

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

La Mesa-Spring Valley School District

## CDS Code:

37 68197 0000000

## Link to the LCAP:

*(optional)*



## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## **Strategy**

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

La Mesa-Spring Valley School District 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 12,091 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). We have 9,368 students in grades K-6 and 2,719 students in grades 7-8.

The La Mesa-Spring Valley School District student population continues to grow more diverse. The ethnic distribution of our students is as follows: Hispanic - 49.35%, White - 27.66%, Black/African American - 8.81%, Multiple (2 or more) - 8.23%, Asian - 5.05%, and Hawaiian/Pacific Islander - 0.69%. Our percentage of Unduplicated Pupils is 61.33%.

The District employs close to 1,700 people with an annual general fund budget of approximately \$137.4 million.

In La Mesa-Spring Valley federal funds are used to supplement and enhance the initiatives that support our District goals. Federal funds, in conjunction with state funds are used to close the achievement gap and support all students in meeting challenging state academic standards as reflected in our LCAP. Various measures are used to determine needs such as student achievement and growth data, stakeholder surveys, committee notes, and classroom/school observations.

Our LCAP goals include:

Goal 1 – Academic Excellence

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

Goal 2 – Student Skills & Dispositions

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

Goal 3 – Family & Community Engagement

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

Goal 4 – Environments Conducive to Learning

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

Our LCAP outlines several areas where we have performance gaps. While we had a small decrease in our suspension data, currently at orange with 4.1%, we will continue our work in this area. We remain committed to developing systems of positive behavior including support interventions at all grade levels. We will continue to provide professional development in Restorative Practices, Positive Behavioral Support Interventions (Sanford Harmony and Trauma Informed Care). This year, principals also received professional development on ways to support teachers who have students with behavioral/discipline issues and what appropriate progressive discipline is. We expect our suspension rate to continue to decrease.

Although we increased our efforts to address our chronic absenteeism with additional monitoring and home visits, we continue to see significant reductions in 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 continue to ensure that pupils with attendance problems are identified as early as possible to provide appropriate support/interventions and continue to evaluate the effectiveness of strategies we have implemented. In addition, our extensive efforts to strengthen student connectedness (Attend-Connect-Belong" campaign) this year is expected to result in a lower chronic absenteeism rate.

Mathematics is an orange on the California Dashboard for our SBAC results. While we had four student groups move out of red, our focused work in this area will continue. Teachers and principals received multi-session professional development centered around conceptual mathematics (Mindful Mathematics) presented by our Teachers on Special Assignment. To engage all levels of learners, we piloted a new accelerated math curriculum for the 2018-19 school year in 8th grade, and we expect to increase the number of sections offered for the 2019-20 school year. We will engage in ongoing discussions with Grossmont Union High School District to ensure alignment between the two districts. We will utilize the Low Performing Students Block Grant to fund a new position in the 2019-20 school year that will provide additional supports and services to students.

These areas will also be addressed as we continue to 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.

We have used our LCFF general fund to support these identified needs, and where appropriate, have supplemented these resources with federal funds depending on the need.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District works to align its federally funded activities with its state and local funds. District departments and school sites work together to plan, organize, and ensure accountability to align federal funds with activities funded through Title I, Title II, Title III, and Title IV. Principals are provided professional development and resources on the effective and compliant use of supplemental funds to support school initiatives. Each school's School Plan for Student Achievement (SPSA) includes all funding sources that support the goals, actions, and services to support each site's student populations. SPSAs are aligned to the LCAP. Decisions are derived from the analysis of multiple measures and approved by their School Site Councils with input from their English Learner Advisory Committees. All SPSA anticipated expenditures are reviewed by district personnel and approved by the Board of Education.

Federal funds are targeted to support low-income students and their families, lowest achieving students and English learner populations to increase support and intervention services to ensure equity and close the achievement gap for identified subgroups. In an effort to be transparent and highlight our entire District vision, we have included in our LCAP actions and services from the federal dollars (Title I, II, III, and IV) which we receive.

Title I funds are allocated to the 13 sites with the highest percentage of free and reduced lunch students. We hypothesize that concentrating funds at these sites allows them to develop school-wide plans to address the needs of their students and promote academic success and mastery of state standards. Services include intervention teachers, teacher on special assignment (TOSA) support, extended learning activities, and counselors. Title I funds retained at the District level are used to provide support to Title I principals and for a District Parent/Family Liaison who serves Title I schools.

Title II funds are allocated to provide professional learning in research-based strategies that address multi-tiered systems of support, high quality instruction, supporting English learners, and social-emotional learning. Title II funds provide TOSAs, release time, stipends, and conference fees.

Title III funds are used to supplement and enhance English learner programs, progress monitoring, professional learning and instructional materials. Title III funds are also used to fund the salary of an English learner TOSA who provides staff development and coaching to teachers working with English learners.

Title IV funds are used to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students. Specifically, this will be accomplished by providing additional counseling and psychologist support to provide comprehensive school mental health, drug and violence prevention, and training on trauma-informed practices.

Federal and state funds complement each other in the execution of our goals and actions. While much of our budget for the specific actions/services in the LCAP is from LCFF, we are supplementing these actions/services by using federal funds to better support these efforts. For example, professional development is outlined in our Goal 1E (Academic Excellence). We combine LCFF funds with Title II funds to provide high quality professional learning.

## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

In order to determine whether we had disparities, the District used the process for data collection outlined on the CDE website. We pulled district and school data from DataQuest, using the most recent available data. The Human Resources department used the definitions of "ineffective, inexperienced, and out-of-field teachers" provided on the website along with DataQuest and local data to identify teachers in each category and the school where they work. We used this data to complete our Equity Gap Analysis. There is no disparity as our minority and low-income students are not taught at higher rates than other students by "ineffective, inexperienced, and out-of-field teachers."

The data shows that we have 0 "ineffective" teachers and 0 "out-of-field" teachers. The number of experienced teachers at our sites with the highest number of low-income and minority students range from 81% to 100% of educators with more than two years of experience. The majority of these sites are in the 90th percentile. This data was cross-referenced with Data Quest. This is consistent with our non-Title schools that are also staffed with the majority of experienced teachers at the 90th percentile. Our Community Day School (Quest) was the exception where we had 2 teachers with less than 2 years experience.

La Mesa-Spring Valley strives to improve teacher quality and provide additional support in schools with higher rates of low-income students. If we had discovered equity gaps, we would engage our stakeholders in identifying ways to address those gaps. It is because of our stakeholders' previous work that we believe we have many strategies already in place (comprehensive system for recruitment, hiring, induction, and supervision, mentor teachers, grade level collaboration, PLCs, and PD) that have allowed us to not have any disparities.

The District intentionally staffs Title I schools with the highest quality staff available, including interviewing processes that seek candidates with a growth mindset and orientation of equity. Our district embraces an open posting system for vacancies; these recruitment efforts are often informal and based on personal approaches (this is not a written policy, but a practice). HR staff attends a variety of job fairs and has developed a variety of partnerships with local universities to attract and retain top talent. Most recently, we were awarded the California Teacher Residency grant to recruit and retain hard to fill positions in the areas of special education, STEAM, and bilingual education. To attract and retain teachers of color, the District is engaging in courageous conversations regarding social injustice, implicit bias, and unintentional racism. Additional incentives for experienced teachers include increased support staff at Title I schools (intervention teachers, counselors and social workers). To attract experienced external candidates, LMSV recently began giving credit for all years of service.

All teachers in LMSV hold a legally recognized credential. New hires are subject to a rigorous screening process, and our Human Resources, Specialist monitors to ensure that every teacher is appropriately credentialed. Every employee's credential is checked with the California Commission on Teaching Credentialing (CTC). We are committed to ensuring that all of our teachers are effective, experienced, and appropriately credentialed. This information is shared annually with all of our governance groups (e.g. DAC, CSC, DSC, DELAC).

Additionally, every teacher's evaluation was satisfactory. There was not one teacher that received an unsatisfactory evaluation or participated in the Peer Assistance and Review (PAR). Teacher evaluations are reviewed by the Assistant Superintendent, Human Resources annually and filed in the employee's personnel file located in the Human Resources department. Professional development is a priority in LMSV Schools as well as Professional Learning Communities and access to teacher mentors as needed. Training is also provided to our site learning leaders/managers in the areas of high quality teaching and learning and evaluation. San Diego State University provides our Teacher Induction Program paid by the district. This program successfully supports the growth and development of general education and special education teachers.

While there is not an educator equity gap in LMSV, if it became a concern, we would again engage our stakeholders through surveys and forums to identify strategies to address the gap.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District has no schools in Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). We do have four schools eligible for Additional Targeted Assistance & Intervention (ATSI). The District will use the LCAP Stakeholder process to engage stakeholders at ATSI schools, throughout the year, at site/district parent meetings to gather input. In addition, an LCAP survey will be distributed in the coming year. The input from the surveys and meetings will be used to identify strengths and areas of need for each school and the District. Site results will be provided to the four principals to use as part of the annual evaluation of the School Plan for Student Achievement (SPSA) and to make changes for next year.

The District parent and family engagement policy was developed in partnership with parent stakeholder groups (District (Parent) Advisory Committee (DAC), DELAC). It is distributed annually to all parents/guardians as part of our Parent Handbook at the beginning of each school year. The policy is based on Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on recommended changes from the California School Boards Association and through feedback from parent advisory groups at SSC and DAC. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities. Attention is given to parents who are economically disadvantaged, disabled, have limited English proficiency/literacy, or any racial or ethnic minority background. The District uses the findings of the evaluation to design strategies for more effective parental involvement.

We routinely invite parents to participate in school/district-led learning opportunities to enhance their understanding of State academic standards, State and local academic assessments, and how to partner with the school to improve their child's achievement. These include parent literacy and education programs, Back to School, and Parent Conferences; Math, Science, and Literacy events, DAC; DELAC; PTA; SSC and ELAC.

We build school and parent capacity for strong parental involvement and strive to ensure effective involvement of parents in our District to support a partnership among the school involved, parents, and the community. With the assistance of its Title I schools, during Title I annual meetings, SSCs, ELACs, and family engagement events, the District will provide assistance to parents of children served by the school district in understanding topics such as:

- The State's academic content standards and student achievement standards
- The State and District academic assessments
- Requirements of the Title I program
- How to monitor their child's progress
- How to work with their child's teacher and other educators

To emphasize the value of parent engagement, we have provided our school classified employees with customer service training, presented by an outside expert, to improve our user-friendliness and to make our schools more welcoming. District teachers and administrators regularly attend staff development which often focuses on best practices for working as partners with parents. Teachers and staff attend parent meetings and district-sponsored parent trainings as partners, learning alongside one another, with the school's parent participants.

The Parent/Community Liaison does outreach to parents of English learners and assists parents at Title I schools in navigating the school system. The liaison supports parents to find community resources, holds parent workshops, and gathers information about community needs. The District website lists parent resources related to helping families work with their children to improve achievement; however, teachers often also provide take-home materials based on specific student needs.

Informed participation of parents and family members is critical to student success. As such, the following actions are taken to ensure that Title I information related to the school and parent/family (reports, programs, meetings, and other activities) is sent to parents in a format and language parents can understand:

- Provide translators at the campus level for Spanish speaking parents
- Set up district phone call and email system in English and Spanish, based on the primary language identified for the home
- Provide written translation for Title I information in both English and Spanish, as required

Although the District translates district-wide notices for events into Spanish, as required, notices are translated into other languages whenever possible.

When other barriers to informed participation exist, the District provides childcare, transportation, sign language, and other support services, whenever possible.

Just as Title I funded activities are supplemental to actions and services provided through LCFF, our LCAP stakeholder engagement process is supplemented at our Title I schools with parent and family involvement activities required by ESSA.



This includes holding parent meetings, specific to the requirements of Title I, where we work with parents on planning the use of Title I funds and the collaborative development of a parent and family engagement policy that includes information about improving academic achievement.

The District distributes 90% of the 1% reserve to Title I schools to support their local-level family engagement programs and activities. Parents give feedback during SSC meetings on the 1% reservation of funds. The District provides guidance to assist each school in developing a family engagement budget that addresses their needs assessment and parent recommendations.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District operates Title I Schoolwide Programs (SWPs) at 12 schools. The District operates one targeted support Targeted Assistance Program (TAS) at our Community Day School.

Each Title I school completes an annual comprehensive needs assessment to upgrade the entire school program in order to ensure all students, particularly those who are low-achieving, demonstrate proficiency or above for levels of achievement. In addition, they continually review the effectiveness of their programs through SPSA monitoring protocols during their SSC meetings. All goals and actions in their SPSAs are aligned to the research-based practices in the LCAP, but based on site-level planning, data, and students needs. Because Title I funding is used to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting such standards, our SWPs use the funding to pay for the salaries of additional academic and behavior support staff and professional development and materials for this staff to work effectively with the student population. The funds at our TAS school are used to fund additional academic and behavior support staff to work effectively with our targeted students.

Assistance and support is also provided to our Title I SWP and TAS schools from the District in the following ways:

- Provide technical assistance to sites, conduct school site visits, data analysis, alignment of resources, and guidance in the development of their SPSAs.
- Provide online access to resources that include guidance, information, and tips to assist school leadership teams and School Site Councils as they work to develop effective SPSAs designed to address the unique educational needs of students at their school sites.
- Provide an online SPSA template that addresses all required components.
- Annually monitor the implementation of schoolwide and targeted assistance programs through ongoing reviews, evaluations, and revisions to the plan based on current student academic achievement data.
- Provide workshops to parents on topics related to partnering with schools to support students' high academic achievement.

At our Targeted Assistance School, which is a Community Day School with 14 students, we have identified our most educationally disadvantaged students to receive support and intervention services. We have determined that the students who have the greatest need for assistance are those students identified as failing, or most at risk of failing, to meet State standards, as measured by the SBAC. The funds at our TAS school are used to fund additional academic and behavior support staff to work effectively with our targeted students.

### **Homeless Children and Youth Services**

## ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### THIS ESSA PROVISION IS ADDRESSED BELOW:

The set-aside of federal funds for homeless students is principally directed to ensure continuity of services and support for homeless students. Specifically, the funding helps support the District's homeless liaison, who works directly with families to ensure students have access to services and supports at school and within the community. Additionally, the funds are used to purchase bus passes for students and families to ensure continuity of enrollment at their School of Origin if students are temporarily housed out of district.

## Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A: The District does not provide services for early childhood education or student transitions through Title I programs.

N/A: The District does not provide services for student transitions from middle grades to high school or from high school to postsecondary education through Title I programs.

## Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

The District had originally set aside \$50,000, specifically for transportation for our students who had been receiving School Choice transportation under NCLB. As the school year came to a close, it was evident that no students had participated in such transportation services. Because the money was not expended for transportation, and because we were unable to reallocate this amount to the school sites before the end of the school year, we plan to use that money to support our school library programs to increase our students' literacy skills and improve academic achievement.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District does not receive Title I, Part D funds.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

La Mesa-Spring Valley School District promotes professional growth and improvement to teachers and administrators to address the identified needs of our students in a variety of ways that are differentiated to meet the needs of adult learners. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement is measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness.

LMSV is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff participates in ongoing professional learning through workshops, online offerings, and site-based professional learning around District and site priorities as identified through needs assessments and student data. District level professional learning has used a lead teacher model that capitalizes on the expertise of teacher leaders at each grade level. These professionals receive professional learning and in turn, bring it back to their site teams and work alongside principals to help advance the learning throughout the District.

Our new teachers receive additional support through extra professional development days along with the New Teacher Induction Program for teachers with a Preliminary Credential administered through a partnership with San Diego State University.

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement.

Leading Effective Educator Practice (LEEP) is the new teacher evaluation process that we will pilot in LMSV in the 2019-20 school year. For the past three years, a team of teachers and administrators in LMSV has learned, collaborated, and designed LEEP. Each school and principal will pilot LEEP at their sites. The major shift for LEEP from our old teacher evaluation system is moving into a growth model that is tailored to meet the needs of each individual staff member with coaching, support, professional learning, and collaboration.

Also new for the 2019-20 school year will be our new Blended Professional Development program which will offer online professional development options while still offering face-to-face PD. Some of the PD that we will offer includes: Igniting ELD multi-year seminars where teachers learn and implement strategies for designated and integrated ELD and using formative assessment to guide standards-based instruction, Mindful Math where participants will develop deeper understandings of math teaching and how to enrich it while making the District math curriculum more accessible to their students, and ProAct, which teaches participants techniques they can use to deescalate a child's behavior.

Principals will receive ongoing professional growth through monthly Learning Leaders sessions where they increase their capacity in sound instructional practices (5 Dimensions of Teaching and Learning, PLC leadership, targeted feedback). Our fundamental purpose is to ensure high levels of learning for each and every child by addressing the needs of all specific student groups (e.g., ELs, SWDs), implementing practices for promoting high-quality instruction at their sites, and addressing social-emotional learning. New principals will also receive coaching and mentorship from veteran principals and the Assistant Superintendent of Learning Support.

The effectiveness of all professional learning is assessed through participant feedback, stakeholder input and implementation artifacts. All professional learning that is tied to Title II, Part A is monitored and evaluated through a survey that is given to all participants engaged at the conclusion of their professional learning.

The results are shared with the team and a plan is devised depending on the feedback given. The team consists of TOSAs and Learning Support administrators who meet on a weekly basis. Often analysis yields minor tweaks to the facilitation and plans to respond to the support requested by the participants.

The PD plan is shared district-wide. Principals are updated in Learning Leader meetings on the content and effectiveness of the learning as well as ways they can support the work. Principals give feedback to the team as to the implementation and progress teachers are making in the classroom and offer possible next steps.

Additional surveys are conducted both by the LEA and bargaining teams. These results are shared to reveal needs district-wide, and meetings are conducted to develop a strategic plan.

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title II funds in La Mesa-Spring Valley are centralized and are used to fund TOSA positions who provide district-led professional learning and coaching for teachers and administrators.

TOSAS provide direct services to schools with the highest percentage of children counted under Section 1124(c). In addition, TOSA-led professional learning focuses on research-based strategies to support the learning needs of students from low-income homes. Schools with the highest need receive onsite, in-person, differentiated TOSA support. Currently, we do not have individual schools identified for Differentiated Assistance process, although we have four sites identified for ATSI. These four sites will receive priority through centralized Title II services based on their identified needs and stakeholder input through SSC, ELAC, and staff.

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**



Title II, Part A activities in La Mesa-Spring Valley help to supplement our work to support new teachers, leaders and paraeducators in the system. Title II, Part A allows us to support the new teachers, leaders and paraeducators more regularly, provide enhanced professional development and coaching and differentiate that coaching based on assessed skill and need. We value and support continuous improvement of program actions and strategies through the use of multiple measures. Multiple measures would include student data and stakeholder input:

- Professional Development Feedback-Participants provide feedback on professional development. The data is used to guide future professional development to ensure that content is relevant and meets the needs of participants. All district professional learning sessions that are tied to Title II, Part A are monitored and evaluated through a survey that is given to all participants at the conclusion of their professional learning. The following six questions are asked:

1) This session was successful in meeting the following learning intentions (learning intentions listed)

a) Organization

b) Content

c) Facilitation

2) To what degree did the following support your learning today?

3) What is 1 thing from the professional learning session that squares with your thinking?

4) What 2 things are circling around your head?

5) What are 3 points from this professional learning session you are taking away?

6) Do you have anything you would like to share with the facilitators?

These results are shared with the team and a plan is devised depending on the feedback given. The team consists of TOSAs and Learning Support administrators who meet on a weekly basis. Often, analysis yields minor tweaks to the facilitation and plans to respond to the support requested by the participants.

- Parent Feedback-Parents provide input and feedback on their satisfaction with their child's instructional program through the annual needs assessment. This data, along with informal feedback through parent committees (such as DELAC, ELAC, SSC, and DAC) inform professional development planning, specifically in the areas of Restorative Practice and Trauma-Informed Care.
- Achievement results, including SBAC, the Dashboard, and District benchmark assessments provide insight into areas of need.
- Input from principals based on walkthrough data is also used to evaluate the effectiveness of professional learning.

Additional surveys are conducted both by the District and bargaining teams. These results are shared to reveal district-wide needs, and follow-up meetings are conducted to develop a strategic plan.

Title II, Part A activities are partnered with different district initiatives including:

- Professional learning for our paraprofessionals conducted by the Special Education department
- Partnerships with the San Diego County Office of Education in Targeted Feedback, Equity Project, Improvement Science, and New Administrator coaching (2-year duration)
- Professional Learning Community institutes

The professional learning plan is shared district-wide. Principals are updated in Learning Leader meetings on the content and effectiveness of the learning as well as ways they can support the work. Principals give feedback to the team as to the implementation and progress teachers are making in the classroom and offer possible next steps.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Learning Support department in the La Mesa-Spring Valley School District will provide district-wide training at each site and to staff members from each site throughout the year. The District will ensure that administrators, teachers, and other appropriate staff members receive sufficient professional staff development on specific English learner topics to increase their knowledge and skills in meeting the needs of English learners and the needs of our teachers, administrators and staff in supporting our English learners.

- TOSAs will provide principals and teachers with professional development and tools to support the implementation in the implementation of integrated ELD and collaborative conversations.
- TOSAs will provide on-going coaching and modeling in the implementation of integrated ELD, collaborative conversations in addition to Wonders/Study Sync.
- Site Learning days will be used to support Integrated ELD implementation and teachers' analysis of benchmark data and classroom assessments. Staff will facilitate discussions to support teachers in identifying and utilizing successful implementation strategies.

TOSAs will provide customized training and resources in response to observation and student data to ensure effective implementation.

Professional learning will also include:

- (1) training to administer ELD monitoring assessments and modify instruction based on results
- (2) training in use English Language Proficiency Assessments for California (ELPAC) results to improve instruction
- (3) collaboration time for teachers to consider student needs, share effective strategies, and plan instructional modifications, as needed
- (4) ongoing training in deepening understanding and implementation of designated and integrated ELD
- (5) ongoing training in using California ELD standards to plan for and assess English learner progress
- (6) training to introduce California state policy English Learner Roadmap

Additionally, professional learning on instructional strategies to support English learners will be integrated into all standards-based professional learning sessions including core adoption implementations, formative assessment trainings, and regularly scheduled principal collaboration meetings.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

With the Title III, Part A Immigrant funds that we receive (approximately \$30,000), we intend to enroll immigrant students, in US schools less than one year, in our newcomer academy, "Breakthrough English", during the summer break.

Breakthrough English is a 4-week supplemental program designed to provide newcomers (English Learners) with 12 or fewer months in US with intensive English Language Development. Each class session will be four hours. Students in kindergarten through eighth grade will engage in project-based and thematic learning endeavors to contextualize learning and relevantly apply it. Structured oral exchanges will be explicitly woven throughout, as well as opportunities to organically construct knowledge together. Units of instruction will be multi-disciplinary so that academic language and skills will also addressed and reinforced. Upper grade students will learn to utilize technology as a tool to enrich and scaffold their learning.

The program will also provide an important social aspect as well. Because of their diverse cultural backgrounds and experiences, the summer school program for our immigrant students will offer the children a unique opportunity to get to know each other and start the school year having already made new friends.

Free transportation via district buses will be provided to ensure that the students who most need this support have access. Classes will be provided by hand-selected, certificated teachers with expertise in language development. We expect to have four teachers lead this supplemental program, collaborating with each other to involve students in a variety of ways to build their vocabularies and in designing activities to boost early literacy skills.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The La Mesa-Spring Valley School District will provide high quality language instruction that supplements the core based on scientifically-based research. Our model for English Language Development instruction is based on the recommendations found in the CDE ELA and ELD Framework and the CA English Learner Roadmap.

ELD instruction is consistent and comprehensive, and includes integrated and designated ELD instruction. Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in their classroom. The ELD, ELA/Literacy, and other content standards are used in tandem to ensure students strengthen their abilities to use academic English as they learn content through English. Designated ELD is provided to ELs during a protected time in the regular school day. The CA ELD standards are used to build into and from content instruction to build critical language that English learners need to meet the challenging state academic standards. LMSVS is pursuing principles found in the CA English Learner Roadmap to provide an environment for EL instruction that demonstrates the understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the school system have a role to play in ensuring the access and achievement of our English learners. Principles address the following themes: assets-oriented/needs responsive schools, intellectual quality of instruction and meaningful access, system conditions that support effectiveness, and alignment and articulation within and across systems.

1: Ensure effective implementation of ELD

- Kindergarten-6th grade teachers will implement designated and integrated ELD in conjunction with ELA Wonders. 7-8 ELD and ELA teachers will implement designated and integrated ELD in conjunction with StudySync.
- English learners will receive a minimum of 30 minutes/day of designated ELD with adopted curriculum.
- All content area teachers will use instructional strategies for integrated ELD to meet language demands of complex text including math.
- All teachers will use frames and scaffolds for collaborative conversations to support ELs in developing skills for oral academic discourse.
- At the K-6 level, our Board-approved ELD core curriculum is Wonders. At grades 7-8, our ELD core is part of Study Sync from McGraw Hill.

2: Foster achievement through academic vocabulary and discourse development.

- Select teachers will work with TOSAs to create resources that integrate robust Tier 2 academic vocabulary and structured collaborative conversation routines into Wonders curriculum.
- 7th-8th grade ELD teachers will use Academic Vocabulary Toolkit to teach and promote the use of Tier 2 academic vocabulary.

3: Identify and address the needs of at-risk Long-Term English Learners (LTELs).

- Refine LTEL Take-Home iPad Program (Project LIFT): Students identified as LTEL or at risk at select sites will receive an iPad and connectivity for home use with supplemental language development, literacy, and math programs to address academic skill gaps and accelerate language development.

Ensure access through ELD, effective instruction, and multi-tiered systems of support

1: English learners will receive a minimum of 30 minutes/day of designated ELD with adopted curriculum.

2: Provide additional supports, intervention, and accelerated language development for newcomers, ELPAC 1s and 2s and ELPAC 3s and 4s not making adequate progress.

- ELs at ELPAC levels 1 and 2 will use Imagine Learning for 100 minutes/week to accelerate the development of oral language/foundational literacy skills.
- ELs at ELPAC levels 3 and 4 not making adequate progress will participate in intervention (Imagine Learning/Lexia).
- Principals/teacher teams will review Imagine Learning usage reports and student progress to adjust and increase interventions as needed.

3: Teachers will utilize strategies to ensure access to academic standards through GLAD and other scaffolds with an emphasis on academic language.

4: Kempton Literacy Academy offers dual-language immersion (Spanish/English) and promotes academic success for ELs.

Promote parent/family/community engagement in the education of ELs.

1: Provide targeted parent education to students participating in LTEL Home iPad Program.

- Understanding how to support your child at home and monitor his/her progress.
- Promoting authentic home-school collaboration.

2: Provide ESL classes/parent education classes for parents and community members.

3: Increase parent education class offerings.

- How to help your child at home.
- Understanding CCSS and curriculum adoptions.
- How to understand/support your child's English language proficiency progress.

4: Increase communication/make parents feel welcome and comfortable

- Interpretation at parent events.
- Ambassadors to assist parents with registration and school procedures.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

English learners in La Mesa-Spring Valley receive high quality ELD instruction in all of our English learner program models until they demonstrate proficiency in English language and academic skills. In addition, English Learners participate in core grade level curriculum through course offerings and differentiation strategies to support access to the curriculum and academic language to meet the challenging State academic standards. To ensure progress in achieving English proficiency and meeting state academic standards, La Mesa-Spring Valley focuses on research-based materials, program evaluation, and program monitoring.

- Each English learner is assessed with the ELPAC (English Language Proficiency Assessments for California) for annual growth. The results of this assessment are reviewed at the individual, grade level, school, and district level to make instructional modifications as needed.
- The results of the Equity Report, specifically the English Learner Progress Indicator, are used to monitor areas of strength and potential growth.
- Formative assessments and walkthrough observations are used on a routine basis by site and district staff to evaluate and report on the full implementation of the ELD program at each school site.
- Principals and teacher teams will review Imagine Learning usage reports and student progress to adjust implementation and increase interventions as needed.
- District and site staffs review District benchmark assessments for modification of program implementation.
- District and site staff monitor English learner progress through ELPAC and District benchmarks:

All ELPACs 3 and 4 not making adequate progress participate in intervention

Students identified as at-risk LTELs and/or students already considered LTEL are targeted for specific interventions (Project LIFT).

District and site staff review District benchmark assessments for modification of program implementation.

Collaborative teams meet regularly to analyze assessments to determine student needs and plan instructional responses.

Students not making adequately academic progress as indicated through formative and District benchmark assessments participate in tiered intervention and progress monitoring.

District engages stakeholder groups (DELAC, ELAC, SSC, DAC (District (Parent) Advisory Committee), etc.) in program monitoring through activities such as:

- Sharing and educating parents on the Dashboard
- Informing about and publicizing Title III program evaluation data
- Sharing data and asking for feedback from advisory councils
- Educating parents on the importance of and how to ask questions about student progress (through parent workshops)

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Through the Title IV, Part A, Student Support and Academic Enrichment Grant funding, LMSV will focus primarily on addressing priority (c), supporting safe and healthy students. This priority was identified as the greatest need by our stakeholders. LMSV has several mechanisms through which input is sought from stakeholders on an ongoing basis. Input was provided at employee and parent advisory groups (District Advisory Council, District Staff Council, Classified Staff Council, PTA, etc.) regarding the needs at their sites/departments; input was provided through an employee survey via our teachers' association, and data was pulled from the CA School Dashboard and the California Healthy Kids' Survey (CHKS) to establish a baseline of need. From every employee group and all stakeholders, the overwhelming theme was student behavior/student safety. There is a need to better support students in this area (through access to a well-rounded, social and emotional learning foundation) and a need to be more responsive to behaviors (through alternatives to suspension, partnerships with our probation office, and opportunities to build staff/students' skills for responding to behavior escalations).

LMSV will use the SSAE funding to focus on the following objectives:

- Improve access to social and emotional learning and supports for students
- Reduce suspension rates for middle school students
- Reduce the incidents of tobacco and drug-related offenses that require suspension
- Increase the percentage of students who report a positive school connection and positive school climate

Objectives will be measured through specific data collection (suspension, discipline, and CHKS data) and through anecdotal data collection (numbers of students served by behavior team, etc.). Official data will be reported on an annual basis, but monitored on a quarterly basis by the Student Supports division to ensure equitable access and to ensure the program is on target to meet its objectives. This information will inform our practice and help us determine if adjustments are needed. We will continue to consult with stakeholders, including private schools, to evaluate and improve the programs implemented.

35% of the funding will be directed towards Social and Emotional Learning. The focus of the funding and support for student access to a well-rounded education will occur at the elementary level, through additional support from a school psychologist who will provide resource/ interventions specifically focused on social and emotional learning, trauma-informed care, PBIS, and restorative practices. At the middle school level, funding will be allocated towards social and emotional learning as a preventative measure and be provided through Deans of Students, whose primary responsibility is to ensure students have access to positive behavior supports/resources. Approximately \$88,900 (35%) will be allocated for these services this year (this includes funding for the 2019-20 school year and carryover from 2018-19). \$77,200 will be directed towards elementary students and \$11,700 will be directed towards middle school students' access to this goal. The remaining 65% of our funding (approximately \$165,138 including funding for 2019-20 and carryover from 2018-19) will be for supporting safe and healthy students. Supporting safe and healthy students is a primary concern for our stakeholders. This is particularly evident at the middle school level.

Middle school support staff will work with our school-based probation officer to ensure that students have opportunities for safe and healthy school choices and alternatives to suspension, especially where tobacco/drug offenses are concerned. The Deans of Students will be responsible for providing intervention opportunities, communicating with parents, and ensuring a link to school-based probation services/activities.

LMSV also received a Learning Communities for School Success Program grant, which will begin this year. Staff funded through the SSAE apportionment will partner alongside those working on the grant to ensure a focus on improving student behavior and student attendance, and creating overall improvements in school safety and culture.

\$1000 of SSAE funding will be allocated to improving the use of technology to increase academic achievement/growth, and digital literacy of students. LMSV already allocates a healthy budget to its classroom technology program and its efforts toward classroom technological literacy. Since this is not a primary need for us, a small portion is being set aside to meet the requirements of this provision. This funding will be directed toward online PD focused on using technology in the classroom to enhance student achievement/engagement. Funds will pay a course moderator to provide online PD access to staff who are seeking to professionally grow in this area. A component of the PD will be a requirement that teachers apply their learning in their classroom setting.