depth over coverage**

TK	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
K	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
1st	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
2nd	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
3rd	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
4th	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
5th	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
6th	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
7th	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
8th	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F

Part I: Standards Framework

SECOND GRADE MATH STANDARDS FRAMEWORK

Priority Math Standards

In grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. (CA CC Standards, p. 18)

DOMAIN	Number and Operations in Base Ten		Operations and Algebraic Thinking	Measurement and Data	Geometry	
PRIORITY CLUSTERS	**Place Value** Understand place value.	**Add/Subt. Strategies** Use place value understanding and use properties of operations to add and subtract.	**Solve Add/Subt. Word Problems** Represent and solve problems with addition and subtraction.	**Measure Length** Measure and estimate lengths in standard units.	**Add & Subtract with Length** Relate addition and subtraction to length.	**2-D Shapes** Reason with shapes and their attributes.
PRIORITY STANDARDS	**2.NBT** 1 Understand digits in three-digit numbers **2.NBT** 2 Count within 1000; skip-count. **2.NBT** 3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **2.NBT** 4 Compare two three-digit numbers	**2.NBT** 5 Fluently add and subtract within 100 **2.NBT** 6 Add up to four two-digit numbers **2.NBT** 7 Add and subtract within 1000. **2.NBT** 7.1 Use estimation strategies to make reasonable estimates. **2.NBT** 8 Mentally add and mentally subtract 10 or 100 from a given number 100–900. **2.NBT** 9 Explain why addition and subtraction strategies work.	**2.OA** 1 Use addition and subtraction within 100 to solve one- and two-step word problems. **2.OA** 2 Fluently add and subtract within 20	**2.MD** 1 Measure the length of an object by selecting and using appropriate tools **2.MD** 3 Estimate lengths using units of inches, feet, centimeters, and meters.	**2.MD** 5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. **2.MD** 6 Represent whole numbers as lengths from 0 on a number line diagram.	**2.G** 1 Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Part II: Curriculum Road Map

Second Grade Curriculum Road Map

Pacing	Unit Foundations	LUSD Curriculum Connections	Essential Standards in Each Unit Foundation					
	Establishing Routines	EM Unit 1						
	Unit Foundation A Add/Subt Strategies	EM Units 2 & 3	**2.OA 1** Use addition and subtraction within 100 to solve one- and two-step word problems.	**2.OA 2** Fluently add and subtract within 20				
	Unit Foundation B Place Value	EM Unit 4	**2.NBT** 1 Understand the digits of a three-digit number	**2.NBT** 2 Count within 1000; skip-count.	**2.NBT** 3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	**2.NBT** 4 Compare two three-digit numbers		
	Measure and Estimate Length	EM Unit 4 EM Unit 7						
	Unit Foundation C Add/Subt. Within 1000	EM Unit 5 EM Unit 7 EM Unit 9	**2.NBT 5** Fluently add and subtract within 100	**2.NBT** 6 Add up to four two-digit numbers	**2.NBT 7** Add and subtract within 1000.	**2.NBT 7.** estimation strategies t reasonable estimates.		
	Unit Foundation D Relate Addition & Subtraction to Length	EM Unit 5 Unit 9	**2.MD** 5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.	**2.MD** 6 Represent whole numbers as lengths from 0 on a number line diagram.				
	Unit Foundation E Solving Addition and Subtraction Problems	EM Unit 5 EM Unit 6	**2.OA** 1 Use addition and subtraction within 100 to solve one- and two-step word problems.					
	Data; Length	EM Unit 7						
	Unit Foundation F Reasoning with Shape	EM Unit 8	**2.G** 1 Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.					
	Time and Interpreting Data	Unit 4 Unit 6						

Part III: Unit Foundations

2nd Grade, Unit Foundation A

ADDITION AND SUBTRACTION STRATEGIES

Make sense of addition and subtraction through game and literature contexts.

Introduction to Addition and Subtraction Strategies

"In order to use addition and subtraction effectively, children must first attach meaning to these operations. One way for young children to do this is by manipulating concrete objects and connecting their actions to symbols. However, this is not the only way. They extend their understanding of situations involving addition and subtraction by solving word problems." (Chapin, R. & Johnson, A., 2006. Math Matters, p. 55).

Math Experiences & Common Assessment

Experience 1	Experience 2	Experience 3	Experience 4
Ten Flashing Fireflies	Close to 20	Five Tower Game	Two of Everything

Priority Standards -derived from CA Common Core Standards for Mathematics, p, 20

Represent and solve problems with addition and subtraction.

2.OA 1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem

2.OA 2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Essential Questions

1. What strategies can be used to add/subtract numbers?
2. How can addition and subtraction be used to solve real world problems?
3. How can addition and subtraction be represented?
4. How can students use the relationship between addition and subtraction to solve problems?
5. How can mental strategies be used to develop fluency with addition and subtraction?

CC Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

2nd Grade, Unit Foundation A, Task 4

ADDITION AND SUBTRACTION

Implementation Guide

Key Learning Experience 1

"Two of Everything"

Description	Literature will provide a context to explore doubles as a way to solve addition problems, and students will use this context to create a class resource to be used for problem solving
Learning Targets	Students will discuss how doubles/near doubles can be used as a strategy to solve addition problems and will create/solve/represent one or more doubles riddles.
Models, Tools, Strategies	T-table/2 column chart, doubles/near doubles (doubles plus/minus 1)
Vocabulary	Double, near doubles, equation

The Task
"Two of Everything"

1. Read the book, *Two of Everything*.
2. Pose questions:
   a. What did you notice about the "magic pot"?
   b. If we put 1 crayon/2 glue bottles/3 markers/etc. in the magic pot, what would come out? What equation could represent that action?
   c. Co-construct a table. Discuss: what do you notice?

If I put __ in the magic pot…	…___would come out.	equation
1 crayon	2 crayons	1 + 1 = 2
2 glue bottles	4 glue bottles	2 + 2 = 4
3 markers	6 markers	3 + 3 = 6

3. Students write "magic pot riddles" using a folded sheet of paper. On the front they use the frame, "I put ___ in the magic pot" to draw/tell a scenario
4. Inside, they record the equation and a drawing to show the result of the action.

Implementation Guide
"Two of Everything"

	How will we implement this experience?	Additional Notes
Launch	Show some doubles number strings. Reveal one at a time. Ask how the previous string helped you solve/think about the answer. Example: 3 + 3 4 + 4 6 + 6 3 + 4 4 + 5 5 + 6 "How do doubles help you solve addition problems? Read *Two of Everything.* Discuss: What did you notice about the "magic pot"? What would you put in the magic pot?	Students may use doubles plus or minus 1 to solve the same "near double" expression.
Explore	Draw a t-table. Post the frame: "If I put ___ in the magic pot, ___ would come out." Pose the scenario: "Imagine we had our own magic pot and we are able to put what we want into the pot. What if I put 1 crayon in the magic pot. What would come out? Call on a student to explain, using the posted frame. Record the numbers in the t-table. Elicit and record the equation to represent the action of the Magic Pot (e.g., 1 + 1 = 2). Repeat for other items (e.g., 2 glue bottles, 3 markers, etc). Discuss the patterns in the table. Post the frame: "I put ___ in the Magic Pot." Explain how to write Magic Pot Riddles for others to solve. Show them how to fold a piece of paper and record a riddle on the cover using the posted frame. Model how to complete their riddle page, recording the equation and a drawing on the inside.	If you offset the fold by an inch, you will have a margin for binding pages into a class book. Students are encouraged to use "just right numbers" when independently writing their riddles.

If I put __ in the magic pot…	…___would come out.	equation
1 crayon	2 crayons	1 + 1 = 2
2 glue bottles	4 glue bottles	2 + 2 = 4
3 markers	6 markers	3 + 3 = 6

Teachers loved/appreciated . . .

Unsolicited feedback from the 3rd grade teachers on Feb. 6

- the simplicity of the tasks while going deep with the mathematics;
- tasks that require little preparation, with directions that are easy to follow;
- how the experiences provided a low floor/high ceiling that allows the range of learners to actively engage and experience success;
- how the Math Transformations professional development allowed for collaboration across classrooms and schools;
- that the Math Transformations professional development went beyond just doing; activities; the experiences deepened teachers' pedagogical content knowledge;
- working in small groups;
- being given the opportunity to experience and develop lessons that helped them wrap their brains around what they will teach;
- the connections to the curriculum materials that they currently use;
- being treated as knowledgeable professionals and,
- the support they've received from the district.

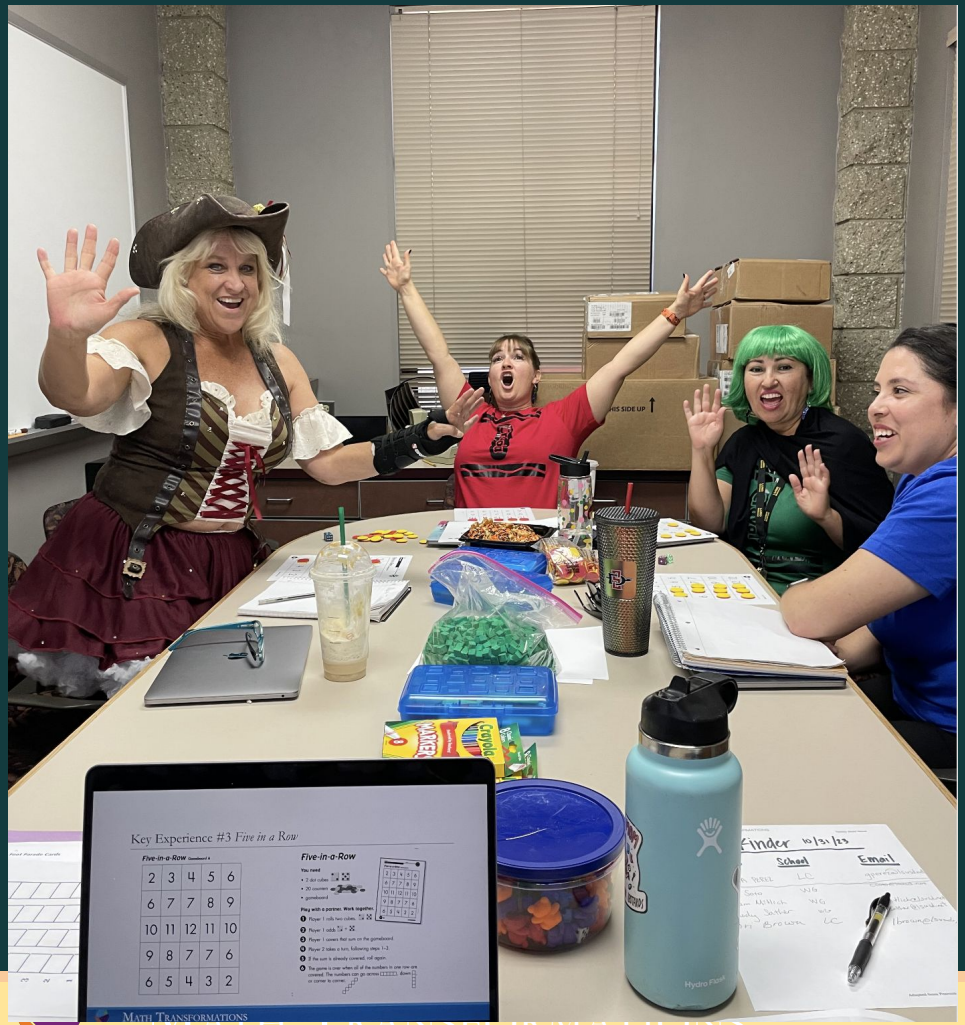
LIVE

MATH TRANSFORMATIONS

MATH TRANSFORMATIONS


THIS SIDE UP


THIS SIDE UP
MARKERS


Key Experience #3 Five in a Row
Five-in-a-Row
Five-in-a-Row
Math Transformations


Number 1-100

Attendance Data (through 1/10/24)

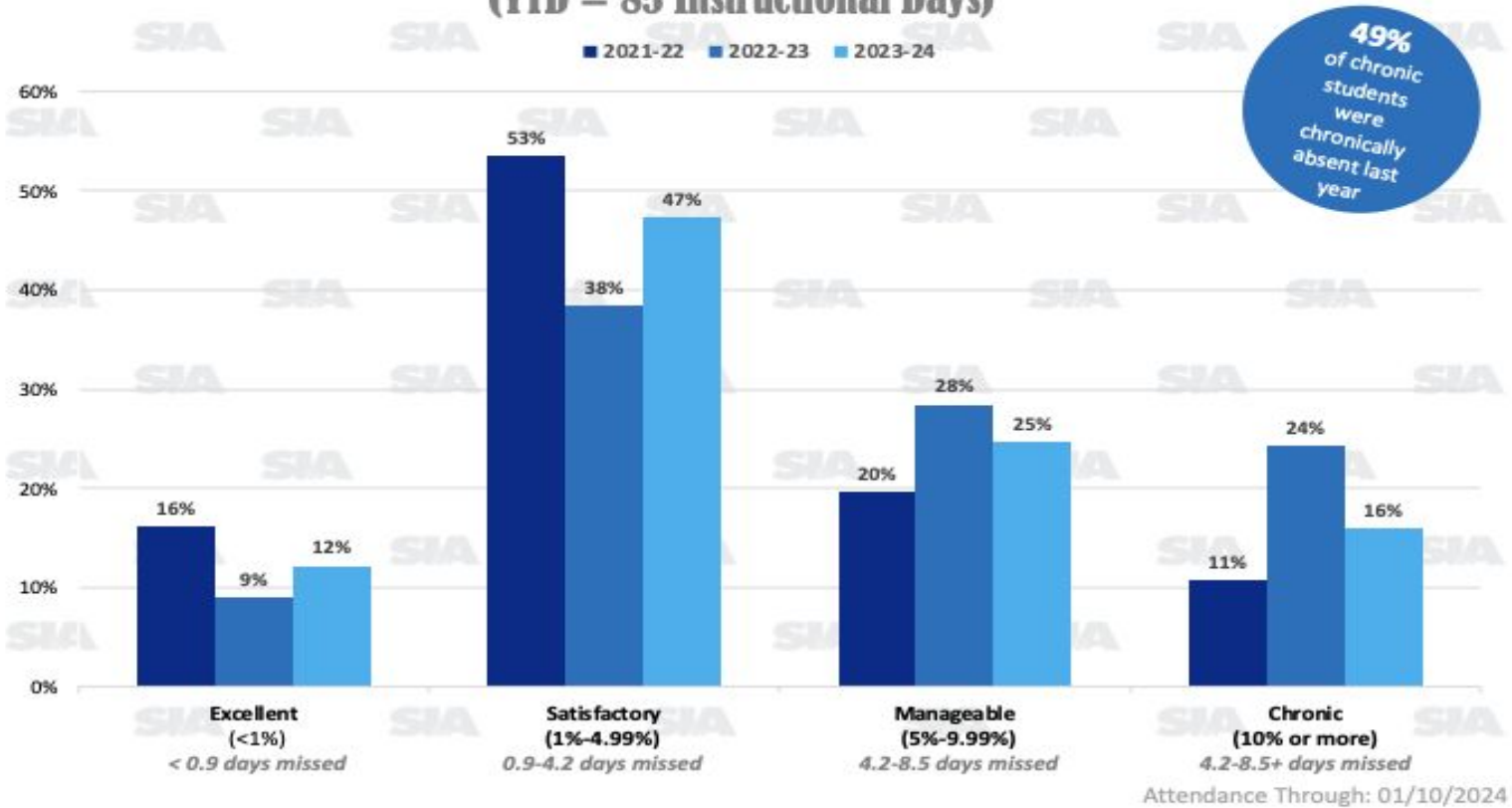
Year to Date Attendance Rates

	2023-24 (YTD)	2022-23 (YTD)
Days in School Year	85	85
Enrollment	4,514	4,557
Total # of Absences	21,668.42	27,522.08
Average Number of Absences per Student	4.80	6.04
Attendance Rate	94.3%	92.8%

Grade Group	2023-24 (YTD)	2022-23 (YTD)
PK - 3	94.4%	92.4%
4 - 6	94.5%	93.3%
7 - 8	93.6%	92.8%

Total Absence Summary Year-over-Year

(YTD = 85 Instructional Days)

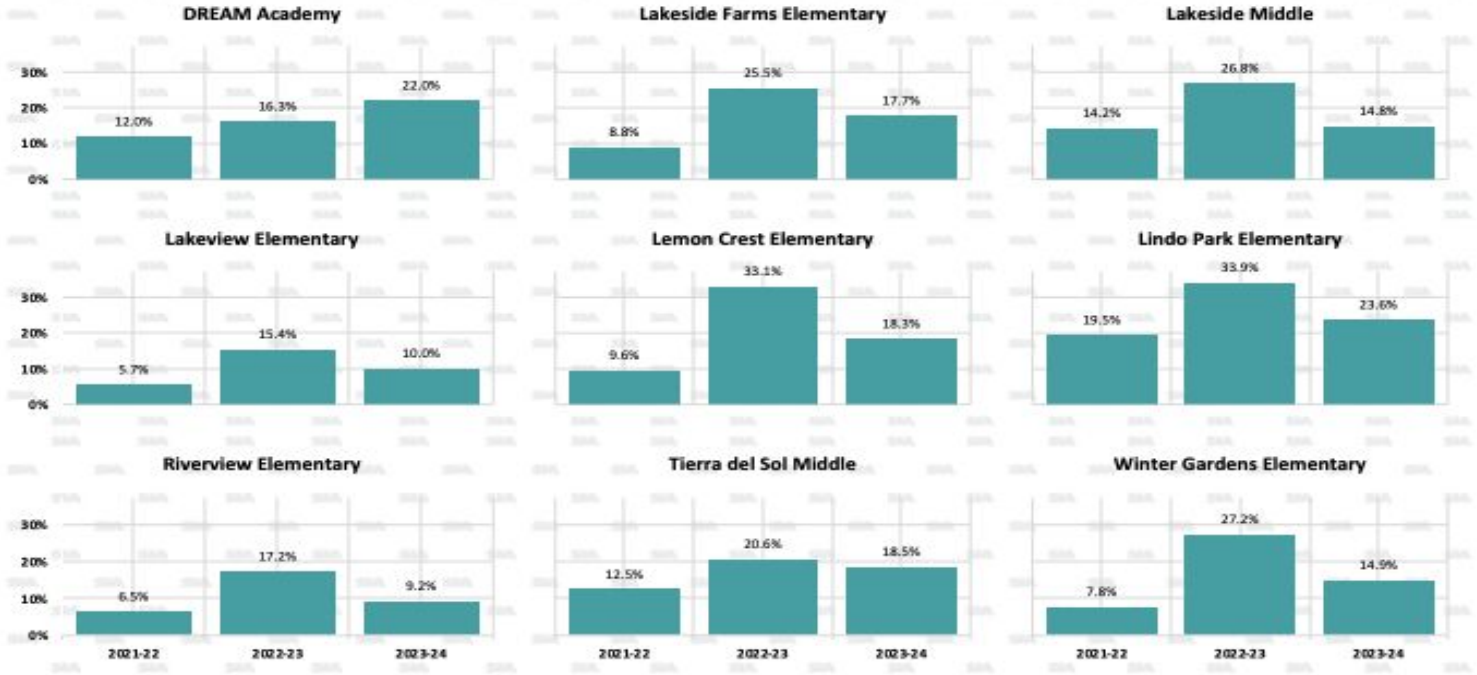


49% of chronic students were chronically absent last year

Attendance Through: 01/10/2024

Chronic Rates by School Year-over-Year

(YTD = 85 Instructional Days)



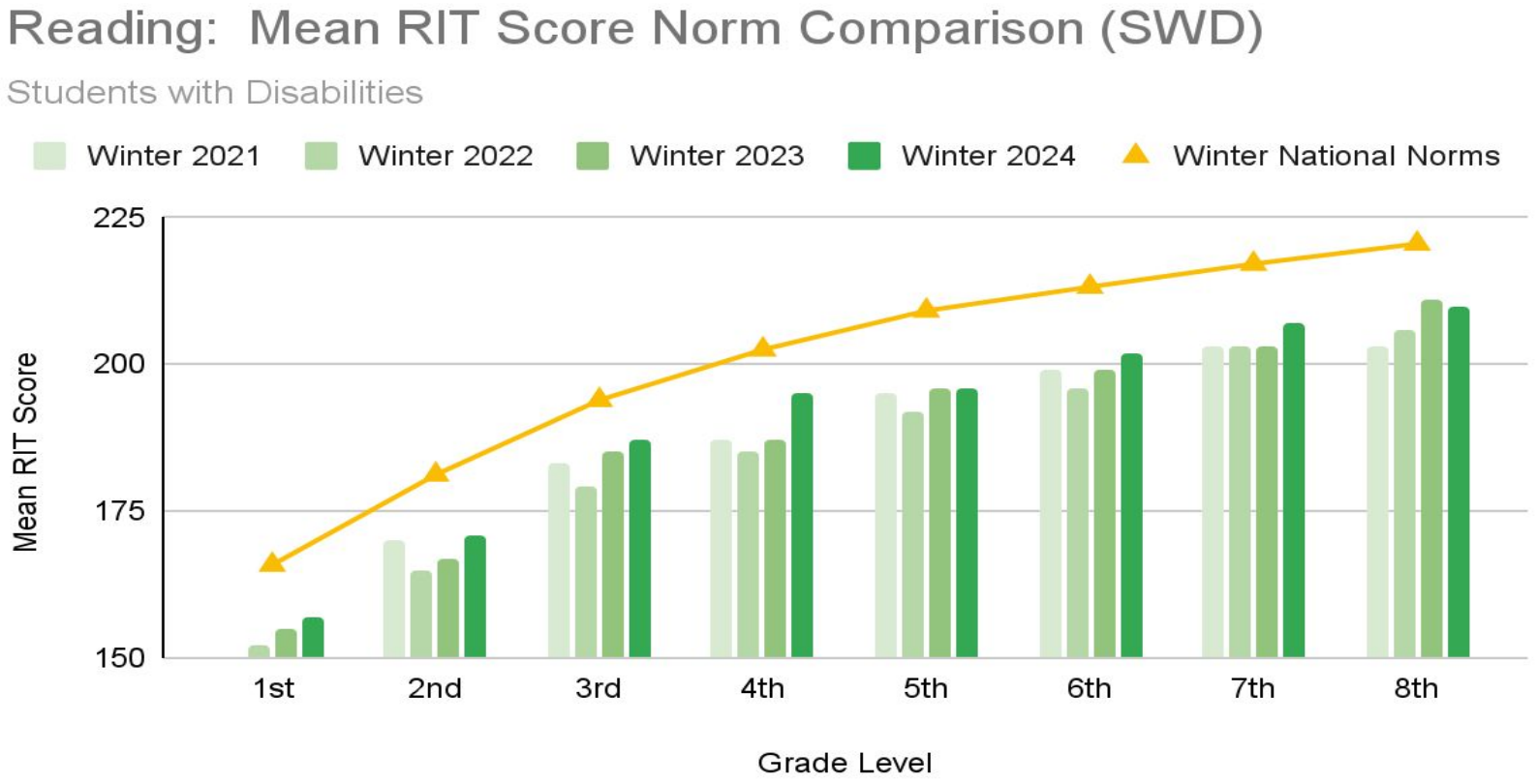
Chronically Absent - A student who is absent for 10% or more of the school year due to all absences.

Attendance Through: 01/10/2024

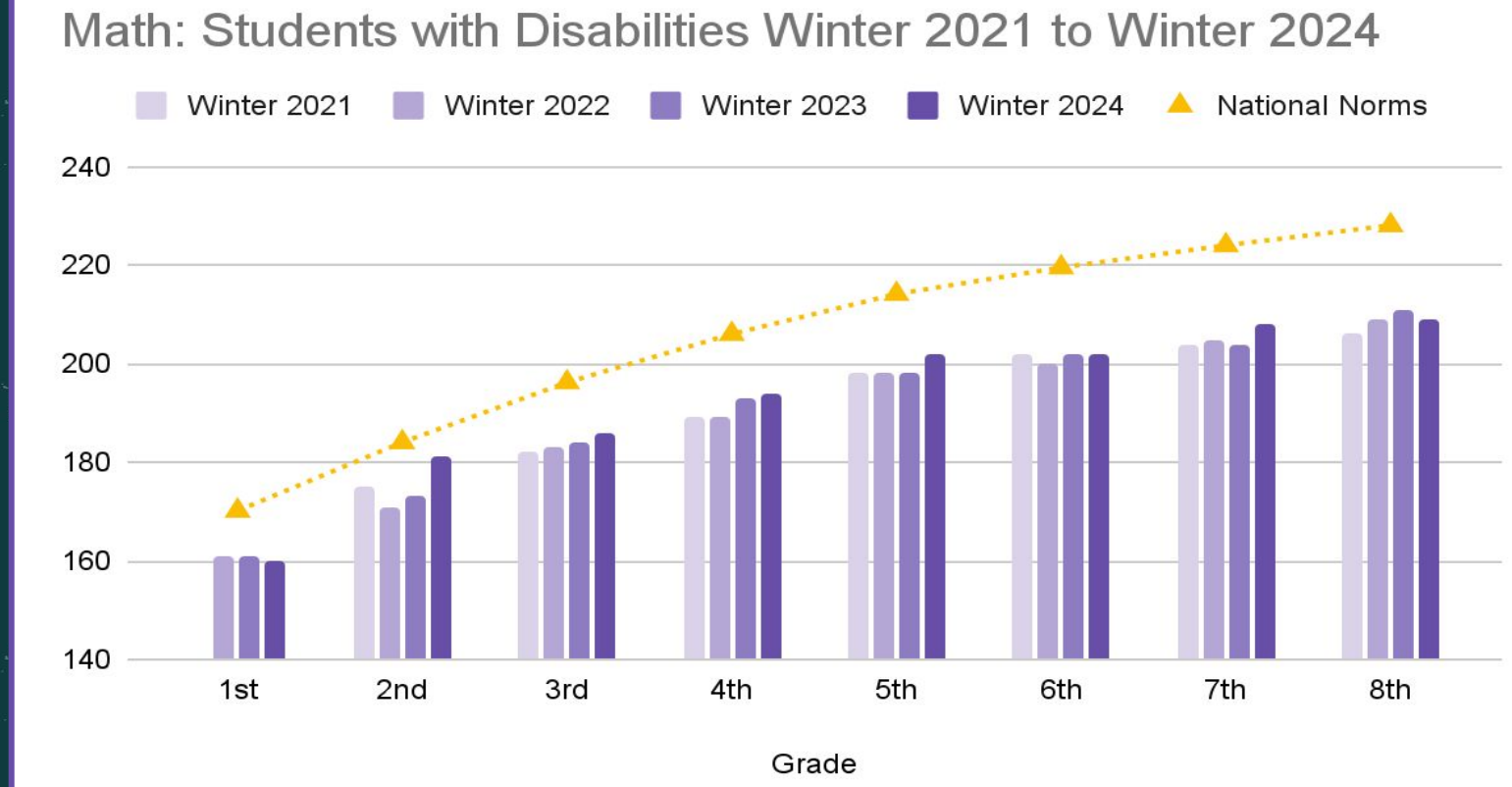
LCAP Goal 4

Students with disabilities will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.

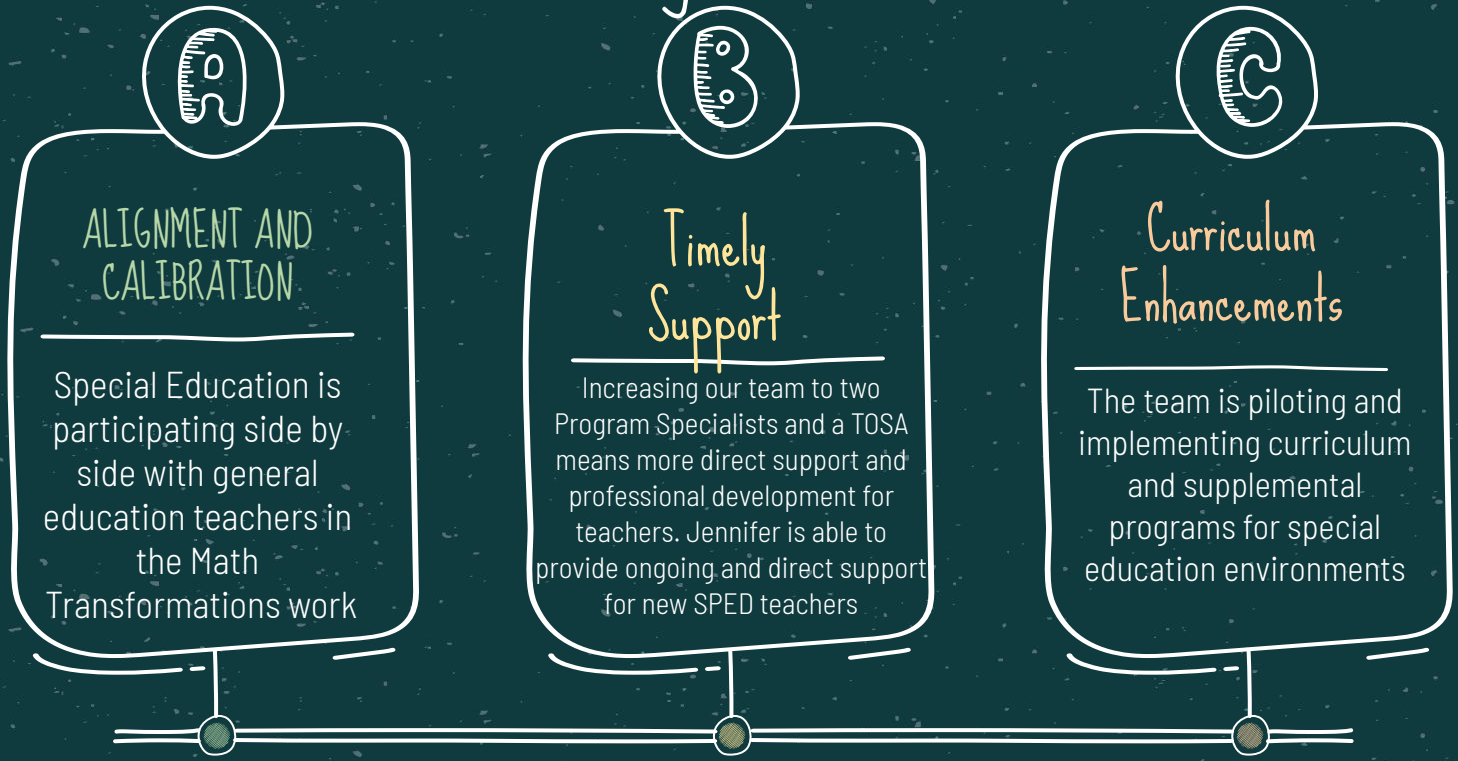
Reading Students with Disabilities: Winter 2021- Winter 2024



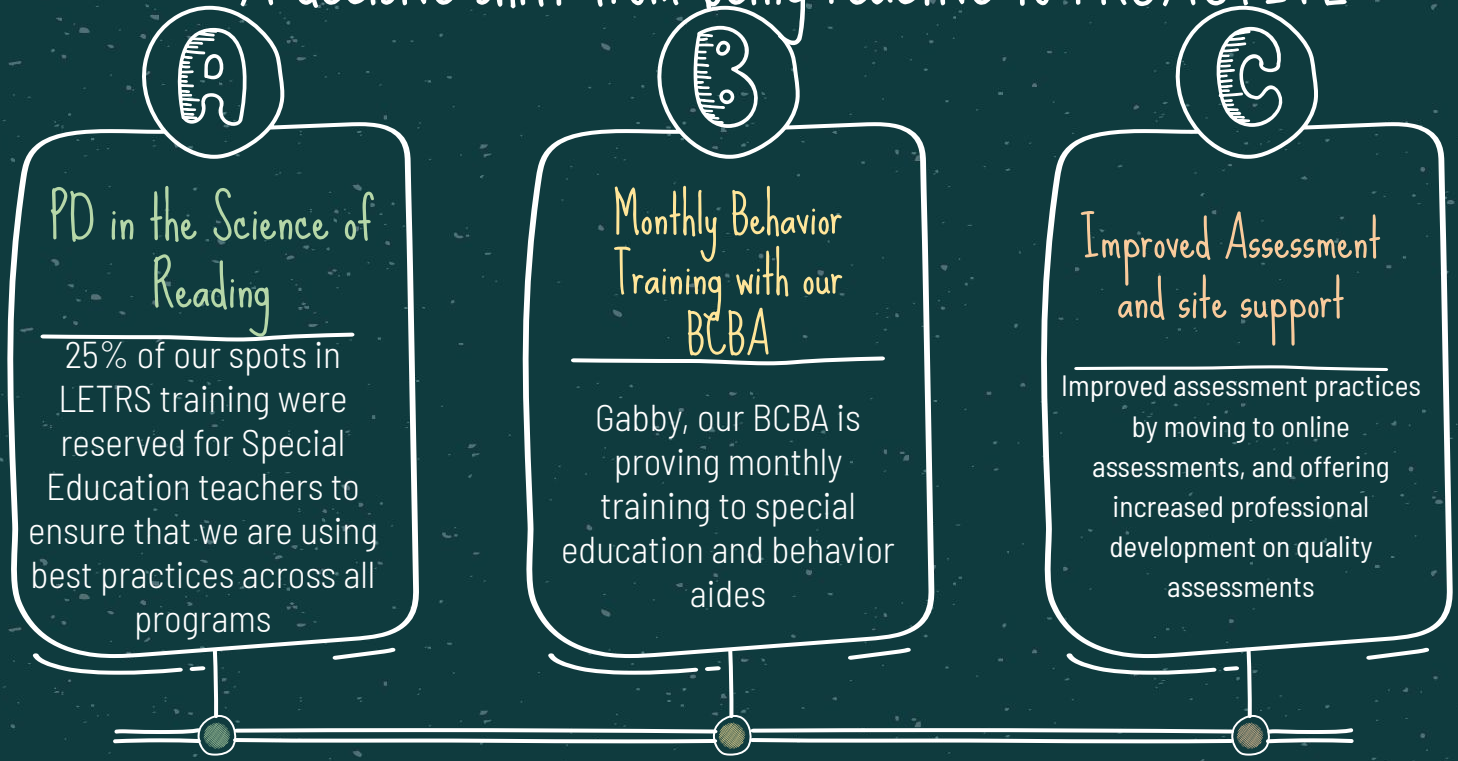
Math: SWD Winter 2021- Winter 2024



Special Education Program Enhancements in LCAP Goal 4 - A decisive shift from being reactive to PROACTIVE



Special Education Program Enhancements in LCAP Goal 4 - A decisive shift from being reactive to PROACTIVE



LCAP Expenditure Data

	Budgeted Expenditures	Mid-Year Expenditures	Remaining Expenditures
Goal 1	$ 8,971,074	$ 4,101,278	$ 4,769,796
Goal 2	$ 2,687,006	$ 1,236,046	$ 1,450,960
Goal 3	$ 711,116	$ 461,608	$ 249,508
Goal 4	$ 2,473,755	$ 1,171,660	$ 1,302,095
Total	$ 14,842,951	$ 6,970,592	$ 7,872,359

3 Year LCAP Process and Input Sessions

Thought Exchange

An exchange was published on January 15th to staff, parents and students

Community Input Meeting #1

Held on February 1st

Community Input Meeting #2

Held on February 5th

Community Input Meeting #3

Held on February 12th

Parent Advisory Committee Input

March 11, 2024

Upcoming Staff Input

Management Team
Teacher Advisory
Classified Advisory

What else would you like to know?