

**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)

<https://www.lmsvschools.org/accountability/#/cap>

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.

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.

The La Mesa-Spring Valley Schools (LMSVS) exists to provide children a pathway to a fulfilled life. We believe this is possible by ensuring high levels of learning for each and every child through grade 8 and providing support services that benefit our families.

LMSVS is a 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 and value the diversity of our students, families, and staff. Collaboration is practiced 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 11,079 students (not including preschool) with 16 elementary schools (grades TK-6), two middle schools (grades 7-8), one dual immersion academy (grades K-6), one visual and performing arts academy (grades 4-8), one STEAM academy (grades 4-8), one blended learning school (grades K-8), and one community day school (grades 6-8).

The LMSVS student population continues to grow more diverse. The ethnic distribution of our students is as follows: Hispanic 51.09%, White - 26.67%, Black/African American - 8.28%, Multi-Ethnic (2 or more) - 8.79%, Filipino - 2.35%, Asian - 2.09%, Hawaiian/Pacific Islander - 0.49%, and American Indian-Alaskan Native - 0.20%. Our percentage of Unduplicated Pupils (low-income students, foster youth, English learners) is 60.48%. The communities we serve 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.

The district employs 1,520 people with an annual general fund budget of approximately \$168.9 million.

In LMSVS 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 Local Control Accountability Plan (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 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being.

Goal 3 - EQUIP - We will equip our students with the tools necessary to realize their fullest potential.

After reviewing data on the most recent California School Dashboard (2019) and our local data from 2020-21, the district has identified several areas needing improvement, including increasing the academic performance of all our student groups, and reducing suspensions and chronic absenteeism district-wide.

Increasing academic performance in English/language arts and math continues to be a need for all of our students and a priority for the district. We are committed to reducing the academic disparities among student groups. According to the 2019 California School Dashboard, English/language arts has a significant performance gap in the achievement levels amongst our student groups. In 2019, our Asian, Filipino, and White student groups were at the blue (very high) performance level; our Foster Youth and African American student groups were at the yellow (medium) performance level; and our English learner, Hispanic, Homeless, Pacific Islander, Students with Disabilities and Socioeconomically Disadvantaged student groups were at an orange (low) performance level.

In mathematics, a performance gap also exists. Our Asian student group was at a blue (very high) performance level, and our Filipino and White student groups were at a green (high) performance level; however, there are student groups who are two or more performance levels below these student groups. While we had no student groups in the red (very low) performance level, our African American and Pacific Islander student groups were signified as being at the yellow

(medium) performance level, and our English learners, Hispanic, Homeless, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities were at an orange (low) performance level on the Dashboard.

The district will continue to address these student academic performance needs in a variety of ways next year:

- 1) Instruction and Data Support (IDS) Teachers will be hired at each site to facilitate and support the development and implementation of a systematic schoolwide approach to multi-tiered interventions and supports; collaborate and build capacity with site leadership teams and administrators to effectively use assessment data to drive instruction and establish a model for continuous student improvement; and provide direct training, coaching and support for teachers with interventions and curriculums at the site and district level.
- 2) Teachers will be provided time during weekly collaboration meetings and staff release days to analyze English language arts and math achievement data in order to identify students who need targeted and differentiated instruction.
- 3) All staff members will engage in professional learning that promotes equity for all student groups.

We believe that our work on developing strong professional learning communities during the 2019-20 school year strengthened our collaboration among teacher teams and focused the work of these teams around the teaching and assessing cycle. These cycles helped to align our standards based instruction with learning targets and success criteria as well as developing strategies for those students who needed additional support to meet the success criteria. We will continue this work in the coming year.

Because of the academic performance gaps previously mentioned, there is a need for a district-wide, systematic tool that can be used with all of our students for the purpose of universal screening and diagnostic assessments. We have responded by moving forward with the purchase of i-Ready. i-Ready Assessment and i-Ready Personalized Instruction are part of a subscription-based software that will provide us with adaptive diagnostic assessment, growth monitoring assessments, and standards mastery assessments for all of our K-8 learners. It will also target interventions for our learners in the areas of their greatest need. As such, it will be an integral part of our district's assessment and intervention systems.

Continuing to decrease the number of suspensions and the number of students who are chronically absent are other priorities of the district. The 2019 California School Dashboard reported that 3 of our schools were in the overall red (very low) performance level and 8 schools were in the overall orange (low) performance level. Specific student groups identified that need the greatest attention in reducing suspensions include our African American, Foster Youth, Students with Disabilities, and Native Hawaiian or Pacific Islander who were in the red (very low) performance level. Our attention will also be focused on the student groups who were in the orange (low) performance level, which included our English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, and Homeless students.

With regard to our levels of chronic absenteeism, the 2019 California School Dashboard shows that we have 5 schools in the red (very low) performance level and 9 schools in the orange (low) performance level. Our Students with Disabilities were in the red (very low) performance level, while our English Learner, Socioeconomically Disadvantaged, Hispanic, African American, and Native Hawaiian or Pacific Islander student groups were in the orange (low) performance level.

Since the collection of the dashboard data in 2019, we have continued to collect information regarding academic achievement, suspensions, and chronic absenteeism. Although local suspension data this year is skewed due to distance learning, local data indicates that chronic absenteeism patterns have continued with similar trends throughout the 2020-21 school year.

To address these particular needs, the district will be implementing an alternatives to suspension program during the 2021-22 school year at the elementary schools which will also promote a positive school environment and provide social/emotional support for students. Based on the results of our middle school alternatives to suspension program (Mending Matters), we anticipate improved results in both our suspension and chronic absenteeism numbers.

Finally, to help us continue to address and resolve our identified needs, we will be engaging in work around cultural proficiency and educational equity. We will identify barriers that might prevent certain student groups from achieving at higher levels and honor the assets these students bring to the classroom. We have partnered with Dr. Trudy Arriaga who will guide us in an understanding and implementation of cultural proficiency, school-wide and district-wide. We will focus on core values that ensure equity, access, and opportunity for every child and their family as we align the actions of our district with our values and principles in our effort to build a culturally proficient organization.

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 the federal 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 (SSCs) with input from their English Learner Advisory Committees (ELACs). 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 student groups. 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, teachers on special assignment (TOSA) support, extended learning activities, social workers, and counselors. Title I funds retained at the district level are used to provide support to Title I principals and for social workers who serve students and families at 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 a portion of the salary of a 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, social worker, 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 1, Action 1 (Professional Learning for our Certificated Teachers). For this goal, we combine LCFF funds with Title II funds to provide high quality professional learning.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used to select school attendance areas is based on the number of children eligible for free and reduced means (Richard B. Russell National School Lunch Act).

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:

The La Mesa-Spring Valley School District used the process for data collection outlined on the California Department of Education (CDE) website to determine whether we had disparities in educator equity. We accessed district and school data from DataQuest, using the most current data available. The Human Resources department used the definitions of "ineffective, inexperienced, and out-of-field teachers" provided on the CDE website along with DataQuest and local data to identify teachers in each category and the school where they work.

With respect to inexperienced teachers, our two schools with the highest percentage of low-income students have one teacher identified as inexperienced. However, when we look at our 12 Title 1 schools in sum, we have a total of 32 teachers identified as inexperienced versus 16 inexperienced teachers in our ten non-Title 1 schools. These same numbers are consistent when we look at the service of our minority students in our schools as well. Thus, we currently have more inexperienced teachers in our schools where we have a higher percentage of low-income students, as well as minority students.

We have implemented adjustments to our recruitment and retention processes for the 2021-22 that we anticipate will positively impact our percentage of experienced teachers at our schools with the highest percentage of low-income students. These adjustments include the review of temporary and probationary contracts and the teacher transfer process districtwide. We have also recently been able to provide credit for all years of service for teachers entering our school district.

In light of the existing data, other factors such as specialized programs, school size, types of contracts, and other unique circumstances will need to be considered, in conjunction with the data, to help contextualize what other specific actions may be needed.

When we look at Out of Field teachers, the data currently shows that we have three teachers out of field in our Title 1 schools. The data in this area does not show any level of disparities related to “out of field” teachers across our Title 1 schools and non-Title 1 schools.

Due to the pandemic, all certificated evaluations for tenured employees were postponed for the 2020-2021 school year. Thus, the review of effective and ineffective teachers via yearly evaluations was not possible this year. We will restart our certificated evaluation cycle again this coming school year (2021-22).

All teachers in LMSVS 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 and appropriately credentialed. This information is shared annually with all of our governance groups (e.g., District (Parent) Advisory Council (DAC), Classified Staff Council (CSC), District Staff Council (DSC), District English Language Advisory Committee (DELAC).

Professional development (PD) is a priority in LMSVS, as well as access to teacher mentors, as needed. Training is provided to our school site leaders in the areas of high-quality learning and teaching. There is also an emphasis on teacher coaching and evaluation with the implementation of our new teacher evaluation model in the 2021-22 school (LEEP). In addition, San Diego State University and the San Diego County Office of Education provide our Teacher Induction Program paid by the district. This program successfully supports the growth and development of our new general education and special education teachers.

Further discussion and review will be needed given some of the trends and patterns included above specific to inexperienced teachers. Additional next steps towards addressing any educator equity gaps include having further discussion and research of our current data with our key stakeholders (site administrators, local universities, district personnel, parents, labor leadership). This process will assist in identifying other factors that may be influencing the current data and help provide a root cause analysis with actionable next steps.

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).

LMSVS has two schools eligible for Comprehensive Support and Improvement (CSI), but has no schools eligible for Targeted Support and Improvement (TSI). We do have seven schools eligible for Additional Targeted Assistance & Intervention (ATSI). The district will use the LCAP stakeholder process to engage parent and family stakeholders at CSI and ATSI schools, throughout the year, at site/district parent meetings to gather input. In addition, a Parent Satisfaction Survey was distributed in May and an LCAP survey was available in May and June to our parent/family and community stakeholders. The input from the surveys and meetings from this year and in future years will be used to identify strengths and areas of need for each school and the district. Site results will be provided to the nine principals to use as part of the annual evaluation of the SPSA and to make changes for the coming school year.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district parent and family engagement policy was developed in partnership with parent stakeholder groups such as District Advisory Council (DAC)/School Site Council (SSC), District English Language Advisory Committee (DELAC)/English Language Advisory Committee (ELAC). It is distributed annually to all parents/guardians as part of our Parent Handbook of Annual Notifications 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 are of 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 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 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 will continue to attend parent meetings and district-sponsored parent trainings as partners, learning alongside one another, with the school's parent participants.

Our social workers and mental health providers will continue to do outreach to parents of English learners and assist parents at Title I schools in navigating the school system. These staff members support parents to find community resources, hold parent workshops, and gather 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.

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.

LMSVS operates Title I Schoolwide Programs (SWPs) at 13 schools.

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, the schools continually review the effectiveness of their programs through SPSA monitoring protocols during every SSC meeting. 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 student 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.

Assistance and support is also provided to our Title I SWP 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 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

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:

LMSVS does not operate any targeted assistance school programs.

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 targeted support for homeless students. 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. Additionally, this year we will be establishing a partnership with Arts for Learning to provide an after school trauma-informed program for some of our most vulnerable students experiencing homelessness that will provide additional social-emotional support through visual and performing arts.

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.

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

N/A

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:

LMSVS 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 observation. Growth and improvement are 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.

LMSVS 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 participate will participate 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 will continue to use a lead teacher model that capitalizes on the expertise of teacher leaders

at each grade level. These professionals will receive professional learning and in turn, take it back to their site teams and work alongside principals to help advance the learning throughout the district.

Our new teachers will 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 will include site learning day presentations and PLC work. Teachers will 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 implement in LMSVS in the 2021-22 school year. Recently, a team of teachers and administrators in LMSVS learned, collaborated, and designed LEEP over a three-year period. Each school and principal will implement LEEP at their sites. The major shift for LEEP from our previous 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.

Professional learning in LMSVS continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years, professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment, social-emotional learning, and having an equity lens in all our work. In response to student performance data and classroom observation, professional learning will continue to focus on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners.

During the 2019-20 school year we began a Blended Professional Development program which offered online professional development options while still offering face-to-face professional development. With in-person learning restrictions in place due to COVID-19, the professional development for our educators during 2020-21 had been completely online; however, we anticipate that during the 2021-22 school year we will be able to offer face-to-face professional development once again.

Regardless of the learning format, our LMSVS educators are eager to engage in professional development, and the district is committed to providing them with many tools, strategies, and training to support them.

Professional development days at the start of the 2021-22 school year will address cultural proficiency and educational equity. As we progress through the year, we will identify barriers that might prevent certain student groups from achieving at higher levels and honor the assets these students bring to the classroom. An external consultant will guide us in an understanding and implementation of cultural proficiency, school-wide and district-wide. We will focus on core values that ensure equity, access, and opportunity for every child and their family as we align the actions of our district with our values and principles in our effort to build a culturally proficient organization.

Professional development sessions will include:

- Cultural Proficiency and Educational Equity
- Supporting Social Emotional Learning (SEL)
- Supporting students with IEPs
- Designated ELD support and strategies

Because we will be moving forward on several textbook adoptions in the coming years, our professional development will also cover topics such as successful implementation of the selected programs, fidelity of implementation in order to obtain the proven research-based results, and how best to improve teaching practice.

In order to help support the planning and professional development of our educators, the LMSVS website was redesigned to give teachers access to pacing guides, quick links for tutorials with Zoom, Google Classroom, Seesaw, Dojo, online curriculum supports, and more. The site also includes tools and information for supporting English learners and providing differentiation in the content areas.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs and to capitalize on teacher expertise. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student.

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, equity). 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, Students with Disabilities (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 Leadership and Learning.

Regardless of the manner in which our students are educated, LMSVS believes in continuous learning and we will ensure high-quality professional learning to all of our staff in an on-going manner throughout the entire 2021-2022 school year.

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 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 monthly Learning Leader meetings on the content and effectiveness of the learning as well as ways they can support the work. Principals also 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 strategic plans, as needed.

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 LMSVS 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 will focus on research-based strategies to support the learning needs of students from socioeconomically disadvantaged homes. Schools with the highest need will receive onsite, in-person (when possible), differentiated TOSA support. Currently, LMSVS is identified for the Differentiated Assistance (DA) process and support from the San Diego County Office of Education (SDCOE). We have one elementary school and one upper grade academy who will continue to be engaged in DA with the SDCOE team. These 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 LMSVS will help to supplement our work to support new teachers, leaders, and paraeducators in the system. Title II, Part A will allow 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 will continue to value and support continuous improvement of program actions and strategies through the use of multiple measures. Multiple measures will include student data and stakeholder input including:

- Professional Development Feedback - The data will be 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 will be monitored and evaluated through a survey that will be given to all participants at the conclusion of their professional learning. The following six questions will be asked when in-person professional development is conducted:

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

- Organization
- Content
- 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?

Online professional development participants will also provide evaluations at course conclusions. Results from both online and in-person PD sessions will be shared with the team and a plan will be devised depending on the feedback given. The team will continue to consist of TOSAs and Learning Support administrators who meet on a weekly basis. As previously mentioned, the analysis may yield minor tweaks to the facilitation and plans to respond to the support requested by the participants.

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

Additional surveys will continue to be conducted by the district and the certificated and classified bargaining teams. These results will be shared and may reveal district-wide needs. Follow-up meetings will be conducted to develop strategic plans as necessary.

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

- Cultural Proficiency and Educational Equity work with Dr. Trudy Arriaga
- Professional learning for our paraprofessionals conducted by the Special Education department
- Differentiated Assistance and Targeted Feedback
- PLC Institutes

The professional learning plan and revisions to the plan will be shared district-wide. Principals will be updated in Learning Leader meetings on the content and effectiveness of the learning as well as ways they can support the work. Principals will be able to provide 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 LMSVS 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 (ELs) and the needs of our teachers, administrators, and staff in supporting our ELs.

- TOSAs will provide principals and teachers with professional development and tools to support the implementation in the implementation of integrated English Language Development (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
- TOSAs will provide customized training and resources in response to observation and student data to ensure effective implementation.
- 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

Professional learning will also include:

- (1) training to administer ELD monitoring assessments and modify instruction based on results
- (2) training in use of 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 ELs has been and will continue to 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 received (approximately \$30,000), we will prepare to enroll immigrant students, in US schools less than one year, in our newcomer academy, "Breakthrough English", during the October and Spring Breaks during the 2021-22 school year.

Breakthrough English is a 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 be 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 supplementary program for our immigrant students will offer the children a unique opportunity to get to know new friends and develop already established friendships.

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:

LMSVS will provide high quality language instruction that supplements the core based on scientifically-based research. Our model for ELD 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 ELs 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 ELs' 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 ELs. 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

- At the K-6 level, our Board-approved ELD core curriculum is Wonders. At grades 7-8, our ELD core is part of StudySync from McGraw Hill.
- 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.
- ELs 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.

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)

- LTELs will access "Imagine Learning" to help improve their reading, writing, listening, and speaking skills on the iPad or Chromebook.
- LTELs will meet with their teachers, virtually or in person, in small groups for instruction to support language development and productive language.

- EL TOSA will work with SDCOE and will continue to provide training for teachers to support ELs, including LTELs, for both in-person and distance learning.

To ensure access through ELD, effective instruction, and multi-tiered systems of support:

1: ELs 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 Guided Language Acquisition Design (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 through grade 6.

To promote parent/family/community engagement in the education of ELs:

1: Provide targeted parent education to families of EL students

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

2: Provide virtual (and when possible, in-person) 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:

(A) 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

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ELs in LMSVS receive high quality ELD instruction in all of our EL 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, LMSVS focuses on research-based materials, program evaluation, and program monitoring.

- Each EL 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, when available, 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 staff review district benchmark assessments for modification of program implementation.

District and site staff monitor EL 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 (Imagine Learning).
- 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, 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 (SSAE) Grant funding, LMSVS will focus primarily on addressing priority (c), supporting safe and healthy students. This priority was identified as the greatest need by our stakeholders. LMSVS has several mechanisms through which input is sought from stakeholders on an ongoing basis. Input was provided at employee and parent advisory groups (DAC, DSC, CSC, PTA, etc.) regarding the needs at their sites/departments; parent survey data was reviewed and input was provided through an employee survey. As we emerge from the pandemic, the overwhelming theme continues to be socio-emotional/mental health for students, including support for student behavior/student safety. There is an increased need for mental health supports for students at all grades and ages, a need to better support students who demonstrate behavior challenges (through access to a well-rounded, social and emotional learning foundation) and a need to be more responsive to behaviors (through alternatives to suspension and opportunities to build staff/students' skills for responding to behavior escalations).

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

- Provide increased social worker support for students

- 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 CORE SEL survey 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.

60% 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 through additional support from a school psychologist who will provide resources/ interventions specifically focused on social and emotional learning, trauma-informed care, PBIS, and restorative practices. In addition, this funding supports two social worker positions whose responsibilities include providing social-emotional lessons and education, engaging with students and families for positive school connections, and diversion programs targeted at reducing suspension rates.

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

LMSVS also received a Learning Communities for School Success Program grant. 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.

\$10,000 of SSAE funding will be specifically allocated to improving the use of technology to increase academic achievement/growth, and digital literacy of students. LMSVS 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.

Due to the COVID pandemic, the remaining 34% of the SSAE funding is being allocated to support targeted technology and social-emotional needs as we return to full, in-person learning. These needs go above and beyond the base program, and would be targeted to expand the way in which we are able to serve and support our students during this unique time in order to continue to build positive school connections for all of our students and families. This might include additional technology resources, or additional mental health staff to support unique needs identified for students as they return to campus.