



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

La Mesa-Spring Valley Schools

Contact Name and Title

Guido Magliato
Assistant Superintendent

Email and Phone

guido.magliato@lmsvschools.org
(619) 668-5700

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

La Mesa-Spring Valley Schools (LMSVS) is a high-performing school district located just east of San Diego. The District is committed to high student performance embedded in a culture of quality and continuous improvement. We embrace diversity. Collaboration is valued among all stakeholder groups and the interest-based process is used as the core for problem solving. The District covers 26 square miles and serves 12,300 pupils (not including preschool) with 16 elementary schools (grades K-6), one middle school (grades 7-8), one literacy academy (grades K-3), and three specialty academies (grades 4-8). The District employs just over 2,000 people with an annual general fund budget of approximately \$125 million.

Board of Education:

David Chong	President
Jim Long	Vice President
Dr. Emma Turner	Clerk
Bob Duff	Member
Rebekah Basson	Member

District Administration:

Brian Marshall	Superintendent
David Feliciano	Assistant Superintendent, Business Services
Tina Sardina	Assistant Superintendent, Human Resources
Guido Magliato	Assistant Superintendent, Learning Support

Our Purpose:

To inspire learning and respect

Our Vision:

La Mesa-Spring Valley Schools is a community of life-long learners who engage in continuous improvement and contribute positively to a global society, within a safe learning environment.

Our Principles:

In order to achieve work purposefully and realize our vision we must:

- Make decisions based upon the best interest of all children
- Honor individuality and diversity
- Act with integrity
- Partner with the community
- Strive for excellence
- Establish, measure and hold ourselves accountable to appropriate goals
- Communicate effectively
- Develop well-rounded learners
- Explore a sense of possibility
- Use resources wisely

Communities We Serve:

Communities served include the City of La Mesa, a portion of the City of El Cajon, and the unincorporated communities of Mt. Helix, Casa de Oro, and Spring Valley, all within San Diego County.

Number of Schools:

16	Elementary Schools	(Grades K-6)
1	Middle School	(Grades 7-8)
1	K-3 Academy	(Grades K-3 expansion planning taking place)
3	4-8 Academies	(Grades 4-8)

District Enrollment:

All Schools	12,300
Grades K-6	9,300
Grades 7-8	3,000

Average Class Size:

Grades K-3	26.17
Grades 4-8	28.31

Student Ethnicity:

Hispanic	48%
White	29%
African American	9%
Two or More Races	8%
Filipino	3%
Asian	3%
Percentage of Unduplicated Pupils:	62%

LCAP Highlights

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

La Mesa-Spring Valley Schools is tenacious about continuous improvement. Utilizing research and best practices, we are now entering our second year of a significant shift in our LCAP. Working with our stakeholders, we have developed four goals along with key metrics to measure progress toward these comprehensive goals. Action steps we believe will drive the attainment of the metrics and achieve the goals are also included in this LCAP.

We feel these four goals and the actions necessary to achieve them will serve the students, staff, families and community of La Mesa-Spring Valley Schools as well as meet the State priority areas. LCAP highlights include:

- A strong emphasis on high levels of learning for all student groups
- Intentional efforts to address the social emotional well-being of our students
- School and classroom environments conducive to learning
- External and internal customer satisfaction survey that honors the voices of all stakeholders

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

New to the LCAP last year was the metric Goal 1 (1.D) students reading at grade level by end of third grade. We saw great progress this year going from 53% to 67%. Our goal is to continue to emphasize small, targeted reading groups at the primary level by leveraging the expertise of our staff to develop the capacity of our teachers. We also implemented two successful programs for our English Learners to better serve this population: 1) Project LIFT (Literacy Inspired by Families and Technology), a take-home iPad program to address literacy gaps of at-risk and Long Term English Learners by extending the school day and equipping and engaging families in their child's success, and Breakthrough English, a specialized summer school session for recent immigrants to address skills gaps and accelerate English acquisition. Both are yielding exciting results, and both will be continued into the 2018-19 school year. The English Learner Progress indicator on the Dashboard moved from orange to green in Fall, 2017.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The District has identified several areas needing improvement:

Suspension data shows an orange with 4.2 %. We have implemented Restorative Practice and are committed to developing systems of positive behavior support interventions at all grade levels. We remain dedicated to providing professional learning to staff in Restorative Practices and have engaged in the process of Differentiated Assistance with two representative schools whose data showed high suspension rates for students with special needs. This proved a deep dive into identifying the beliefs and systems that are contributing to the current suspension rates. Our work continues in this area as we apply solutions and expand the work to additional schools in the District.

Although we increased our efforts to address our chronic absenteeism with additional monitoring and home visits, we continue to struggle to significantly reduce our chronic absenteeism rate. We will continue to identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion. We will also ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions and continue to evaluate the effectiveness of the strategies we have implemented to reduce chronic absenteeism rates.

Mathematics also is an orange for our SBAC results. We have committed to building our lead teachers' capacity in the area of mathematics throughout the year. We have identified teacher leaders at each site in each grade level to dive into the standards and identify "essential learnings" for students in kindergarten through eighth grade. We have ongoing discussions with Grossmont Union High School District to ensure alignment between the two districts and are piloting a new accelerated math curriculum for the 2018-19 school year in 7th and 8th grade.

These areas will also be addressed as we strengthen Professional Learning Communities to build teacher efficacy and define a multi-tiered system of supports for students who need additional scaffolding in both academics and behavior.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Performance Gaps

We have modified and increased actions to address all gaps observed in our results, including those that are one performance level below "All Students". We believe our new Specialized Academic Instruction (SAI) service model is having promising results in having students with special needs given access to grade level rigor in ELA as measured by the increased time these students are participating in the general education setting as compared to previous years.

We will continue our work with our service model in special education of Specialized Academic Instruction and the support for staff to effectively implement. This is reflected in Goal 1 – Action 5. We also were engaged in, and will continue, our work with the San Diego County Office of Education in the Differentiated Assistance, specifically addressing the suspension rates of our students with special needs. Our Differentiated Assistance work this year focused on an analysis of our suspension data, analysis of our systems surrounding our policies, a root cause analysis of contributing factors, and a synthesis of findings to help guide our continuous work into next year.

State Indicators	All Students	Students with Disabilities	
English Language Arts	Yellow	Red	

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

We are committed to building a strong foundation of Professional Learning Communities (PLC) throughout the District. We firmly believe that building a true professional learning community is the most promising strategy for sustained, substantive school improvement.

PLCs are integral to the vision and path that we believe will ensure:

- A collaborative culture
- Sustained and replicable successes district-wide
- A focus on results
- Increased student learning
- The development of a continuous improvement mindset

We continue our work with a new teaching framework to develop a common language and a shared understanding of high-quality teaching and learning known as the 5 Dimensions of High-Quality Teaching.

We have also shined a light on our English Learners through the development of two inaugural programs (Breakthrough English and Project LIFT) addressing the specific needs of this population as well as intensified professional learning for principals and teacher leaders and proven English language development.

In addition to this work, we have engaged in a partnership with the San Diego County Office of Education (SDCOE) to provide Differentiated Assistance and an improvement science protocol to help us strategically identify causes and solutions for our suspension rates of students with special needs.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$133,615,319

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$131,971,448.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Administrative and operational expenditures as well as expenditures from restricted resources were not included in the LCAP unless specifically aligned with an LCAP goal.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$108,836,374

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator 1.A. Provide 100% fully credentialed and appropriately assigned teachers. Ensure 100% access for students to standards-aligned instructional materials. 17-18 1.A. Maintain baseline Baseline 1.A. 100% fully credentialed and appropriately assigned teachers; 100% access for students to standards-aligned instructional materials.</div>	<div>100% of our teachers are fully credentialed and appropriately assigned. Standards-aligned instructional materials have been provided to all students for classroom and home use. This is corroborated by William’s inspections findings.</div>
<div>Metric/Indicator 1.B. Implementation of state standards will increase including programs that support English Learners as measured by classroom observation. 17-18 1.B. Baseline will be determined</div>	<div>An internal rubric was developed to measure how aligned the task was to grade level standards. Data indicates an increase in standards-based instruction over time (see table for data). Teachers and principals are participating in professional learning on ELD standards, and evidence-based strategies.</div>

Expected

Baseline

1.B. In 2015-16 an “increasing number” of classrooms were observed to be implementing state standards per Learning Walk data. A baseline will be determined based on 2017-18 data collected by principal teams.

Metric/Indicator

1.C. ELA – Scores on SBAC will increase by 3% for all students. Student groups scoring below the district average, will show an increase greater than 3%.

Math – Scores on SBAC will increase by 3% for all students. Student groups scoring below the district average, will show an increase greater than 3%.

17-18

1.C. 55% of all students meeting or exceeding standards in ELA and 45% for math

ELA Dashboard: Gain 13.5 points to maintain Green Status

Math Dashboard: Gain 5 points to reach Green Status

Baseline

1.C. In 2015-16, percent meeting or exceeding standard on SBAC in ELA for all students = 50%

In 2015-16, percent meeting or exceeding standard on SBAC in math for all students = 40%

ELA Dashboard = 3.5 point below met; 16.5 point increase – Green Status

Math Dashboard = 29.3 points from met; 5.3 point increase – Yellow Status

Actual

Walk-About Data below:

Walk-About Data	
Significantly Aligned	26%
Mostly Aligned	44%
Somewhat Aligned	21%
Not Aligned	4%

The total number of students meeting or exceeding standard in ELA on the SBAC increased by 1%. African American and American Indian student groups both exceeded the goal of an increase greater than 3% increase, with each group increasing by 11%. Economically disadvantaged students, English Learners, Students with Disabilities and Asian students all decreased in the number of students meeting or exceeding standards in ELA on SBAC. Math data reveals an overall district decrease of 1%, with only the white and “2 or more race” student groups showing an increase. Socioeconomically Disadvantaged and African American student groups showed the greatest decrease.

Expected

Actual

SBAC Math			
	2016	2017	Change From 2016
District	40%	39%	-1%
African American	23%	20%	-3%
American Indian	21%	21%	0%
Filipino	61%	59%	-2%
Asian	61%	61%	0%
Hispanic	30%	28%	-2%
White	56%	58%	2%
2 or more races	46%	47%	1%
Low Socioeconomic	29%	26%	-3%
English Learner	10%	10%	0%
Students w/disability	7%	6%	-1%

Metric/Indicator

1.D. Reading at grade level by end of 3rd grade will increase by 3% for all students.

17-18

1.D. % reading at grade level by end of 3rd grade = 56

Baseline

1.D. 2015-16 percent reading at grade level by end of 3rd grade = 53

Metric/Indicator

1.E. Percent of 6th grade students meeting criteria for accelerated math courses will increase by 3% for all students.

17-18

1.E. 2016-17 percent of 6th grade students meeting criteria for accelerated math courses = 12

3rd grade students meeting or exceeding standards in ELA on the SBAC increased by 6% from 2016 to 2017. 2017 3rd trimester baseline Reading Level data indicates that 53% of 3rd graders were reading at grade level exiting 3rd grade in 2017. 2018 trimester 2 data reveals 67% of third graders are reading at grade level.

The percentage of 7th grade students enrolled in the accelerated math pathway in 2015-2016 was 9%. In 2016-2017 the percentage of 7th grade students enrolled in accelerated math was 13%, an increase of 4%.

Expected

Baseline

1.E. 2015-16 percent of 6th grade students meeting criteria for accelerated math courses = 9 (only 31% of all 6th graders took the assessment for accelerated mathematics)

Metric/Indicator

1.F. Percentage of English Learner students who make progress toward English proficiency as measured by state test and reclassification rate will increase 3%.

17-18

1.F. 2016-17 percentage of English learner students who made progress toward English proficiency as measured by state test and reclassification rate will increase 4% (green)

Baseline

1.F. 2014-15 English learner students who made progress toward English proficiency as measured by state test and reclassification rate = Orange Status per state Dashboard

Metric/Indicator

1.G. Enrollment of all students in a broad course of study.

17-18

Maintain Baseline

Baseline

100% of students, including unduplicated pupils and individuals with exceptional needs, have access to and are enrolled in a broad course of study

Metric/Indicator

1.H. Increase student performance in physical education as measured by Healthy Fit Zone in the State Physical Fitness Test.

17-18

Increase 1% in both 5th and 7th grade

Baseline

72.5% of 5th graders and 73.4% of 7th graders in LMSV are performing in the Healthy Fit Zone for 2015-16.

Actual

In 2015 the percentage of English Learners who made adequate progress in acquiring English was 63.9%, resulting in orange status on the State Dashboard. 2016 data indicates that 67.4% of English Learners made adequate progress in acquiring English, an increase of 3.5%. 2017 data indicates 69.9% of English Learners made adequate progress in acquiring English, an increase of 2.5%, resulting in green status on the State Dashboard.

2017-18 reclassification rate =15% (2016-17 reclassification rate was 11%)

100% of students, including unduplicated pupils and individuals with exceptional needs, have access to and are enrolled in a broad course of study.

Baseline data used for this metric represents percentages that reflect students meeting 4 of the 6 Healthy Fit Zone tests. Since the California Department of Education considers 5 of the 6 tests "passing", we have chosen to move our criteria to 5 out of 6. According to Healthy Fit Zone assessment results for 2016-2017, 46% of 5th graders and 50% of 7th graders passed by meeting 5 or more of the 6 tests.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Ensure appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students.</p> <p>b. Provide standards aligned materials to all students (adopt ELA for 7th and 8th grades).</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>a. All certificated staff are appropriately credentialed and assigned accordingly as documented by California Commission on Teacher Credentialing (CTC). Classified employees are fully qualified per the requirements of the job descriptions.</p> <p>b. 100% of students are provided with standards aligned instructional materials, as documented through Williams findings. StudySync, by McGraw-Hill, was adopted as the 7-8 English Language Arts program. Flex Literacy was purchased to provide standards aligned supplemental intervention materials for students facing significant gaps in their literacy development and as a replacement curriculum for special education students as indicated by their IEPs.</p>	<p>Base \$61,800,000</p>	<p>Base \$73,382,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Provide professional learning in California Standards to academic content teachers, focusing on task alignment to standards in order to support implementation of curriculum and instructional initiatives.</p>	<p>a. Currently we have had 700 teacher attendees participate in approximately 66 professional learning sessions offered at the District. Teachers also participated in outside</p>	<p>a. Title II \$180,000</p> <p>b. Title I \$105,000</p>	<p>a. Title II \$95,900</p> <p>b. Title I \$0</p>

b. Additional District Resource Teacher to provide increased and targeted support to Title I schools.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

professional development and site-based professional learning via Site Learning Days and individualized coaching and modeling from District resource teachers. Professional learning offerings included:

- ELA Standards alignment: Teacher representatives from all grades and all sites have participated in “Lead Teacher” sessions (4 cycles) where they identified essential standards for language arts along with learning targets. They engaged in the practice of aligning instructional materials to essential standards, with the expectation that they take those learnings and practices back to their collaborative teams at their sites. Lead teachers have also begun the work of aligning assessments to essential standards, and likewise aligning instructional tasks to essential standards as

measured by
assessments.

- Literacy: Teachers gained skills in reading intervention through “Reading Recovery” and strategies to support all learners through differentiated centers.
- NGSS: All middle school science teachers and select elementary teachers participated in NGSS professional learning through “lesson study” where they collaboratively planned lessons, observed one another during instruction, and engaged in reflective practice. Elementary teachers participated in a NGSS “trainer of trainers” where they were introduced to NGSS shifts and an inquiry-based approach to science instruction based on

NGSS. They began aligning current instructional resources to NGSS shifts.

- Math: Elementary math teachers participated in professional learning where they explored strategies and best practices in math instruction. They received tools to assist them in leveraging instructional materials to maximize standards access and student success. Select middle school math teachers attended “trainer or trainer” symposium for SpringBoard and then offered professional learning to teachers new to SpringBoard.
- ELD: A cohort of teachers across sites and grade spans are participating in “Ignite ELD”, an on-going academy where teachers attend workshops to deepen

their knowledge of ELD standards and best practices for supporting English Learners. They explore the instructional implications for designated and integrated ELD, apply their learning in their classrooms, and return to subsequent sessions to share their reflections with their colleagues and continue to develop their expertise. The academy has also included field trips to schools successfully implementing ELD standards and collaborative practices.

- PACE: Teachers with clusters of identified gifted students built their capacity to foster critical and creative thinking in their students through the Icons for Depth and Complexity.

	<ul style="list-style-type: none"> Curriculum Adoptions: All teachers responsible for teaching StudySync or Flex curriculum participated in publisher provided professional development. Additional professional development addressed ELPAC and Imagine Learning. <p>b. This action was not carried out due to a lack of qualified personnel.</p>
--	---

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Maintain 24:1 target in TK through 2nd grade and reduce 3rd grade target to 24:1. Reduce class size below the statutory limit to the greatest extent possible in all grades District-wide.</p> <p>b. Provide professional development to principals and teachers to develop a shared understanding and common language of high-quality teaching and learning (emphasized in base of RtI model).</p>	<p>a. The District average for grades TK-3 was 26.17:1 as of March 23rd.</p> <p>b. Principals received professional learning around the 5 Dimensions of Teaching and Learning (5Ds) as well as resources to utilize for professional learning with their staffs during the Learning Leadership Symposium. Principals used professional</p>	Supplemental and Concentration \$10,100,000	Supplemental and Concentration \$10,717,494

c. Provide professional development and support to principals and teachers to reestablish Professional Learning Communities to strengthen a collaborative culture focused on learning and increased student achievement.

d. Provide mentoring and professional growth to developing leaders to foster instructional and leadership expertise according to a developed definition of LMSV leadership.

e. Provide District Resource Teachers with professional learning, coaching, and curriculum supports specifically targeted to meet the needs of students requiring additional support.

f. Provide support teachers at the site level where possible to increase the success of unduplicated students. Explore new site position that would provide leadership expertise and support needed to increase instructional effectiveness and effective intervention.

g. Review and assess district intervention programs (priority in math), addressing populations best served by program(s), impact on student achievement, program strengths and weaknesses, and cost/resources relative to the return on investment.

development days, site learning days and staff meetings to build teacher capacity around the 5Ds and then monitored implementation through class walk-throughs. Subsequent Learning Leaders meetings addressed follow up and consistent implementation of the 5Ds.

c. Principals participated in professional learning to re-establish Professional Learning Communities (PLCs) in June of 2017. Utilizing resources provided by Learning Support, sites dedicated a staff development day in August of 2017 to refresh staff knowledge of PLC principles and promote collaborative culture. Select staff have attended conferences to deepen PLC knowledge and gain insight into promoting collaborative culture across the district.

d. Principals participated in leadership development through San Diego County of Education and Deloitte University. The District provided mentoring and professional development to administrative interns. They engaged in activities and

h. Restructure Learning Support to foster more collaboration and integration in professional learning and coaching to support unduplicated students.

i. Provide Library Learning Resource Technicians (LLRTs) to all sites to ensure student access to library books and resources.

j. Provide Director of Learning Support and clerical support to coordinate and monitor supplemental and academic intervention programs for at-risk students, including English Learners.

k. Provide differentiated actions and services to support site-specific programs and needs such as staffing, materials, supplies and services for unduplicated pupils.

l. Provide Extended School Services (ESS) free of charge to high-need students (foster/homeless) to extend their school day and support academic progress.

discussions involving shadowing principals, parent involvement and governance, instructional coaching, site plans and budgets, association contracts, and problem-solving.

e. District resource teachers attended a variety of professional learning sessions to deepen and strengthen their content and coaching skills. Workshops attended included:

- ELD standards (Designated and Integrated ELD approaches)
- Guided Reading
- NGSS implementation and inquiry approach strategies
- Effective math instruction strategies and aligning curriculum to standards, including Cognitive Guided Instruction
- Effective integration of technology into instruction
- Project-Based Learning
- Equity-based education
- Working with refugees
- ELPAC

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

All Schools

f. 20 sites used LCFF and/or Title I allocated to their sites to hire intervention teachers to address the needs of unduplicated students.

Intervention teachers provided intervention to struggling students in small groups, administered and monitored digital intervention programs, and provided professional development to teachers.

g. Intervention programs were reviewed and assessed for intensive ELA and Math. After review of six Intensive Literacy Programs, Flex Literacy was purchased to address the needs of at-risk students with significant gaps in their literacy for use across the District. Eight schools piloted Imagine Learning Math Facts. Project LIFT participants are currently using ST Math, a spatial-temporal approach to acquiring math concepts. Students and teachers report high levels of engagement, and monitoring reports show high levels of usage. Pre and post program data will be compared at the end of the school year.

h. Restructuring is still in process. An Executive Director of Special Education and Student Services was posted in May, 2018. This position replaces the Director of Special Education and Director of Student Supports. The purpose of this change is an effort to join the services of these two departments to leverage and align the expertise and provide consistency and coherence to our schools.

i. All sites have an LLRT that manages the libraries, schedules class visits, conducts study skills and research lessons, reinforces classroom literacy instruction through read-alouds, bolsters a love of literacy through special events, and manages the inventory and circulation of library books and instructional materials for students and teachers.

j. Provided Director of Learning Support. Areas addressed include the following:

- Facilitated selection of District-wide intervention program

- Supported Title I principals in assessing and addressing needs of at-risk students
- Provided direction to principals in strategic use of intervention resources
- Coordinated professional development around differentiated instruction, ELD and EL strategies
- Established Project LIFT (a take-home iPad program) to address literacy gaps of at-risk and Long Term English Learners by extending school day and equipping and engaging families
- Implemented specialized summer school session for recent immigrants (Breakthrough English) to address skills gaps and accelerate English acquisition
- Equipped teachers in PLC principles to ensure systematic and data-based intervention for at-risk students

k. Sites received allocations based on unduplicated counts of students to address the needs of at-risk students. Site use of funds includes:

- Provided intervention teachers (see 3F) to address academic gaps
- Purchased intervention resources/programs
- Provided counselors and social workers to address socio-emotional challenges to learning and to increase family engagement
- Increased student and family access to libraries
- Increased availability of leveled books and non-fiction texts to promote literacy
- Increased student access to digital devices as a means of differentiation
- Provided technology beyond district base to facilitate increased access to core and motivation in learning

I. ESS was provided free of charge to 33 Foster students and 6 Homeless students.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Add additional District Resource Teacher to provide professional learning, coaching, and curriculum supports to specifically address the needs of English Learners, with an emphasis on integrated ELD.</p> <p>a. Pilot iPad/T-Mobile program that targets at-risk Long Term English Learners (LTELs) by providing an iPad with connectivity loaded with applications to accelerate learning in both English language arts and mathematics.</p> <p>c. Pilot Newcomer Summer School, "Breakthrough English" targeting English Learners in the United States less than a year.</p>	<p>a. An additional EL resource teacher was hired in September of 2017. She has provided differentiated professional development to teachers across the district through workshops, site staff presentations, and modeling/individualized coaching. Participants included site staffs, CTIP inductees (new teachers), and select teachers. Professional Learning sessions include:</p> <ul style="list-style-type: none"> • "Ignite ELD Seminar", which targets a cohort of Lead Teachers who will become trainers and includes multiple workshop sessions, coaching, lesson-study, and field trips to observe quality EL instruction. • ELD standards • Integrated and Designated ELD • New English Learner assessment (ELPAC) 	Title III \$167,000	Title III \$133,901

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Students with Disabilities

Specific Student Groups:
English Learners

Location(s)

All Schools

- The importance of rigorous oral language development and practices (academic conversations).
- Strategies to support English Learners
- Progress and effective assessment of English Learners

The EL resource teacher also collaborates and coordinates with other resource teachers to promote scaffolding, differentiation and strategies for Integrated ELD in all content area professional development offered to teachers.

b. We have coined this program Project LIFT (Literacy Improvement for Families through Technology). iPads with keyboard cases and T-Mobile hotspots with filtered internet access were distributed to approximately 80 students in grades 3-8 who were identified as Long-Term English Learners (LTETs) or at-risk of becoming LTELs because of their lack of English language and/or academic progress. iPads were loaded with programs to promote literacy (Achieve

3000), math connects (ST Math), and language acquisition for parents as well as students (DuaLingo).

c. Breakthrough English was held at Spring Valley Academy from June 26, 2017-July 21, 2017 to provide recent immigrants with a jump-start to ensure success in their transition to US schools. English Learners enrolled in U.S. schools for one year or less were invited. 75 students in grades Kindergarten-8th grade participated, representing 10 home languages and 19 different countries.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Fully implement a special education collaborative service model known as Specialized Academic Instruction (SAI) to make a continuum of services available to students with special needs.</p> <p>b. Provide professional learning, coaching and modeling to support the successful implementation across the schools.</p>	<p>a. Every school now offers a continuum of services for students with special needs with Specialized Academic Instruction (SAI) being fully implemented at all sites. Students formally assigned to mild-moderate classrooms returned to their school of residence (transfers not withstanding) and were assigned to general education classrooms. They work with SAI teachers according to their IEP goals, at times being pulled out or with the</p>	<p>Special Education \$22,800,000</p>	<p>Special Education \$26,227,713</p>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
Students with Disabilities

Location(s)
All Schools

SAI teacher pushing in depending on student need and site structures. General education and SAI teachers collaborated to address student needs and ensure student success.

b. SAI implementation was supported through the SAI guiding coalition. Along with District staff, the SAI guiding coalition is comprised of “mentor” SAI teachers who meet on a regular basis to assess needs and provide supports. Specifically, all SAI teachers were assigned a “mentor teacher” to coach and assist them with instructional strategies, curriculum, behavior management and logistics.

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District has made solid progress toward the goal of ensuring each and every student will perform at or above expectation. We are continuing to build a strong foundation in evidenced-based practices (e.g., PLCs, framework for high-quality teaching and learning, focused professional learning, leadership development) and believe the results we are seeing are a result of these efforts. Some highlights of the overall implementation of Goal 1 include:

- Area principals participate in “Walk-Abouts” where they build their capacity on noticing high-quality teaching and learning and gather data on standards-based instruction. Teachers and principals are participating in professional learning on ELD standards and evidence-based strategies. Teachers are engaging in lesson planning and reflection. Principals are being trained in utilizing ELD observation tools to promote quality standards-based ELD instruction.

- District staff worked with “Lead Teachers” from each site and grade-level/department to select essential standards and to attain and practice the skills associated with the PLC learning cycle including unpacking standards, identifying targets, aligning instruction, administering and analyzing common assessments, and providing systematic intervention. Lead Teachers are charged with taking their learning and applying it with their collaborative teams at their sites.
- Lead Teachers (described above) engaged in the practice of aligning instructional materials to essential standards to ensure systematic and strategic use of curricular programs in order to ensure rigor and differentiation for all students. This work falls under the tenants of Professional Learning Communities (PLCs) where educators are defining and prioritizing what we want our students to know and be able to do.
- The EL resource teacher is providing professional development to principals in ELD, assisting them in identifying and supporting quality and standards-based instructional practices in the context of the 5 Dimensions of Teaching and Learning and PLCs.
- Parents participating in Project LIFT attended multiple sessions where they learned how to use the devices, monitor their children’s progress, and receive strategies to support their children’s overall school progress. Students and parents received incentives for participation and meeting milestones within the intervention programs. Student usage and progress is monitored and addressed by District staff.
- Paraprofessionals attended an in-service where they were equipped with strategies for academic and behavior support to serve our SAI students. On-going support was also provided to ensure academic and behavioral success for SAI students. The District SAI Guiding Coalition responds to site and program needs to assist teachers, both general education and special education, and build capacity in addressing needs and concerns to ensure effective implementation of the SAI service model.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The newly released Dashboard web-page indicates effectiveness in the area of students receiving a rigorous and relevant standards-based instructional program. Although we have not seen our SBAC data reflect our efforts, we anticipate progress as measured by more students meeting and exceeding standard at all grade levels for all student groups.

Upon review of District intervention programs, we found that Imagine Learning Math Facts reported that students made progress using the program's internal progress monitoring and teachers reported improvement in math fluency and engagement. Two sites purchased Imagine Learning Math Facts (La Mesa Dale and Casa De Oro). Five schools piloted Think Through Math, an intensive math intervention program to address conceptual gaps in students 3-8. At the end of the pilot, 80% of the students were "on-grade level pass-rate", an internal measure of progress. PKMS purchased the program at the end of the pilot.

For our Breakthrough English program, the District provided transportation to eliminate barriers to participation. Students were divided into 5 classrooms where they participated in intensive English Language development, leveled academic skill instruction, and practice with school and social routines. 42% of students advanced at least 1 grade level in their English proficiency (as measured by Imagine Learning), students improved an average of 1.4 reading levels, and students made an average of .63 years of growth in math. Anecdotal evidence indicates that participating students entered the school year with more confidence and higher levels of engagement and social success.

Our focused efforts on our English Learners have resulted in a green on the California Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: This action accounts for all salary and benefits funded by the base grant. Some positions were omitted in the 2017-18 LCAP projections. Action 2: Release time for training less than expected. The Title I funded position was not hired.

Action 3: Increased expenditures are largely due to decreases in class size averages.

Action 4: Costs of applicable materials and supplies were less than projected.

Action 5: Projected costs were based on special education Resource fields in SACS, actual expenditures are based on special education Goal fields in SACS. The Goal field is a more accurate way of determining special ed costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to implement the metrics, actions and services as described with only minor adjustments. We also continue to reorganize our central office to better serve our students (Goal 1 Action 2, 3) and continue to adopt standards-based curriculum to ensure common core alignment (Goal 1 Action 1).

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Each and every student will be equipped with the skills and disposition necessary for success in high school, life and workplace

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2.A. School attendance rates, including all student groups, will achieve a 97% or better attendance rate, increasing by .05% per year. The percentage of students with chronic absenteeism will decrease by 1% each year.</p> <p>17-18 2.A. 95.69% ADA</p> <p>6% Chronic Absenteeism</p> <p>Baseline 2.A. 2016-17 Average Daily Attendance percentage = 95.19%</p> <p>2016-17 (as of April) percentage of students with chronic absenteeism = 7.0%</p>	<p>Data revealed that the attendance rate for 2016-17 was 95.05% (not 95.69%). Current data for the 2017-18, as recorded in March of 2018 is 94.96%. This is a decline of 0.09%.</p> <p>Our baseline data related to chronic absenteeism reported last March was significantly inaccurate. At the time that the LCAP was being created, the data available was “raw” and drawn from AERIES, which inadvertently missed a significant group of students.</p> <p>After completing a deep look into the 12.6% of district students who were identified by CALPADS as being within the “chronic absentee” group, it was calculated that the overall attendance percentage of that group for 2016-17 was 83.24%. Looking at that same exact group of students, (removing those who matriculated to high school or whom have moved out of District) the attendance percentage of that cohort of students at present is 88.49%, which is believed to be reflective of the work being done by the District’s Attendance Team.</p>

Expected

Metric/Indicator

2.B. We will measure positive school climate where students feel safe based upon the data gathered from the California Healthy Kids Survey, or similar during off years. Our goal is to increase 3% each year.

17-18

2.B. 78% feel safe (or very safe)

Baseline

2.B. 75% of students feel safe (or very safe) at school (17% chose the response "neither safe or unsafe"); only 8% described feeling unsafe, based upon the data gathered during the most recent California Healthy Kids Survey.

Metric/Indicator

2.C. The number of students who are suspended will decrease to achieve a green as measured on state Dashboard.

17-18

2.C. Suspension rate = 2.8% (2016-17)

Baseline

2.C. 2014-15 suspension rate is 3.8%. Dashboard data indicates a yellow where the suspension rate is considered high but has declined significantly.

Metric/Indicator

2.D. The number of students expelled will decrease.

17-18

2.D. Maintain baseline

Baseline

2.D. 2014-15 and 2015-16 expulsion rate is currently 0%.

Metric/Indicator

2.E. We will achieve a 0% middle school dropout rate.

17-18

2.E. Middle school dropout rate = .04%

Baseline

2.E. 2016-17 middle school dropout rate = .06%

Actual

California Healthy Kids Survey (CHKS) is being administered Spring 2018; therefore, data is not yet available. Previous data shows 75% of students feel safe (or very safe). Our goal is that 78% will express feeling safe on CHKS 2018.

2016-17 = 4.2%

To date 2017-18 = 3.13% (based on enrollment of 12,253)

The number of students who have been expelled remains at zero.

The number of students who have dropped out remains at zero.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. District will maintain a regular focus on attendance rates at all schools. As student attendance patterns become concerning, the Attendance Team (District Counselor, District Probation Officer, Community Services Facilitator, and District Social Worker) will become involved with the family and the team at the school to problem-solve solutions for the situations that are leading to absences.</p> <p>b. Schools will continue to develop school climates that are accepting of individual needs, differences and diversity; creating school environments that lead to a feeling of belonging and safety for each and every student. Having staff remain focused on Restorative Practices, remaining trauma-informed, and having a basis of Positive Behavioral Interventions and Supports available to support students when behaviors become of concern will be critical in the success of this goal.</p> <p>c. Provide professional development/learning</p>	<p>a. The District has maintained a regular focus on attendance rates at all schools. Each school is also responsible for maintaining a focus on the attendance rates of its students and intervenes in a timely manner – informing the family via attendance letters and meeting with them in a face-to-face meeting should phone calls and letters not trigger a positive change. The District’s Attendance Team becomes involved immediately upon request from a principal. Once a family is required to attend a SART meeting, the District Team maintains a regular focus on attendance (in addition to the work of the school’s team) to help problem-solve barriers to regular attendance whenever possible.</p> <p>b. Schools have continued to develop school climates that are accepting of individual needs, differences and diversity thereby working to create an environment that facilitates a sense of belonging and safety for each student. Restorative Practice and remaining aware of the impacts of trauma while</p>	<p>Supplemental and Concentration \$1,370,000</p>	<p>Supplemental and Concentration \$1,570,000</p>

opportunities in the areas of restorative practice, and trauma-informed care to schools and staff groups to proactively impact suspension rates by empowering classroom teachers with proactive strategies and thereby reducing office discipline referrals.

d. The District's CARE Team will continue to address concerns/issues of students and families in crisis as they arise throughout the year.

CARE Team is comprised of:

- District Counselor(s)
- District Social Worker
- District Probation Officer
- District Behavior Specialist
- Community Services Facilitator

e. The District will have a PBIS (Positive Behavior Interventions and Supports) Response Team who will respond to behavioral concerns as they arise. Members of this team will be deployed to schools throughout the District as needed to address specific

focusing on positive behavioral supports are pivotal in this work. Trainings and direct supports to teachers and school teams in deepening the school's work around Restorative Practices is the on-going work for the district's Student Support Team.

- Newly created Social Skills or counseling groups, developed to address the needs of specific students, have occurred at 5 schools this school year to date
- Boys to Men groups are a weekly occurrence at each middle school and for 6th graders at two K-6 schools.
- Sanford Harmony materials and training have been made available for 6 schools as of March 2018; with the remainder of the elementary school sites receiving their materials this Spring.

c. In an effort to support behaviors in a positive and proactive way, and reduce suspensions, intensive supports

concerns; and in a proactive manner (to support schools/teachers in bringing restorative practices and trauma-informed practice into the classrooms and into the school's disciplinary responses to behaviors).

PBIS Response Team will be comprised of:

- District Counselor(s)
- District School Psychologist
- District Behavior Specialist (focus is solely on general education students and classrooms)
- District Behavior Analyst (primary focus will be on students with IEP)
- District Behavior Support Assistants (paraprofessional level)

f. Provide Director Student Supports and clerical support to provide and coordinate services to sites, students and families to promote student socio-emotional well-being and positive school climates.

and training have been implemented at school sites. Approximately 50 of the District's most challenging students, along with their teachers, administrators and support staff, have received direct support, consultation, training, and services from the District's Behavioral Supports team. 21 schools in the district have received direct positive behavioral interventions and support during this school year. At three schools a new student support group was developed specifically to address ongoing issues between students at the site. Six schools have received direct training supports around positive behavior interventions and supports with teachers and/or playground supervisors. As well, intensive positive behavior supports and intervention training has been provided to employee groups including paraprofessionals.

d. The Care Team has directly supported staff and students at seven different schools this year to date.

e. Our Behavior Support Team has served in the role of the

<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>PBIS Response Team. This team has been deployed to numerous sites and classrooms to assist staff and address student behavior concerns. We have experienced a trend that has been felt across the nation of extreme behaviors in our primary students. The Behavior Support Team has been able to support these students and, in some cases, provide a paraprofessional. The goal of which is to teach the appropriate behaviors to the student and the skills needed for staff to successfully work with the student.</p> <p>f. We have employed a Director of Student Supports and clerical support for the entire 2017-18 year.</p>
---	---

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will maintain start-up and on-going support for the specialty schools including STEAM Academy @ La Presa, Spring Valley Academy, La Mesa Arts Academy, Quest Academy Community Day, and Kempton Literacy Academy.	District maintained start-up and on-going support for the specialty schools including STEAM Academy @ La Presa, Spring Valley Academy, La Mesa Arts Academy, Quest Academy Community Day, and Kempton Literacy Academy.	Supplemental and Concentration \$5,710,000	Supplemental and Concentration \$4,230,000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

Schoolwide

Locations

Specific Schools: STEAM,
SVA, LMAAC, Kempton
Literacy Academy, Quest

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

On average, each week throughout the entire school year, our attendance team makes 12 visits to meet individually with students at school sites, makes an average of 15 to 20 home visits to meet with families to problem-solve, investigate concerns, provide resources, and makes approximately 30 phone calls to families in addition to enumerable e-mails to school staff in support of attendance related concerns.

Due to the efforts of the District's Student Support Team's, new Social Skills and/or counseling groups were developed at 5 schools during the 2017-18 school year to address the specific needs of identified students and/or classrooms. As well, we have been able to continue to implement Boys to Men groups on a weekly basis at each of our four schools serving middle school aged students (PKMS, STEAM, LMAAC, and SVA) in addition to two groups at elementary sites for 6th grade boys attending those schools. Sanford Harmony Project materials and training have been made available for 6 schools as of March 2018. The remainder of the elementary school sites will be receiving their materials prior to the end of the school year.

Training has been available to school sites to continue the growth of staff in implementing Restorative Practices and utilizing trauma-informed care practices in the classroom and across school campuses. As well, the CARE Team has been utilized by a large number of our district schools to address concerns regarding the social-emotional and/or behavioral needs of specific students.

Healthy Start referral data has been reviewed throughout the year to ensure that school sites remain aware of its ready availability and actively work to empower students and their families to utilize the resources available through our community partners.

Through the work of the District's behavioral support team, the teachers, school support staff and principals of approximately 50 of the district's most challenging students have received direct support, consultation, collaboration, and training in ways to support the needs of the students in an effort to reduce the behavioral issues being seen. In addition, the CARE Team has been able to work with site teams from across the District to help meet the needs of students in behavioral or social-emotional crisis.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While our data to date is showing some improvement in lowering the percentage of students identified as chronically absent, we are cognizant that data can look very different at the end of the school year in comparison to data gathered mid-year. At present we have moved from 12.6% "chronic absentees" to 12%. However, a more significant demonstration of the effectiveness of the efforts of the district's Attendance Team can be seen in the fact that the overall (mean) attendance for the group of students identified as "chronic absentees" for the 2016-17 school year was 83.24%. At present, for that same exact group of students (after removing those who have matriculated to high school or whom have moved out of district) the average attendance percentage of that cohort of students is 88.49% which is believed to be a direct reflection of the effectiveness of the work that is being done by the District's Attendance Team. At present, our percentage to date is showing some improvement in lowering the percentage of students who have been suspended (presently 3.13% compared to 4.3% last year) however we must remain aware of the fact that this data can look very different at the end of the school year especially given that the actual number of students suspended has increased (from 362 to 384 as of May 2018). A more illustrative way to look at the impact of the efforts being done district-wide requires looking beyond the percentage of students who have been suspended to look at the number of days of suspension (out-of-school and in-school suspensions alike) to determine actual changes and to examine the changes by school over time. Looking at the data by school is indicative of change as the realities are that cultural shifts are occurring at different rates across the district due to the unique staff cultures and student/community demographics of each school.

It must be noted though that in 2016-17 Spring Valley Academy (previously known as Spring Valley Middle School) went from being a middle school to doubling in size and becoming a 4th-8th grade Academy. Doubling the number of students and staff on a campus creates a very significant change in school culture. This change in school size and school culture is apt to impact the school's discipline numbers for a short while yet to come. It is positive to see that suspensions have returned to the numbers seen prior to the significant change and highly indicative of change overall in that the numbers seen in 2015-16 were numbers seen when the school was half as large as it now is.

Among the elementary schools, there has been a steady improvement seen (in reduction of suspensions; number of days of suspension; and number of in-school suspensions) over the last three years. Within the middle schools, STEAM has shown a slow but steady decrease in suspensions (both in-school and out-of-school suspensions) over the last three years as it has taken the time to slowly incorporate the concepts of restorative practice and positive behavioral supports within the school's culture and practice. The staff at PKMS was one of the first schools to begin to incorporate the awareness of the impact of trauma and restorative practices

which may be why there has been somewhat less change indicative since the 2015-16 school year. LMAAC, on the other hand, has shown a steady decrease in suspensions (both in-school and out-of-school) since 2015-16 which is almost definitely indicative of the efforts made district-wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The actual costs were higher than the initial projection because of operational changes throughout the year. Action 2: The actual costs were less than the initial projection because some expenses associated with the academy schools were determined by staff to be funded by a source other than the supplemental and concentration grants.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to implement the metrics, actions and services as described with only minor adjustments. Corrections to our chronic absenteeism data were made in Goal 2 Metric 2A. We continue to reorganize central office to better serve our sites in meeting our metric goals (Goal 2 Action 1).

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

We will fully engage our parents, community, and staff in the education of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3.A. All District schools will increase the number of volunteer hours by 3% as measured by school records.</p> <p>17-18 3.A. 3% increase in volunteer hours</p> <p>Baseline 3.A. Ident-a-kid data indicates 100,108 volunteer hours (August to June)</p>	<p>Volunteer hours for 2017-18 as of May 2018 totaled 82,308. We believe this number is incomplete due to technical issues with Ident-a-kid for over two months. We also recognize that the volunteer hours recorded represent those that the parent enters the office during the instructional day and signs in to the Ident-a-kid system. We recognize there are numerous hours where parents are volunteering at PTA sponsored events, evening events, carnivals, etc... that does not get recorded in this metrics.</p>
<p>Metric/Indicator 3.B. Employee job satisfaction will increase as measured by an employee satisfaction survey.</p> <p>17-18 3.B. 3% increase in employee satisfaction</p> <p>Baseline 3.B. Baseline data will be determined once an assessment is created and administered.</p>	<p>A completely anonymous Culture-Climate survey was utilized as a powerful tool to gain a better understanding of where we are as a District, and where we can focus our efforts to improve employee satisfaction.</p> <p>This survey was shared with certificated and classified staff to evaluate the following categories:</p> <ul style="list-style-type: none">• Relationships with Peers• Relationship with Organization

Expected

Actual

- Personal Role in Organization
- Relationship with Supervisor
- Meetings and Decision-Making

The following results identify our areas of strength and areas for improvement:

CERTIFICATED	CLASSIFIED
Areas of Strength	Areas of Strength
Peers are direct and honest Teamwork Peers are good listeners Job requirements are clear Supervisor delegates Supervisor positive criticism Supervisor listens	Peers are direct and honest Teamwork Constructive problem-solving Peers are good listeners Labor & management work well together Employees are motivated Job requirements are clear Positive reinforcement Supervisor delegates Supervisor positive criticism Supervisor listens
Areas for Improvement	Areas for Improvement
Atmosphere of trust Change process Understanding other departments' work Employee input Employees valued Meetings don't tap potential	Change process Understanding other departments' work Employee input

Overall parent satisfaction remained constant as compared to the previous year. There were increases in satisfaction with communication, and a substantial increase in the percentage of parents who found parent workshops useful, which was an area in need of improvement according to the previous year's survey results. Respondents expressed interest in the following parent education topics: New Math Curriculum (57%), How Students are Assessed (44%), Bullying Prevention (40%), How to Support Students with Homework (34%), SBAC Assessment (29%), Child Development (26%), and Effective Parenting (23%).

Metric/Indicator

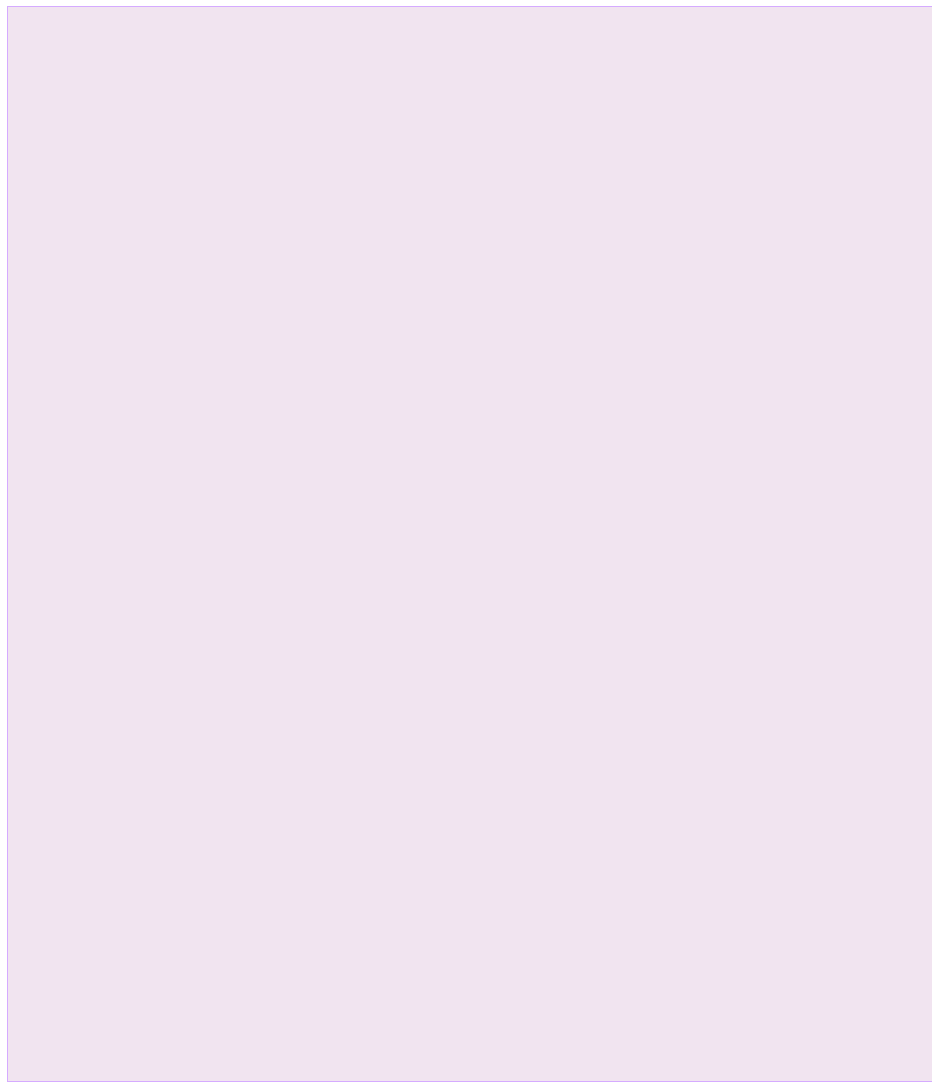
3.C. External customer satisfaction will show an increase as measured by customer satisfaction surveys.

17-18

3.C. Increase percentages in each category

Expected

Actual



Parent Survey Results 2018			
Area	2016-17	2017-18	Change
Welcome and Respected: Feel welcome and respected in child's classroom and at school.	91%	92%	1%
Safety			0%
Satisfied with safety at school	88%	85%	-3%
Report child feels safe	93%	92%	-1%
Agree that school actively supports bullying prevention	85%	82%	-3%
Communication			0%
Satisfied with school communication	90%	92%	2%
Satisfied with teacher communication regarding expectations and student progress	91%	91%	0%
Academic: School meets academic needs of their child	88%	88%	0%
Parent Education and Engagement			0%
Satisfied with level of engagement and participation related to decisions regarding their child's education	71%	70%	-1%
Regularly attend school sponsored meetings	47%	47%	-0%
Find trainings at school useful	40%	48%	8%

Metric/Indicator

3.D. The District will ensure 100% of schools have access to and utilize multiple methods of communication to promote participation in school activities for all parents, including parents of unduplicated pupils and individuals with exceptional needs.

17-18

Maintain

The district ensures all sites have access to multiple methods of communication to promote participate in schools activities for all parents. In addition to traditional means such as newsletters and flyers, the district provides a website for each site. Sites keep the website updated with current site information about events, staffing, calendars, schedules, programs, policies, clubs, activities and parent involvement opportunities. The district also provides an access to a mass communication platform (Blackboard Connect) that sites use to communicate with parents directly via mass calls,

Expected

Baseline

100% of sites utilize multiple methods of communication (fliers, phone calls live/automated, websites) to promote parent participation.

Actual

texts and/or emails. Select sites use social media as a means of connecting with and updating parents.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Create a customer service plan that includes training and ongoing feedback.</p> <p>b. Develop a customer survey, questionnaire, and a focus group to access customer satisfaction.</p> <p>c. Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students' education, (i.e. back to school nights, open houses, committee meetings, PTA, parent conferences, parent workshops, student recognition assemblies, parent volunteer dinners, drug free celebrations etc.)</p> <p>d. Language interpreters and</p>	<p>a. A 3-Year Customer Service Plan is being implemented. Employees have been trained and provided ongoing feedback as evidenced by updates and brochure.</p> <p>b. The Parental Satisfaction survey was utilized. District Advisory Council reps were identified as the focus group.</p> <p>c. All sites offered a variety of parent engagement activities. In addition to Back to School Nights, Open-Houses, parent-teacher conferences, student celebrations and committee meetings such as PTA, SSC and ELAC, a variety of parent-education workshops were held across the District. Topics were determined through district and site needs assessments and included assessment, special programs (PACE, English Learners, SAI), family literacy, math, science, supporting students at home, college pathways, social-emotional health, and effective</p>	<p>Supplemental and Concentration \$140,000</p>	<p>Supplemental and Concentration \$199,298</p>

translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.

e. Utilize parent information systems (i.e., BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.

f. Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare.

g. Continue to provide adult ESL classes to parents of English Learners.

h. Develop and enhance business partnerships at all sites.

i. Partner with SDCOE in the Educators Effectiveness and Evaluation work to redefine teacher evaluations.

parenting. Over 87 workshops were offered with a total of 2,794 attendees. Additionally, multi-session effective parenting classes were offered at 6 different sites with an average attendance of 20 parents each week.

d. The district employs 2 translators who translate all district-level home-school communication into Spanish and provide oral interpretation as needed for district-level parent meetings, events, and proceedings, as required. Select sites use district translators for formal written home-school communication, as required. Formal interpretation at the site level is provided by district translators, substitute interpreters, and site personnel.

e. The District and sites used a variety of methods to ensure clear and consistent communication with parents including BlackBoard Connect, weekly/monthly newsletters, website, letters and social media.

f. Sites provided resources for parent workshops, including printed materials, speakers, and personnel for childcare from site funds.

g. 5 sections of adult ESL (open to the community) were offered at 4 sites, including child care. There were a total of 129 participants.

h. There are 104 total partnerships after adding in 34 new ones and subtracting 7 that are no longer participating.

i. Year two of the Educators Effectiveness and Evaluation partnership has been completed, and we are launching a Prototype in the 2018-19 school year and a pilot in the 2019-20 school year.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, implementation has been successful. A three-year customer service plan was created, surveys developed and executed, and parent education and communication was provided. District Advisory Council reps were identified as the focus group, but next year this will be expanded.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall parent satisfaction remained constant as compared to the previous year. There were increases in satisfaction with communication, and a substantial increase in the percentage of parents who found parent workshops useful, which was an area in need of improvement according to the previous year's survey results. Respondents expressed interest in the following parent education topics: New Math Curriculum (57%), How Students are Assessed (44%), Bullying Prevention (40%), How to Support Students with Homework (34%), SBAC Assessment (29%), Child Development (26%), and Effective Parenting (23%). Volunteer hours showed a decrease due to limitations of the Ident-a-kid program. Partnerships increased district-wide. The Culture-Climate survey yielded results in the Areas of Strength and Areas of Improvement for both classified and certificated personnel. Areas of Strength for certificated include: Peers are direct and honest; Teamwork; Peers are good listeners; Job requirements are clear; Supervisor delegates; Supervisor positive criticism; Supervisor listens. Areas of strength for classified include: Peers are direct and honest; Teamwork; Constructive problem-solving; Peers are good listeners; Labor and management work well together; Employees are motivated; Job requirements are clear; Positive reinforcement; Supervisor delegates; Supervisor positive criticism; Supervisor listens. Areas for Improvement for certificated include: Atmosphere of trust; Change process; Understanding other departments' work; Employee input; Employees valued; Meetings don't tap potential. Areas for Improvement for classified include: Change process; Understanding other departments' work; Employee input.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs associated with the services list in action 1.e. were higher than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Multiple measures will be utilized next year to better capture volunteer hours (Goal 3 Metric 3A). Culture climate work will focus on the areas needing improvement identified on the Culture-Climate survey (Goal 3 Action 1). Safety will also be a focus to ensure all sites are safe and secure (Goal 4 Action 1).

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

We will ensure safe and supportive environments conducive to student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1.A. Provide 100% fully credentialed and appropriately assigned teachers; ensure 100% access for students to standards aligned instructional materials.

17-18

Maintain baseline

Baseline

100% fully credentialed and appropriately assigned teachers; 100% access for students to standards aligned instructional materials.

Metric/Indicator

4.A. All schools will receive "Good" or better as an Overall School Facility Good Repair Status score on the annual School Accountability Report Card (SARC).

17-18

Maintain baseline

Baseline

All schools received "Good" or better as an Overall School Facility Good Repair Status score on the 2015-16 SARCs

Actual

100% of our teachers are fully credentialed and appropriately assigned.

Standards-aligned instructional materials have been provided to all students for classroom and home use. This is corroborated by William's inspections findings.

All schools received a repair status score of "Good" on the 2016-17 School Accountability Report Card.

Expected

Metric/Indicator

4.B. Percent of classrooms meeting District technology standards will increase 10% as measured by school data and reported in District Technology Plan.

17-18

Percent of classrooms meeting District technology standards = (determined after baseline assessed)

Baseline

Percent of classrooms meeting District technology standards = Baseline currently being assessed

Metric/Indicator

4.C. The annual meal participation rate of students eligible for the free and reduced-price meals program will be 75% or above.

17-18

Maintain baseline

Baseline

The participation rate for the 2015-16 school year was 75%

Actual

The District Technology Standard for student devices is based upon the following student device ratios per class by grade level or content area. Student devices currently include iPads and Chromebooks that date back to 2013.

The District Technology Standard for classroom projection systems is to score a four or five on the Annual District Survey of Classroom Technology Equipment. The survey criterion includes clarity, brightness, and size of image.

In the 2017 – 2018 school year, the classrooms that met the District Standard for up-to-date student devices in grades K – 6 increased from 52% - 64%. 7th and 8th grade classrooms included in the District Technology Standard increased from 52% to 62%.

The classrooms that met the standard for having a projection system scoring a four or five on the Annual District Survey of Classroom Technology Equipment increased from 53% to 68%.

Student Device Ratio Goals

Grade	Content	Student : Up-to-date Device
7 th – 8 th	ELA, Math, History, Sci, SAI	1:1
3 rd – 6 th	N/A	1:1
K – 2 nd	N/A	1:4

The annual meal participation rate in 2016-17 school year was 76%. This represents an increase of 1%.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Students will be provided with safe, clean, and well-maintained school facilities.	a. The district continued to staff and fund a large Maintenance, Facilities, and Operations department to ensure safe, clean, and well-maintained school facilities. A work order system and regular site inspections were utilized to address needs at our schools.	Base \$5,000,000	Base \$5,200,000
b. Students will be provided a well-balanced nutritional breakfast and lunch program.	b. Through its Child Nutrition Services Department the District continued to staff and fund a large breakfast, lunch, and snack meal program in order to serve its 12,300 students. The District complied with all federal and state nutrition standards.	Cafeteria (fund 13) \$6,200,000	Cafeteria (fund 13) \$6,577,000
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served All			
Location(s) All Schools			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Implement and improve educational technology services and technology infrastructure systems that provide all students and staff with optimal learning environments.	a. The district continued to staff and fund an educational and information technology departments that provide all students and staff with optimal learning environments.	Supplemental and Concentration \$4,200,000	Supplemental and Concentration \$3,974,636
b. Provide student transportation district-wide.	b. The district continued to staff and fund a large student transportation program to provide services district-wide.		
c. Provide transportation passes for homeless students.	c. Transportation passes were		

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

All Schools

provided to homeless students.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services listed above were fully implemented. The Maintenance, Operations, and Facilities Department ensured school facilities remained in a state of good repair. The Child Nutrition Department continued to provide nutritious meals to students. The Transportation Department continued to provide home to school-of-residence transportation to pupils in grades K-6 living within the appropriate transportation area, beyond one mile for Kindergarten–3rd grade and one and one-half miles for 4th–6th grades. Transportation passes were provided at no cost to students in need. Classroom-based educational technology tools and services were provided as a supplement to the District's basic technology infrastructure. Every classroom was provided with a teacher laptop, a projection system, printer, document camera and wifi-enabled student devices. A Technology Resource Teacher on Special Assignment (TOSA) supports teachers through professional development, technical phone support, classroom lessons, and online curriculum management. Site Technicians provide technical support for classroom hardware and instructional software. In order to access all of the available online curriculum resources, interventions, collaborative tools, instructional apps, assessment and grading systems, both teachers and students require continuous access to the network through wifi-enabled laptops and student devices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services listed above have been very effective in achieving goal 4. Care and upkeep of school facilities, nutritious meals, and transportation to school are essential services provided by the District to ensure school environments are safe, supportive and conducive to learning. Through the services of the Educational Technology Department, students are able to use research-based,

interactive learning tools that teach and reinforce concepts in engaging ways and have the functionality to personalize instruction. The classroom projection system affords the teacher an opportunity to provide visual images when presenting information and reinforce lesson concepts. The TOSA provides teachers support and professional learning opportunities that specifically target strategies for addressing the needs of unduplicated students. By keeping classroom hardware up and running, the Site Technicians ensure teachers and students have access to the tools they need on a daily basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in actual expenditures is due to a greater share of transportation expenses being funded by special education thereby reducing the amount charged to supplemental and concentration grants.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to implement the metrics, actions, and services as described.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

La Mesa-Spring Valley Schools' involvement process is dedicated to engaging all stakeholders. Since the LCAP's inception, the District has made a direct effort to engage each stakeholder group. The current 2017-2018-stakeholder involvement process is being implemented fully while still seeking creative and effective ways to reach our stakeholders.

We have intentionally looked for additional ways to provide our stakeholders the opportunity to provide feedback. In addition to Goal 3 actions of seeking employee satisfaction, we are including parent survey data on two additional programs:

1. The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all 21 school sites. The surveys provide a method of monitoring needs and strengths of each program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include an increase in parent satisfaction in the program meeting parent needs, options for extracurricular activities (including those during school breaks), ESS providing a safe and happy environment, staff exhibiting respect toward students, and courteous and professional office staff. Each of these areas showed 95-99% parent satisfaction. Opportunities for improvement include needing increased support with homework completion and improved communication with parents regarding their child's successes and/or difficulties.
2. Preschool - The State Preschool Program is a family-centered program that offers children an opportunity to grow intellectually and emotionally. It is a free, part-day preschool program for families that meet income and other eligibility criteria. State Preschool is offered at seven elementary school sites. An annual parent survey is distributed to enrolled families. Results are shared with families and staff. Key findings are identified and action steps are written for the key findings identified as most needing improvement. This year's parent survey results identified an increase in the parents being 'very satisfied' with the overall quality of the program. Parents reported 99% satisfaction with the program meeting the individual needs of children, interactions between staff and children, daily activities and how the program promotes learning and development. Key findings include improving communication with parents regarding discipline procedures, behavior expectations and how to find other services in the community

District leadership met with all constituent groups, facilitating meetings with parents, including parents of students with disabilities, students, bargaining units, community members, teachers, and staff. School sites conduct both School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings throughout the years. Parent representatives from these groups come to the District office to serve as a conduit to bring information to central office leadership from the school site as well as bring district level information to the school site. Stakeholder meetings were dedicated to reviewing the District's LCAP goals and actions, while facilitating a structured discussion to solicit input, gather feedback, and inform the groups of LCAP updates.

In addition to meetings, the district released a survey to gather input on the services provided through the District's LCAP. The survey was offered in multiple languages. Board sessions were held where all LEA stakeholders were given the opportunity to provide further input. The draft 2018-19 LCAP was posted to the District's website in May/June. The Superintendent reviewed and responded to comments and questions in writing. These responses were made public through posting on the District website. Stakeholders continue to be deeply engaged and involved in the development, review, and implementation of the LCAP.

LCAP Stakeholder Involvement Meetings:

- District Staff Council (May 9, 2018) – (made up of teachers from each school site)
- District Parent Advisory Council (May 8, 2018)
- District English Language Advisory Committee (May 8, 2018)
- District Leadership (Principals, Directors, Coordinators, Managers) (May 2, 2018)
- Classified Site Council (May 22, 2018)
- Student survey results on the Healthy Kids Survey was incorporated into LCAP development
- LCAP Survey was emailed to all families in April, 2018
- Human Resources Culture-Climate Survey
- Foster Youth Liaison meetings with CASA, social workers, Probation Officer and counselors

Board of Education:

- Special Study Board Session on School Safety (April 3, 2018)
- Board Meeting – LCAP Update – May 15, 2018
- Public Hearing – June 5, 2018
- Board Approval – June 19, 2018

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Feedback from our stakeholder groups is crucial for continued success at La Mesa-Spring Valley Schools. The stakeholder engagement opportunities listed above resulted in clear, and often correlating, suggestions for meaningful improvement for the upcoming academic year.

After the input from parents and stakeholder groups, including a special Board Study Session attended by local agencies, some common themes emerged which were then incorporated into the goals and actions and services listed in our LCAP. Safety rose to the top of parent and staff concerns, specifically student safety and site security. Under Goal 4 Action 1, an action was added as a result of stakeholder input that shared rising concerns around school safety. As a result, a consultant was hired to assess safety and security needs district-wide and develop a plan to make immediate and long-term improvements. All groups shared support for the plans outlined for the 17-18 year and would like to see the actions and services continue.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

As a school district committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of what achievement data reveals about our student groups and will continue to shine a light on the needs of our students and how we intend on addressing them. 2016-17 SBAC data remained relatively flat yielding a yellow in ELA and orange in Mathematics.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.A. Provide 100% fully credentialed and appropriately assigned teachers; Ensure 100% access for students to standards-aligned instructional materials.	100% fully credentialed and appropriately assigned teachers; 100% access for students to standards-aligned instructional materials.	Maintain baseline	Maintain baseline	Maintain baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																																																																				
1.B. Implementation of state standards will increase including programs that support English Learners as measured by classroom observation.	In 2015-16 an “increasing number” of classrooms were observed to be implementing state standards per Learning Walk data. A baseline will be determined based on 2017-18 data collected by principal teams.	<table><tr><th colspan="2">Walk-About Data</th></tr><tr><td>Significantly Aligned</td><td>26%</td></tr><tr><td>Mostly Aligned</td><td>44%</td></tr><tr><td>Somewhat Aligned</td><td>21%</td></tr><tr><td>Not Aligned</td><td>4%</td></tr></table>	Walk-About Data		Significantly Aligned	26%	Mostly Aligned	44%	Somewhat Aligned	21%	Not Aligned	4%	3% increase in mostly to significantly aligned	3% increase in implementation																																																																																										
Walk-About Data																																																																																																								
Significantly Aligned	26%																																																																																																							
Mostly Aligned	44%																																																																																																							
Somewhat Aligned	21%																																																																																																							
Not Aligned	4%																																																																																																							
1.C. ELA – Scores on SBAC will increase by 3% for all students. Student groups scoring below the district average, will show an increase greater than 3%. Math – Scores on SBAC will increase by 3%. Student groups scoring below the District average, will show an increase greater than 3%.	In 2015-16, percent meeting or exceeding standard on SBAC in ELA for all students = 50% In 2015-16, percent meeting or exceeding standard on SBAC in math for all students = 40% ELA Dashboard = 3.5 point below met; 16.5 point increase – Green Status Math Dashboard = 29.3 points from met; 5.3 point increase – Yellow Status	In 2016-17, percent meeting or exceeding standard on SBAC in ELA for all students = 51% In 2016-17, percent meeting or exceeding standard on SBAC in math for all students = 39% <div><table><caption>SBAC ELA</caption><tr><th></th><th>16 %</th><th>17 %</th><th>Change</th></tr><tr><td>District</td><td>50</td><td>51</td><td>1%</td></tr><tr><td>Af Am</td><td>24</td><td>35</td><td>11%</td></tr><tr><td>Am Indian</td><td>29</td><td>40</td><td>11%</td></tr><tr><td>Filipino</td><td>66</td><td>74</td><td>8%</td></tr></table><table><caption>SBAC ELA</caption><tr><th></th><th>16 %</th><th>17 %</th><th>Change</th></tr><tr><td>Asian</td><td>66</td><td>64</td><td>-2%</td></tr><tr><td>Hisp</td><td>40</td><td>40</td><td>0%</td></tr><tr><td>White</td><td>68</td><td>70</td><td>2%</td></tr><tr><td>2 or more races</td><td>58</td><td>57</td><td>-1%</td></tr><tr><td>SED</td><td>39</td><td>38</td><td>-1%</td></tr><tr><td>Eng Lrrr</td><td>10</td><td>8</td><td>-2%</td></tr><tr><td>SPED</td><td>9</td><td>8</td><td>-1%</td></tr></table></div> <div><table><caption>SBAC Math</caption><tr><th></th><th>16 %</th><th>17 %</th><th>Change</th></tr><tr><td>District</td><td>40</td><td>39</td><td>-1%</td></tr><tr><td>Af Am</td><td>23</td><td>20</td><td>-3%</td></tr><tr><td>Am Indian</td><td>21</td><td>21</td><td>0%</td></tr><tr><td>Filipino</td><td>61</td><td>59</td><td>-2%</td></tr><tr><td>Asian</td><td>61</td><td>61</td><td>0%</td></tr><tr><td>Hisp</td><td>30</td><td>28</td><td>-2%</td></tr><tr><td>White</td><td>56</td><td>58</td><td>2%</td></tr><tr><td>2 or more races</td><td>46</td><td>47</td><td>1%</td></tr><tr><td>SED</td><td>29</td><td>26</td><td>-3%</td></tr><tr><td>Eng Lrrr</td><td>10</td><td>10</td><td>0%</td></tr><tr><td>SPED</td><td>7</td><td>6</td><td>-1%</td></tr></table></div>		16 %	17 %	Change	District	50	51	1%	Af Am	24	35	11%	Am Indian	29	40	11%	Filipino	66	74	8%		16 %	17 %	Change	Asian	66	64	-2%	Hisp	40	40	0%	White	68	70	2%	2 or more races	58	57	-1%	SED	39	38	-1%	Eng Lrrr	10	8	-2%	SPED	9	8	-1%		16 %	17 %	Change	District	40	39	-1%	Af Am	23	20	-3%	Am Indian	21	21	0%	Filipino	61	59	-2%	Asian	61	61	0%	Hisp	30	28	-2%	White	56	58	2%	2 or more races	46	47	1%	SED	29	26	-3%	Eng Lrrr	10	10	0%	SPED	7	6	-1%	54% of all students meeting or exceeding standards in ELA and 43% for math	57% of all students meeting or exceeding standards in ELA and 46% for math
	16 %	17 %	Change																																																																																																					
District	50	51	1%																																																																																																					
Af Am	24	35	11%																																																																																																					
Am Indian	29	40	11%																																																																																																					
Filipino	66	74	8%																																																																																																					
	16 %	17 %	Change																																																																																																					
Asian	66	64	-2%																																																																																																					
Hisp	40	40	0%																																																																																																					
White	68	70	2%																																																																																																					
2 or more races	58	57	-1%																																																																																																					
SED	39	38	-1%																																																																																																					
Eng Lrrr	10	8	-2%																																																																																																					
SPED	9	8	-1%																																																																																																					
	16 %	17 %	Change																																																																																																					
District	40	39	-1%																																																																																																					
Af Am	23	20	-3%																																																																																																					
Am Indian	21	21	0%																																																																																																					
Filipino	61	59	-2%																																																																																																					
Asian	61	61	0%																																																																																																					
Hisp	30	28	-2%																																																																																																					
White	56	58	2%																																																																																																					
2 or more races	46	47	1%																																																																																																					
SED	29	26	-3%																																																																																																					
Eng Lrrr	10	10	0%																																																																																																					
SPED	7	6	-1%																																																																																																					

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																							
	<table> <tr> <th></th><th>2016 ELA</th><th>Change From 2015</th><th>2016 Math</th><th>Change From 2015</th></tr> <tr> <td>African American</td><td>24%</td><td>-5%</td><td>23%</td><td>0%</td></tr> <tr> <td>American Indian</td><td>29%</td><td>+5%</td><td>21%</td><td>-8%</td></tr> <tr> <td>Asian</td><td>66%</td><td>+1%</td><td>61%</td><td>-1%</td></tr> <tr> <td>Filipino</td><td>66%</td><td>+11%</td><td>61%</td><td>+12%</td></tr> <tr> <td>Hispanic</td><td>40%</td><td>+7%</td><td>30%</td><td>+3%</td></tr> <tr> <td>White</td><td>68%</td><td>+9%</td><td>56%</td><td>+6%</td></tr> <tr> <td>2 or more races</td><td>58%</td><td>+10%</td><td>46%</td><td>+9%</td></tr> <tr> <td>Low SES</td><td>39%</td><td>+8%</td><td>29%</td><td>+3%</td></tr> <tr> <td>English Learner</td><td>10%</td><td>+4%</td><td>10%</td><td>+3%</td></tr> <tr> <td>Students w/disability</td><td>9%</td><td>+3%</td><td>7%</td><td>+1%</td></tr> </table>		2016 ELA	Change From 2015	2016 Math	Change From 2015	African American	24%	-5%	23%	0%	American Indian	29%	+5%	21%	-8%	Asian	66%	+1%	61%	-1%	Filipino	66%	+11%	61%	+12%	Hispanic	40%	+7%	30%	+3%	White	68%	+9%	56%	+6%	2 or more races	58%	+10%	46%	+9%	Low SES	39%	+8%	29%	+3%	English Learner	10%	+4%	10%	+3%	Students w/disability	9%	+3%	7%	+1%			
	2016 ELA	Change From 2015	2016 Math	Change From 2015																																																							
African American	24%	-5%	23%	0%																																																							
American Indian	29%	+5%	21%	-8%																																																							
Asian	66%	+1%	61%	-1%																																																							
Filipino	66%	+11%	61%	+12%																																																							
Hispanic	40%	+7%	30%	+3%																																																							
White	68%	+9%	56%	+6%																																																							
2 or more races	58%	+10%	46%	+9%																																																							
Low SES	39%	+8%	29%	+3%																																																							
English Learner	10%	+4%	10%	+3%																																																							
Students w/disability	9%	+3%	7%	+1%																																																							
1.D. Reading at grade level by end of 3rd grade will increase by 3%.	2015-16 percent reading at grade level by end of 3rd grade = 53%	67% reading at grade level by end of 3rd grade.	70% reading at grade level by end of 3rd grade.	73% reading at grade level by end of 3rd grade.																																																							
1.E. Percent of 6th grade students meeting criteria for accelerated math courses will increase by 3%.	2015-16 percent of 6th grade students meeting criteria for accelerated math courses = 9%	In 2016-2017 the percentage of 7th grade students enrolled in accelerated math was 13%	2017-18 percent of 6th grade students meeting criteria for accelerated math courses = 16	2018-19 percent of 6th grade students meeting criteria for accelerated math courses = 19																																																							
1.F. Percentage of English Learner students who make progress toward English proficiency as measured by state test and reclassification rate will increase 3%.	2014-15 English Learner students who made progress toward English proficiency as measured by state test and reclassification rate = 63.9% (Orange Status per state Dashboard)	2016-2017 data indicated that 67.4% of English Learners made adequate progress in acquiring English, an increase of 3.5%. 2017 data indicates 69.9% of English Learners made adequate progress in acquiring English,	2017-18 percentage of English Learner students who made progress toward English proficiency as measured by the SBAC test in ELA = 15% (2016-17 SBAC data for ELA shows 9% of ELs met or exceeded standard)	2018-19 percentage of English Learner students who made progress toward English proficiency as measured by state test, ELPAC 2018-19 reclassification rate =18%																																																							

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		resulting in green status on the State Dashboard.	2017-18 reclassification rate =15% (2016-17 reclassification rate was 11%)	
1.G. Enroll all students in a broad course of study (clarification: as measured by daily class schedules).	100% of students, including unduplicated pupils and individuals with exceptional needs, have access to and are enrolled in a broad course of study	Maintain Baseline	Maintain Baseline	Maintain Baseline
1.H. Increase student performance in physical education as measured by Healthy Fit Zone in the State Physical Fitness Test.	72.5% of 5th graders and 73.4%* of 7th graders in LMSV are performing in the Healthy Fit Zone for 2015-16. *Represents 4 out of 6 tests.	Healthy Fit Zone assessment results for 2016-2017, 46% of 5th graders and 50% of 7th graders passed by meeting 5 or more of the 6 tests.	Increase 3% in both 5th and 7th grade in students meeting 5 of the 6 tests, 49% and 53% respectively.	Increase 3% in both 5th and 7th grade

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

a. Ensure appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students.

b. Provide standards aligned materials to all students (adopt ELA for 7th and 8th grades).

2018-19 Actions/Services

a. Continue

b. Provide standards aligned materials to all students (adopt History Social Science for 7th and 8th grades).

2019-20 Actions/Services

a. Continue

b. Provide standards aligned materials to all students (adopt History Social Science for K through 6th grades).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,800,000	\$73,400,000	73,400,000
Source	Base	Base	Base
Budget Reference	General Fund Resources Certificated Salaries Classified Salaries Benefits Materials	General Fund Resources Certificated Salaries Classified Salaries Benefits Materials	General Fund Resources Certificated Salaries Classified Salaries Benefits Materials

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

a. Provide professional learning in California Standards to academic content teachers, focusing on task alignment to standards in order to support implementation of curriculum and instructional initiatives.

b. District Resource Teacher to provide increased and targeted support to Title I schools.

2018-19 Actions/Services

a. Continue and refine

b. District staff member to provide increased and targeted support to Title I schools.

2019-20 Actions/Services

a. Continue and refine

b. Continue and refine

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180,000	\$95,900	\$95,900
Source	Title II	Title II	Title II

Budget Reference	Certificated Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits
Amount	\$105,000	\$105,000	\$105,000
Source	Title I	Title I	Title I
Budget Reference	Certificated Salaries Benefits	Certificated Salaries Benefits	Certificated Salaries Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

a. Maintain 24:1 target in TK through 2nd grade and reduce 3rd grade target to 24:1. Reduce class size below the statutory limit to the greatest extent possible in all grades District-wide.

b. Provide professional development to principals and teachers to develop a shared understanding and common language of high-quality teaching and learning (emphasized in base of Rtl model).

c. Provide professional development and support to principals and teachers to reestablish Professional Learning Communities to strengthen a collaborative culture focused on learning and increased student achievement.

d. Provide mentoring and professional growth to developing leaders to foster instructional and leadership expertise according to a developed definition of LMSV leadership.

e. Provide District Resource Teachers with professional learning, coaching, and curriculum supports specifically targeted to meet the needs of students requiring additional support.

f. Provide support teachers at the site level where possible to increase the success of unduplicated students. Explore new site position that would provide leadership expertise and support needed to increase instructional effectiveness and effective

a: Maintain 24:1 target in TK through 3rd grade. Reduce class size below the statutory limit to the greatest extent possible in all grades District-wide.

b: Continue

c: Continue

d: Continue

e: Continue and refine

f: Continue and inform decision making

g: Continue and refine to continue assessment of all intervention programs

h: Continue and refine

i: Continue and refine

j: Continue and refine

k: Continue and refine

l: Continue and refine

a: Continue

b: Continue

c: Continue

d: Continue

e: Continue and refine

f: Continue and inform decision making

g: Continue and refine

h: Continue and refine

i: Continue and refine

j: Continue and refine

k: Continue and refine

l: Continue and refine

intervention.

g. Review and assess district intervention programs (priority in math), addressing populations best served by program(s), impact on student achievement, program strengths and weaknesses, and cost/resources relative to the return on investment.

h. Continue restructuring of Learning Support to foster more collaboration and integration in services to sites professional learning and coaching to support unduplicated students.

i. Provide Library Learning Resource Technicians (LLRTs) to all sites to ensure student access to library books and resources.

j. Provide Director of Learning Support and clerical support to coordinate and monitor supplemental and academic intervention programs for at-risk students, including English Learners

k. Provide differentiated actions and services to support site-specific programs and needs such as staffing, materials, supplies and services for unduplicated pupils.

l. Provide Extended School Services (ESS) free of charge to high-need students (foster/homeless) to extend their school day and support academic

progress

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,100,000	\$10,258,000	\$10,258,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries Classified Salaries Benefits Materials Services	Certificated Salaries Classified Salaries Benefits Materials Services	Certificated Salaries Classified Salaries Benefits Materials Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
Specific Student Groups: English Learners

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

- a. Add additional District Resource Teacher to provide professional learning, coaching and curriculum supports to specifically address the needs of English Learners, with an emphasis on integrated ELD.
- b. Pilot iPad/T-Mobile program that targets at-risk Long Term English Learners (LTELs) by providing an iPad with connectivity loaded with applications to accelerate learning in both English language arts and mathematics.
- c. Pilot Newcomer Summer School, "Breakthrough English" targeting English Learners in the United States less than a year.

2018-19 Actions/Services

- a. Continue to evaluate and refine
- b. Continue program and evaluate, refine
- c. Continue program and evaluate, refine

2019-20 Actions/Services

- a. Continue to evaluate and refine
- b. Continue to evaluate and refine
- c. Continue to evaluate and refine

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$167,000	\$133,901	\$133,901
Source	Title III	Title III	Title III
Budget Reference	Certificated Salaries Classified Salaries Benefits Materials	Certificated Salaries Classified Salaries Benefits Materials	Certificated Salaries Classified Salaries Benefits Materials

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

a. Fully implement a special education collaborative service model known as Specialized Academic Instruction (SAI) to make a continuum of services available to students with special needs.

b. Provide professional learning, coaching and modeling to support the successful implementation across the schools.

2018-19 Actions/Services

- a. Continue and refine
- b. Continue and refine

2019-20 Actions/Services

- a. Continue and refine
- b. Continue and refine

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,800,000	\$26,227,713	\$26,227,713
Source	Special Education	Special Education	Special Education
Budget Reference	Certificated Salaries Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits

Materials
Services

Materials
Services

Materials
Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Each and every student will be equipped with the skills and disposition necessary for success in high school, life and workplace.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

This goal is a result in our strong belief in developing the “whole” child in addition to academic excellence (Goal 1). Our suspension data (orange status) continues to challenge us and necessitates the identification of systematic solutions . We were also identified for District Assistance due to our suspension rates for students with disabilities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.A. School attendance rates, including all student groups, will achieve a 97% or better attendance rate, increasing by .05% per year.	2016-17 Average Daily Attendance percentage = 95.19%	ADA - 95.69% (Actual data for 2016-17 was 95.05%)	ADA 95.15%	ADA 95.20%
The percentage of students with chronic	2016-17 (as of April) percentage of students with chronic absenteeism = 7.0%	6% (correction: We discovered that our original baseline for chronic absenteeism of 7% in 2016-2017 was	Chronic Absenteeism 10.6 %	Chronic Absenteeism 9.6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
absenteeism will decrease by 1% each year.	(correction: we discovered 7% is incorrect data and reconciled to 12.6%)	incorrect and should have been 12.6%. As a result of this, our expected measurable outcome should be 11.6%.)		
2.B. We will measure positive school climate where students feel safe based upon the data gathered from the California Healthy Kids Survey, or similar during off years. Our goal is to increase 3% each year.	75% of students feel safe (or very safe) at school (17% chose the response "neither safe or unsafe"); only 8% described feeling unsafe, based upon the data gathered during the most recent California Healthy Kids Survey.	78% feel safe (or very safe)	81% feel safe (or very safe)	84% fee safe (or very safe)
2.C. The number of students who are suspended will decrease to achieve a green as measured on state Dashboard.	2014-15 suspension rate is 3.8%. Dashboard data indicates a yellow where the suspension rate is considered high but has declined significantly.	Suspension rate = 4.2% (2016-17). This represents a 0.4% increase according to dashboard data (Fall 2017) and shows as an orange.	Suspension rate = 3.0%	Suspension rate = 2.7%
2.D. The number of students expelled will decrease.	2014-15 and 2015-16 expulsion rate is currently 0%.	Expulsion rate is 0% (2016-17)	Maintain baseline	Maintain baseline
2.E. We will achieve a 0% middle school dropout rate.	2016-17 middle school dropout rate = .06%	Middle school dropout rate = 0.0%	Middle school dropout desired rate = 0.0%	Middle school dropout desired rate = 0.0%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

a. District will maintain a regular focus on attendance rates at all schools. As student attendance patterns become concerning, the Attendance Team (District Counselor, District Probation Officer, Community Services Facilitator) will become involved with the family and the team at the school to problem-solve solutions for the situations that are leading to absences.

b. Schools will continue to develop school climates that are accepting of individual needs, differences and diversity; creating

2018-19 Actions/Services

a. Continue and refine

b. Continue and refine

c. Continue and refine

d. Continue and refine

e. Continue and refine

f. Continue and refine service with a change in position from director to coordinator

2019-20 Actions/Services

a. Continue and refine

b. Continue and refine

c. Continue and refine

d. Continue and refine

e. Continue and refine

f. Continue and refine

school environments that lead to a feeling of belonging and safety for each and every student. Having staff remain focused on Restorative Practices, remaining trauma-informed, and having a basis of Positive Behavioral Interventions and Supports available to support students when behaviors become of concern will be critical in the success of this goal.

c. Provide professional development/learning opportunities in the areas of restorative practice, and trauma-informed care to schools and staff groups to proactively impact suspension rates by empowering classroom teachers with proactive strategies and thereby reducing office discipline referrals.

d. The District's CARE Team will continue to address concerns/issues of students and families in crisis as they arise throughout the year.

CARE Team is comprised of:

- District Counselor(s)
- District Probation Officer
- District Behavior Specialist
- Community Services Facilitator

e. The District will have a PBIS (Positive Behavior Interventions and Supports) Response Team who will respond to behavioral concerns as they arise.

Members of this team will be deployed to schools throughout the District as needed to address specific concerns; and in a proactive manner (to support schools/teachers in bringing restorative practices and trauma-informed practice into the classrooms and into the school's disciplinary responses to behaviors).

PBIS Response Team will be comprised of:

- District Counselor(s)
- District School Psychologist
- District Behavior Specialist (focus is solely on general education students and classrooms)
- District Behavior Analyst (primary focus will be on students with IEP)
- District Behavior Support Assistants (paraprofessional level)

f. Provide Director Student Services and clerical support to provide and coordinate services to sites, students and families to promote student socio-emotional well-being and positive school climates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,370,000	\$1,570,000	\$1,570,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries Classified Salaries Benefits Materials Services	Certificated Salaries Classified Salaries Benefits Materials Services	Certificated Salaries Classified Salaries Benefits Materials Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: STEAM, SVA, LMAAC,
Kempton Literacy Academy, Quest

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

District will maintain start-up and on-going support for the specialty schools including STEAM Academy @ La Presa, Spring Valley Academy, La Mesa Arts Academy, Quest Academy Community Day, and Kempton Literacy Academy.	Continue and refine	Continue and refine
--	---------------------	---------------------

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,710,000	\$4,230,000	\$4,230,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries Classified Salaries Benefits Materials Services	Certificated Salaries Classified Salaries Benefits Materials Services	Certificated Salaries Classified Salaries Benefits Materials Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

We will fully engage our parents, community, and staff in the education of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Engagement of our stakeholders is valued and critical to the District's success. As noted in Metric 3.C. below, 71% of parents feel satisfied with level of engagement and participation related to decisions regarding their child's education. We know we can improve this with parents and other stakeholders.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.A. All District schools will increase the number of volunteer hours by 3% as measured by school records.	Ident-a-kid data indicates 100,108 volunteer hours.	3% increase in volunteer hours May, 2018 = 82,308 per Ident-a-kid	3% increase in volunteer hours	3% increase in volunteer hours
3.B. Employee job satisfaction will increase as measured by an employee satisfaction survey.	Baseline data will be determined once an assessment is created and administered.	3% increase in employee satisfaction	3% increase in employee satisfaction	3% increase in employee satisfaction

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																												
3.C. External customer satisfaction will show an increase as measured by customer satisfaction surveys.	<table><tr><td>Parent Satisfaction Survey</td><td>2016-17</td></tr><tr><td>Welcome and Respected: Feel welcome and respected in child's classroom and at school.</td><td>91%</td></tr><tr><td colspan="2">Safety</td></tr><tr><td>Satisfied with safety at school</td><td>88%</td></tr><tr><td>Report child feels safe</td><td>93%</td></tr><tr><td>Agree that school actively supports bullying prevention</td><td>85%</td></tr><tr><td colspan="2">Communication</td></tr><tr><td>Satisfied with school communication</td><td>90%</td></tr><tr><td>Satisfied with teacher communication regarding expectations and student progress</td><td>91%</td></tr><tr><td>Academic: School Meets academic needs of their child</td><td>88%</td></tr><tr><td colspan="2">Parent Education and Engagement</td></tr><tr><td>Satisfied with level of engagement and participation related to decisions regarding their child's education</td><td>71%</td></tr><tr><td>Regularly attend school sponsored meetings</td><td>47%</td></tr><tr><td>Find trainings at school useful</td><td>40%</td></tr></table>	Parent Satisfaction Survey	2016-17	Welcome and Respected: Feel welcome and respected in child's classroom and at school.	91%	Safety		Satisfied with safety at school	88%	Report child feels safe	93%	Agree that school actively supports bullying prevention	85%	Communication		Satisfied with school communication	90%	Satisfied with teacher communication regarding expectations and student progress	91%	Academic: School Meets academic needs of their child	88%	Parent Education and Engagement		Satisfied with level of engagement and participation related to decisions regarding their child's education	71%	Regularly attend school sponsored meetings	47%	Find trainings at school useful	40%	Increase percentages in each category	Increase percentages in each category	Increase percentages in each category
Parent Satisfaction Survey	2016-17																															
Welcome and Respected: Feel welcome and respected in child's classroom and at school.	91%																															
Safety																																
Satisfied with safety at school	88%																															
Report child feels safe	93%																															
Agree that school actively supports bullying prevention	85%																															
Communication																																
Satisfied with school communication	90%																															
Satisfied with teacher communication regarding expectations and student progress	91%																															
Academic: School Meets academic needs of their child	88%																															
Parent Education and Engagement																																
Satisfied with level of engagement and participation related to decisions regarding their child's education	71%																															
Regularly attend school sponsored meetings	47%																															
Find trainings at school useful	40%																															
3.D. The District will ensure 100% of schools have access to and utilize multiple methods of communication to promote participation in school activities for all parents, including parents of unduplicated pupils and individuals with exceptional needs.	100% of sites utilize multiple methods of communication (fliers, phone calls live/automated, websites) to promote parent participation.	Maintain	Maintain	Maintain																												
3. E. 100% of sites will be represented on a District Parent Advisory Committee where input for making decisions impacting the District and individual schools	100% of sites were represented on a District Parent Advisory Committee in 2017-18.	Maintain	Maintain	Maintain																												

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
sites can be provided throughout the year.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

- Create a customer service plan that includes training and ongoing feedback.
- Develop a customer survey, questionnaire, and a focus group to

2018-19 Actions/Services

- Continue and refine
- Continue and refine
- Continue and refine

2019-20 Actions/Services

- Continue and refine
- Continue and refine
- Continue and refine

access customer satisfaction.

c. Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students' education, (i.e. back to school night, open house, committee meetings, PTA, parent conferences, parent workshops, student recognition assemblies, parent Volunteer Dinner, Drug Free Celebrations etc.)

d. Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences. All school-to-home communication provided in multiple languages.

e. Utilize parent information systems (i.e., BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.

f. Provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare.

g. Continue to provide Adult ESL classes to parents of English Learners.

h. Develop and enhance business

d. Continue and refine

e. Continue and refine

f. Continue and refine

g. Continue and refine

h. Continue and refine

i. Continue and refine

j. Hire and utilize Executive Director, Innovation and Engagement to increase engagement, communication, recognition, and collaboration with students, staff, and the community.

d. Continue and refine

e. Continue and refine

f. Continue and refine

g. Continue and refine

h. Continue and refine

i. Continue and refine

j. Continue and refine

partnerships at all sites

i. Partner with SDCOE in the Educators Effectiveness and Evaluation work to redefine teacher evaluations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,000	\$199,298	\$199,298
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified salaries Benefits Materials Services	Classified salaries Benefits Materials Services	Classified salaries Benefits Materials Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

We will ensure safe and supportive environments conducive to student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Providing an environment that allows students to learn at their best is important to the LMSV community. An identified need in accomplishing this has been illuminated, as the difference in technology use from site to site is quite apparent. A new metric to measure are desire to see a defined technology equipment standard for our classrooms has been established.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.A. Provide 100% fully credentialed and appropriately assigned teachers; ensure 100% access for students to standards aligned instructional materials.	100% fully credentialed and appropriately assigned teachers; 100% access for students to standards aligned instructional materials	Maintain baseline	Maintain baseline	Maintain baseline
4.A. All schools will receive "Good" or better as an Overall School Facility Good Repair	All schools received "Good" or better as an Overall School Facility Good Repair Status	Maintain baseline	Maintain baseline	Maintain baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20															
Status score on the 2017-18 School Accountability Report Card (SARC).	score on the 2016-17 School Accountability Report Card (SARC).																		
4.B. Percent of classrooms meeting District technology standards will increase 10% as measured by school data and reported in District Technology Plan.	Percent of classrooms meeting District technology standards = K - 6th : 52%; 7th - 8th : 52%; Projection systems : 53% <table><tr><th colspan="3">Student Device Ratio Goals</th></tr><tr><th>Grade</th><th>Content</th><th>Student : Up-to-date Device</th></tr><tr><td>7th - 8th</td><td>ELA, Math, History, Sci, SAI</td><td>1:1</td></tr><tr><td>3rd - 6th</td><td>N/A</td><td>1:1</td></tr><tr><td>K - 2nd</td><td>N/A</td><td>1:4</td></tr></table>	Student Device Ratio Goals			Grade	Content	Student : Up-to-date Device	7 th - 8 th	ELA, Math, History, Sci, SAI	1:1	3 rd - 6 th	N/A	1:1	K - 2 nd	N/A	1:4	Percent of classrooms meeting District technology standards = K - 6th : 64%; 7th - 8th : 62%; Projection systems : 68%	Percent of classrooms meeting District technology standards = K - 6th : 74%; 7th - 8th : 72%; Projection systems : 78%	Percent of classrooms meeting District technology standards =
Student Device Ratio Goals																			
Grade	Content	Student : Up-to-date Device																	
7 th - 8 th	ELA, Math, History, Sci, SAI	1:1																	
3 rd - 6 th	N/A	1:1																	
K - 2 nd	N/A	1:4																	
4.C. The annual meal participation rate of students eligible for the free and reduced-price meals program will be 75% or above.	The participation rate for the 2016-2017 school year was 76.5%	Maintain baseline	Maintain baseline	Maintain baseline															

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

- a. Students will be provided with safe, clean, and well-maintained school facilities.
- b. Students will be provided a well-balanced nutritional breakfast and lunch program.

2018-19 Actions/Services

- a. Continue and refine – include an assessment of safety and security needs districtwide and develop a plan to make immediate and long term improvements.
- b. Continue and refine

2019-20 Actions/Services

- a. Continue and refine
- b. Continue and refine

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000,000	\$5,200,000	\$5,200,000
Source	Base	Base	Base
Budget Reference	Classified Salaries Benefits Materials Services	Classified Salaries Benefits Materials Services	Classified Salaries Benefits Materials Services
Amount	\$6,200,000	\$6,577,000	\$6,577,000

Source	Cafeteria (fund 13)	Cafeteria (fund 13)	Cafeteria (fund 13)
Budget Reference	Classified Salaries Benefits Materials Services	Classified Salaries Benefits Materials Services	Classified Salaries Benefits Materials Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

a. Implement and improve educational technology services and technology infrastructure systems that provide all students and staff with optimal learning

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

a. Continue and refine
b. Continue and refine

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

a. Continue and refine
b. Continue and refine

environments.	c. Continue and refine	c. Continue and refine
b. Provide student transportation district-wide.		
c. Provide transportation passes for homeless students.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,200,000	\$3,974,636	\$3,974,636
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries Classified Salaries Benefits Materials Services	Certificated Salaries Classified Salaries Benefits Materials Services	Certificated Salaries Classified Salaries Benefits Materials Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$14,374,376

Percentage to Increase or Improve Services

15.53%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

La Mesa-Spring Valley School's supplemental and concentration funds are used to design instructional programs principally directed to meet the needs of the unduplicated pupil count; actions and services funded and provided on a LEA-wide or school wide basis are increased and improved for unduplicated students. The District has an unduplicated enrollment of 62% of the total enrollment. Therefore, pursuant to Ed Code 15496 the District may expend supplemental and concentration funds on a district-wide basis. Actions and services listed in the LCAP that indicate LEA-wide or school-wide use of funds will directly impact student achievement and increase/improve services for unduplicated pupils and students LEA-wide and school wide. These services are outlined below.

- Goal 1 Action 3a The District will maintain a student to teacher ratio of 24:1 in grades TK-3. This action is principally directed at unduplicated students. Smaller class sizes facilitate targeted small-group instruction and differentiation so that the individual learning needs of students are more easily addressed leading to standards mastery. This is particularly important for English Learners who, in addition to designated ELD, need integrated ELD and scaffolds throughout the day in order to ensure access to the core. Additionally, smaller class sizes enable teachers to establish rapport and relationships with students, which research demonstrates has a positive effect on learning outcomes.
- Goal 1 Action 3b, c, d, e, h: The District will provide professional learning to teachers and principals to cultivate a common language for high-quality teaching and learning and collective practices around data-driven collaboration through professional learning communities with a focus on systematic and tiered intervention. These actions are principally directed to meet the

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

needs of unduplicated students. Work in professional learning communities will focus on deepening teacher understanding of standards, a common understanding of grade-level mastery, developing common assessments and planning targeted intervention. Principals will participate in professional learning to develop leadership skills. Rather than working in isolation by content area or specialty, Learning Support resource teachers will collaborate to integrate strategies and practices that specifically target the needs of at-risk students into all professional learning sessions including follow-up, modeling, and coaching at the sites. All classrooms have unduplicated students. It is our economically disadvantaged students and English Learners who must struggle to master standards. High quality standards-based instruction with effective differentiation practices are critical for these students, as is the systematic intervention that results from data-driven collaboration. This is accomplished when teachers receive on-going professional development in standards and pedagogy and principals receive professional learning in leadership to build their capacity to lead and support consistent high quality teaching and learning that results in the standards mastery for unduplicated students called for in Goal 1.

- Goal 1 Action 3f, g: The District will support sites in providing effective intervention to unduplicated students by providing support teachers and exploring new site positions that would provide leadership expertise and support needed to increase instructional effectiveness and effective intervention. Additionally, the District will continue to review and assess district intervention programs, placing a priority in math, addressing populations best served by program(s), the impact on student achievement, program strengths and weaknesses, and cost/resources relative to the return on investment. Many unduplicated students have significant skill gaps that prevent access and standards mastery. Their learning must be accelerated through effective tier 3 intervention that requires expertise, time, and resources. Providing support teachers at sites ensures that students receive the time and attention they need to address the skill gaps that are preventing them from mastering standards through small group instruction and progress monitoring from a teacher with expertise in addressing their specific needs. Utilizing the right intervention programs and materials is also critical in ensuring struggling students receive the support they need and to ensure acceleration. The District is investigating and analyzing intervention materials to determine which ones are best suited to address the specific needs of our specific students. Building long-term capacity of classroom teachers for high quality first instruction to address student needs proactively is accomplished through the potential new position of site resource teacher. This person will partner with the principal to provide site-based on-going professional development, coaching, and modeling to assist teachers in targeting the needs of unduplicated students in the

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

classroom setting through tier 1 and tier 2 instruction, preventing these skill gaps from becoming so pervasive that they need tier 3 intervention.

- Goal 1 Action 3i: The District will provide Library Learning Resource Technicians (LLRTs) to all sites to ensure student access to library books and resources. There is a strong correlation between literacy and access to books. Foster, economically disadvantaged and English Learners are less likely to have access to books and resources (including digital) at home. LLRTs not only facilitate student access to books and assist them in accessing digital resources at school, they organize activities to promote home literacy and foster a love of literature for students and their families through reading incentive programs and family literacy events that provide parents with tools to support their children's developing reading skills. Extended library hours allow families to access books, technology, and digital resources at school. Increased access to books and digital resources at school for unduplicated students and their families increases their opportunity to increase literacy which promotes standards mastery and quality family engagement.
- Goal 1 Action 3j,k: The District will provide differentiated actions and services to support site-specific programs and needs such as staffing, materials, supplies, and services for unduplicated pupils. The District will provide Director of Learning Support and clerical support to coordinate and monitor supplemental and academic intervention programs for at-risk students, including English Learners. Our unduplicated students are the most likely to struggle with standards mastery and need intervention. Yet the needs of these unduplicated students vary from site to site. Therefore, each site makes determinations as to the needs of their at-risk students and plans for site-specific programs and staffing to meet those needs. For example, some sites utilize intervention teachers to pull-out students in need of intensive intervention, while others utilize support staff to push in and work with students that are re-deployed for universal access to address their learning gaps. Some sites have identified math to be the greatest area of need for their unduplicated students and have invested in supplemental math programs, while others have determined literacy to be the greatest area of need and have invested in literacy intervention programs beyond what the District provides. While flexibility to meet local needs is important, consistency and systematic implementation is critical to ensure that the plans, programs, and materials selected by sites are proven effective and systematically implemented to ensure they are meeting the needs of at-risk students. The Director of Learning Support will partner with sites to assist them in making strategic and evidence-based decisions with supplemental and

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

intervention programs and to ensure they are utilizing support staff in the most effective manner. Learning Support will investigate and vet effective supplemental intervention programs for sites to consider and provide professional development and guidance to site intervention teachers. The Director of Learning Support will work with principals to monitor student progress and assess program implementation and effectiveness. In addition to supporting site-based intervention, the Director of Learning Support will coordinate district-level interventions to address the academic and language gaps of unduplicated students, especially English Learners. This includes programs to address the needs of newcomers such as Imagine Learning English and Breakthrough English (a summer-school newcomer academy) and programs to address the needs of English Learners not making adequate progress in language proficiency and/or academic achievement, including Long-Term English Learners (LTELs) and students at risk of being LTELs such as Project LIFT, a program that provides devices and connectivity for home access to adaptive intervention programs. The challenges preventing our unduplicated students from standards mastery are diverse; therefore, the resources to respond must be flexible. Yet in order for any effort to improve learning, it must be systematic. This is accomplished with flexibility to sites under the coordination of the Director of Learning Support.

- Goal 1 Action 1I: The District will provide Extended School Services (ESS) free of charge to high-need students (foster/homeless) to extend their school day and support academic progress. Foster youth often come to school with significant gaps in their academic development. ESS provides structured time, resources, and assistance to extend a child's learning day, and help them catch up. Additionally, often times foster students have moved from placement to placement, switching schools, facing more inconsistency on the heels of whatever traumatic events led to their placement in the foster system. ESS offers a safe haven with routines, structures, and an opportunity to develop relationships with caring adults, which research shows plays a significant role in supporting student success at school.
- Goal 2 Action 1a, b, d, e: While the District will provide student support services at all schools, programs will principally directed to unduplicated students. The District will deploy members of the attendance team to meet individually with students at school sites and make home visits to families to problem-solve, investigate concerns, and provide resources to improve student attendance. Social skills and/or counseling groups will address the specific social-emotional and/or behavioral needs

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

of identified unduplicated students. The district-wide use of supplemental funding to increase student support services allows for case management of students that need support in social-emotional well-being to improve their academic performance.

- Goal 2, Action 1c: Training will be available to school sites to continue the growth of staff in implementing Restorative Practices and utilizing trauma-informed care practices in the classroom and across school campuses.
- Goal 2, Action 1f: The District will provide administrative and clerical support to coordinate services to sites, students, and families that will help to remove obstacles to learning for our students.
- Goal 2 Action 2: The District will maintain start-up and on-going support for the specialty schools including STEAM Academy @ La Presa, Spring Valley Academy, La Mesa Arts Academy, Quest Academy Community Day, and Kempton Literacy Academy. STEAM Academy at La Presa is a 4-8 school that integrates science, technology, art and mathematics across the curriculum, in addition to specialty classes such as robotics. Spring Valley Academy is an 4-8 International Baccalaureate Candidate school that integrates project-based learning, global mindsets and community service across a rigorous curriculum. La Mesa-Arts Academy is a 4-8 school that integrates the arts across the curriculum and offers students the opportunity to develop their passion and talent through top-notch performance programs. Quest Academy Community Day School is a 6-8 alternative school that provides individualized learning opportunities and strong relationships to at-risk students. Kempton Literacy Academy is a K-3 school that offers bilingualism and biliteracy through a 2-way dual language immersion program. Success in high school, life, and the workplace are not only dependent on academic competence, it is also dependent on social and emotional competence. Academic competence is contingent on motivation. Motivation and social-emotional well-being result from belonging and connection. Unduplicated students are the most likely to suffer from lack of motivation and the least likely to experience belonging and connection at school. These specialty schools specifically target our unduplicated students. Motivation results from giving them a place to explore and develop their passions and align

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

their learning to their interests. Belonging results from learning and growing alongside students who share their interest and passions. Confidence and connection result, preparing our unduplicated students for high school, work, and life.

- Goal 3 Action 1a, b, d, e, h: The District will create a customer service plan that includes training and ongoing feedback and develop a customer survey, questionnaire, and a focus group to assess customer satisfaction. The District will develop and enhance business partnerships at all sites. The District will utilize parent information systems (i.e., BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication and provide interpreters and translations ensuring all school-to-home communication is provided in the home language whenever possible. Parents of our unduplicated students are the most likely to be disenfranchised from the school of their children, yet they are our most important customers. Higher levels of parent engagement result in higher levels of student achievement. Communication and connection is key for both internal and external customers. When our employees feel heard and valued, they are more likely to treat parents and families with the courtesy and respect needed to build bridges between home and school. Likewise, staff often need support, training, and direction. This is accomplished through a customer service plan and training to assist them in gaining the insight and skills they need to provide quality customer service to parents. Any efforts to connect and partner with parents is dependent upon a multi-pronged approach to communication that is timely, relevant, and in the home language whenever possible. Partnerships with businesses bring additional resources to sites to serve unduplicated students, both material resources and volunteers that can establish positive relationships and give students a vision for a better future. Understanding the needs of staff and parents through surveys, refining our skill in serving parents through intentional customer service, ensuring effective communication with parents and staff, and strong community partnerships result in meaningful engagement that benefits our most vulnerable students most.
- Goal 3 Action 1c, f, g: The District will continue to increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning and engage parents and the community in opportunities to participate in their students' education, including community-based adult ESL classes that serve the parents of English Learners. The District will provide all necessary resources at parent workshops including: printed materials, curriculum, speakers, and childcare. Relevant parent engagement is one of the strongest variables in student achievement. Parents of unduplicated students tend to be the least involved, struggling with their own capacity to assist their children at

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

home and reticent to participate in school-sponsored activities due to lack of understanding. Meaningful parent education brings parents to campus, equips them with the skill, knowledge, and confidence to take a more active role in their child's education. This includes learning the language of instruction so they are better prepared to assist with homework and communicate with school staff, advocating for their children and learning how to support their children's success in the classroom. Parent education results in strong partnerships between home and school. Socioeconomically disadvantaged and English Learners are among the most at risk and most in need of that connection between their family and the school community.

- Goal 3 Action 1i: The District will partner with SDCOE in the Educators Effectiveness and Evaluation work to redefine teacher evaluations. District and site administrators are partnering with association leadership through SDCOE to create a teacher evaluation system that focuses on reflection and continuous improvement, making the teachers the primary stakeholders in their evaluation process. This is a collaborative effort where teachers take an active role in understanding and pursuing the instructional excellence that will transform the classroom experiences of unduplicated students who are most in need of high quality instruction. As teachers experience a growth mindset in their own professional development, they will apply this to unduplicated students in their learning pursuits.
- Goal 4 Action 2a: Classroom based educational technology tools and services will be provided as a supplement to the District's basic technology infrastructure. Every classroom will be provided with a teacher laptop, a projection system, printer, document camera and wifi-enabled student devices. A Technology Resource Teacher on Special Assignment (TOSA) will support teachers through professional development, technical phone support, classroom lessons, and online curriculum

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

management. Site Technicians will provide technical support for classroom hardware and instructional software. In order to access all of the available online curriculum resources, interventions, collaborative tools, instructional apps, assessment and grading systems, both teachers and students require continuous access to the network through wifi-enabled laptops and student devices. Through their devices students are able to use research based, interactive learning tools that teach and reinforce concepts in engaging ways and have the functionality to personalize instruction. The classroom projection system affords the teacher an opportunity to provide visual images when presenting information and reinforce lesson concepts. While all students benefit, the classroom equipment is principally directed to meet the needs of unduplicated students. The TOSA provides teachers support and professional learning opportunities that specifically target strategies for addressing the needs of unduplicated students. By keeping classroom hardware up and running, the Site Technicians ensure teachers and students have access to the tools they need on a daily basis. During an annual inventory of classroom technology, student devices will be counted and projection equipment will be rated on a scale of 1 – 5. Equipment will be purchased and installed in the classrooms with the highest prioritized need. The TOSA will provide support through face-to-face professional development, demonstration lessons, peer visits, and phone support. The Site Technicians are assigned to specific schools.

- Goal 4 Action 2b,c: The District will provide transportation services (District busing) to unduplicated students who are homeless, live in an area deemed unsafe to walk to school, or for students who live such a distance from school that it could negatively impact consistent attendance and timeliness of arrival. Public transportation passes will be provided to homeless students to ensure consistent school attendance and access.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$13,882,454	16.1%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups. Given that 62% of our students are from the unduplicated student groups, the actions listed below principally benefit our unduplicated students. We believe that is the most effective use of these funds.

Goal 1 - Achievement data indicates that our unduplicated students face the biggest challenges in academic achievement. Given over 60% of our students are from the unduplicated student groups, a District-wide focus on professional learning in developing a common language and shared understanding of high-quality teaching and learning, a system-wide focus on the tenants of professional learning communities where targeted intervention as part of a multi-tiered system of support principally benefits our unduplicated students. The District will continue to provide a Director of Learning Support and clerical support to coordinate and monitor supplemental and academic intervention programs for student groups not achieving at high levels, including English Learners. District Resource Teachers will provide professional learning, coaching, and curriculum supports to ensure teachers are addressing diverse needs of English Learners and students from low-income homes. Intervention programs (priority in math) are being reviewed and purchased to increase access and achievement for unduplicated students. The District also provides ESS free of charge to high-need students (foster/homeless) to extend their school day and support academic progress. We will also provide differentiated actions and services to sites to address needs of unduplicated students based on specific site needs such as staffing, materials, supplies and services for unduplicated pupils. A site resource teacher position is being explored that will focus on leadership and instructional expertise needed to support effective instruction and intervention for unduplicated students.

Goal 2 - Poverty, homelessness, and foster placement are often accompanied by trauma. The District employs a counselor, community liaison, and social worker charged with supporting foster and homeless families with school integration and success. Schools will continue to develop school climates that are accepting of individual needs, differences and diversity; creating school environments that lead to a feeling of belonging and safety for each and every student. Having staff remain focused on restorative

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

practices, trauma-informed indicators, and having a basis of positive behavioral interventions and supports available to support students when behaviors become a concern will be critical for student success. Likewise, the District will provide professional development/learning opportunities in the areas of restorative practice, and trauma-informed care to schools and staff groups. The District's CARE Team will continue to address concerns/issues of students and families in crisis as they arise throughout the year and the District is establishing a PBIS (Positive Behavior Interventions and Supports) Response Team that will respond to exceptional behavioral concerns as they arise. Members of this team will be deployed to schools throughout the District as needed to address specific concerns; and in a proactive manner (to support schools/teachers in bringing Restorative Practices and Trauma-Informed practice into the classrooms and into the school's disciplinary responses to behaviors). The District continues to provide additional funding to STEAM Academy @ La Presa, Spring Valley Academy, La Mesa Arts Academy, Quest Academy Community Day School, and Kempton Literacy Academy, all of which serve populations of over 75% Free/Reduced Lunch.

Goal 3 - Parent engagement is key in increasing unduplicated student success. Oftentimes parents of unduplicated students are the most disenfranchised. Over the past two years the District has seen an increase in participation in parent education and will now seek to increase parent participation in governance. Additionally, the District wants to increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Efforts and innovation to engage parents and the community in opportunities to participate in their students' education, (i.e. back to school night, open house, committee meetings, PTA, parent conferences, parent workshops, student recognition assemblies, parent volunteer dinner, drug free celebrations etc.) will continue as well. Communication is one of the biggest challenges in parent engagement. The District will provide translations at parent workshops, parent conferences, and school-to-home communications when necessary. The District will continue to provide adult ESL classes to parents of English Learners

Goal 4 - The District will provide transportation services (District busing) to unduplicated students who are homeless, live in an area deemed unsafe to walk to school, or for students who live such a distance from school that it could negatively impact consistent attendance and timeliness of arrival. Public transportation passes will be provided to homeless students to ensure consistent school attendance and access. Classroom-based educational technology services will be provided as a supplement to the District's basic technology infrastructure by way of school site technicians, resource teachers, support staff, administration, and educationally appropriate hardware, software, and network services.